



CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies

IFS 141
Self in Practice
Winter 2016

COURSE OUTLINE

Description:

This course builds on the knowledge and skills learned in IFS 140 (Into to Practice), through a combination of classroom and practical experiences. Students will further develop knowledge and strategies for effective work with families and interdisciplinary teams. Lifelong learning and its relationship to personal and professional development is explored.

✦ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructors: Sandee Mitchell
Class Time: Tuesday, 9:30 to 12:20
Location: WESENEC
Office Hours: Tuesday 12:30 to 1:30
Phone: 250-370-3124 or 250-544-2192
Email: Mitchell@camosun.bc.ca

2. Intended Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Reflect an understanding and awareness of the importance of walking in balance, both personally and professionally, in order to promote positive change for indigenous individuals, families and communities.
2. Utilize an understanding of historical and cultural realities of indigenous peoples to promote the overall well-being and facilitate positive change for individuals, families and communities.

3. Communicate effectively in oral, written and non-verbal forms in ways that enhance the quality of intra-cultural and cross-cultural services.
4. Apply knowledge in a thoughtful way to develop effective approaches for supporting and guiding individuals, families and communities towards positive outcomes.
5. Work effectively as part of a team to identify access and utilize appropriate resources to meet the needs of individuals, families and communities.
6. Use positive, strengths-based supports for assisting individuals within diverse learning environments.

3. Required Materials

Baskin, Cindy. (2011)
 Strong Helpers' Teachings: The value of Indigenous Knowledges in the Helping Professions.

4. Course Content and Schedule

- Explore Aboriginal ways of knowing
- Examine strengths within the program content
- Discuss individual journeys
- Experience oral tradition
- Explore the importance of community and land
- Discuss best practices

		Topics	Readings and suggested resources
1	Jan 12 th	IFS 141 Orientation and review of course outline. Starting at the Beginning	Review Chapter 1
2	Jan 19	Drum Making workshop with Richard (Mookaasige) Spearman	
3	Jan 26	Guest Speakers: Kathleen King Hunt and Melissa Austin from SD 62 and 63 Check in: How is Practicum going? Knowing your values: The self is always first in the circle	Text book: Chapter 2
4	Feb 2	Guest Speaker: Nella Nelson from SD 61	Textbook: Chapter 3

		Current Theories and Models of Social Work as seen through an Indigenous Lens	
5	Feb 9.	Check in: What are you learning in Practicum? Centering all Helping Approaches Values and Ethics	Text Book: Chapter 4 Text Book: Chapter 5
6.	Feb 16	Holistic or Wholistic Approaches The Answers are in the Community	Text Book: Chapter 6 Text Book: Chapter 7
7	Feb 23	Spirituality	Text Book: Chapter 8
8	Mar 1	Suicide How is practicum going?	Guest Speaker: Gerri Ambers
9	Mar 8	Healing for Justice	Text Book Chapter 9
10	Mar 15	Caring for Families, Caring for Children	Text Book: Chapter 10
11	Mar 22	We are all related Preparing our resume and cover letter	Text Book: Chapter 13
12	Mar 29	The End of the World as We Know It	Text Book: Chapter 14
13	April 5	Presentations of Professional Framework for Practice	
14	April 12	Presentations continued Final Celebration and Potluck	

5. Basis of Student Assessment (Weighting)

Note: Subject to change based on the availability of resources or learning needs of students.

ELABORATION OF ASSIGNMENTS:

1. Practicum placement. 60%

The student will:

- Attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason for not attending. All absences need to be discussed with the college instructor and or the site supervisor.
- Demonstrates a satisfactory level of understanding and performance of duties.
- Demonstrates a positive and consistent use of Indigenous family support knowledge, values, principles, and during the practicum.

- Demonstrates an ability to function effectively with more than one type of client system (individual, family, group, community or organization).
- Demonstrates satisfactory professional judgment and increasing levels of independence.
- Demonstrates an open, outreaching approach to learning, self-awareness and to professional growth.

2. Framework for Practice. 25%

Drawing on the readings from Strong Helpers' Teachings, class discussions and on site learning, students will create a professional framework for practice. This framework will be your guide to practice, your contract with yourself to help you to be the best family support worker you can be. This will be presented in class on April 5th and 12th.

3. Professional Documentation: 15%

- Develop a professional resume
- Write a covering letter
- Attend an interview for next practicum

ATTENDANCE:

- This course emphasizes experiential learning. Students are expected to attend all classes and to complete all required readings in preparation for the class.
- Participation is required and expected in all class discussions and activities. (E.g. Active listening, posing questions, supporting fellow students).
- Cell phones are to be turned off.
- Please respect others by listening and attending to fellow students, guests and the instructor.
- Students must arrange for an extension of an assignment BEFORE the due date.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency

90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at www.camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at www.camosun.ca/about/policies/policies.html.

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>

