

Eyē? Sqā'lewen:
The Center for Indigenous Education and Community Connections

INDIGNEOUS FAMILY SUPPORT WORKER PROGRAM
IFS 140-Introduction to Practice
Fall 2016

Instructor: Sandee Mitchell

Class time: Tuesday 9:30 to 11:20

Location: WSA NEC

Office hours: 11:30 to 12:30

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Course Description:

This course introduces students to the basic skills, knowledge, attitudes and values necessary to function as an Indigenous family support practitioner. Students will begin to examine the responsibilities and obligations of the family support role. Students will also be introduced to agencies and services for Indigenous families.

Course and learning outcomes:

Upon completion of this course, students will be able to:

- **Display** a beginning **awareness of the importance of walking in balance**, both personally and professionally, in order to promote positive change for Indigenous individuals, families and communities.
- **Discuss** the importance of working within **ethical and legal boundaries**.
- **Discuss** how an understanding **of historical and cultural realities** of indigenous peoples is necessary in order to promote positive change for individuals, families and communities.
- **Communicate effectively** and clearly in a variety of contexts.
- **Use non-violent communication** when interacting with Indigenous families and others.
- **Discuss** the importance of **working effectively as part of a team** to identify access and utilize resources.
- **Describe** some positive, **strength-based supports** for assisting individuals within diverse learning environments.
- **Utilize** effective approaches to **stress management, self-care** and safe practice.

TEXT:

- ◇ Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping Michael Anthony Hart, 2002
- ◇ Additional readings may be distributed in class.

GENERAL CONSIDERATIONS:

- 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.

WORD PROCESSING:

Computers are available at the Saanich Adult Education Centre and at various locations on the Lansdowne Campus.

ASSIGNMENTS AND EVALUATION OF LEARNING:

1	Participation	42%
2	Personal reflections on (site visits #1-3)	18%
3	Site Visit & Presentation #1	10%
4	Breakfast for the Homeless	20%
5	Site Visit & Presentation #3	10%

LETTER GRADES:

Camosun College has a nine point grading system. The percentage breakdown is as follows:

Percentage	Grade	
90-100	A+	
85-89	A	
80-84	A-	
77-79	B+	
73-76	B	
70-72	B-	
65-69	C+	
60-64	C	
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.
0-49	F	Minimum level has not been achieved.

ELABORATION OF ASSIGNMENTS:

1. Participation:

- 20-42% Excellent and sustained level of preparation and participation/on time and perfect attendance.
- 15-20% Good participation, preparation and a high level of attendance.
- 10-15% Fair level of participation, and preparation with noticeable absences, late arrivals or early leavings.
- 0- 10% Minimal participation or preparation, often off task, noticeable absences or late arrivals.

2. Personal Reflection (2 required. One after each site visit) 6% each for the total of 12%

Overview: This paper is a 3-5 page personal response to what your contribution to the success of the group project was. Your Personal Reflection paper should be both personal and reflective. What are you proud about your contribution to the success of this project? What do you wish you could do differently and why? What you have learned about yourself during this assignment. How have you grown professionally through this assignment? Your grade will be based on the depth of your self-reflection and the demonstrated integration of concepts that have been discussed in class.

Email your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

3. Site Visit & Presentation #1 10%

Group Visit: With your group, visit a social service agency of your choice to collect information from the perspective of an Aboriginal person walking in off the street. To gather your information you might observe the waiting room, the intake procedures, the front line workers who deal with individuals, the mix of folks sitting in the waiting room or using the facilities, etc. You may want to have an informal chat with someone in the waiting room or outside the agency. You will need to collect information on the following questions:

- What services does this agency offer?
- Who are the people served by the agency?
- What messages does the physical setting of the agency give?
- What is the atmosphere and tone of the interactions between individuals and service providers?

1. Group Presentation: With your small group, analyse all of your individual data to find common themes and differences. Together, create an oral/visual presentation to share with the class. This presentation should last no more than 30 minutes. Choose a presentation format that suits your audience and information.
2. Group Report: Using a clear organization, describe your findings in a 1-3 page typed report. Hand in after your presentation.

Scoring Guide Site Visit #1

Criteria	Ratings				
Write clearly, logically and concisely	1	2	3	4	5
Organize writing logically	1	2	3	4	5
Participate in discussions and group presentations	Yes		No		
Describe type of agency. Private or non-profit demonstrate understanding of difference.	1	2	3	4	5

Identify ways in which this social service agency is funded.	1	2	3	4	5	
Describe the purpose, goals of this social service agency	1	2	3	4	5	
Who are the people served by this agency?	1	2	3	4	5	
How close is the fit between the goals of the agency and individual's needs?	1	2	3	4	5	
What services are provided?	1	2	3	4	5	
Search out and find appropriate published social service information for the local community	1	2	3	4	5	
Accurately gather social service information using observation skills	1	2	3	4	5	
Gather accurate social service information using effective interview skills	1	2	3	4	5	
Does the agency have a code of ethics? Do you have a copy	1	2	3	4	5	
How would you describe the working conditions of staff?	1	2	3	4	5	
How does the agency use volunteers?	1	2	3	4	5	
What challenges does the organization face?	1	2	3	4	5	

4. Breakfast for the Homeless Assignment 20%

In this assessment you will plan and host a breakfast for the downtown Aboriginal homeless population.

- a. Research and visit the Downtown Homeless Coalition
- b. Plan and organize a Breakfast in conjunction with the Downtown Homeless Coalition

Elaboration:

1. Class Visit: With your class members, you will undertake an investigation of the Downtown Homeless Coalition. You will arrange this meeting with staff at the coalition to begin planning. Your site visit will consist of an interview with a staff member and/or a volunteer. Use the documentation to expand and verify your site visit data. You will need to collect data on the following questions:
 - What type of agency is this? (private for profit or non-profit)
 - Who are the people served by the agency?
 - What are the mission, goals, and objectives of this agency?
 - What services are offered by the agency?
 - How does the agency use volunteers?
 - How would you describe the atmosphere and tone of the agency?
 - Where does this agency get it's funding from?
 - What challenges does the organization face?

Before conducting your site visit, draw up interview questions with your class members. You will also need to compose a telephone script for the initial contact with the agency and rehearse it with your group members. Don't forget to think of an appropriate way to acknowledge the time and effort of your interviewee.

1. Class Report: With your class members, be prepared to speak about this experience and what you have learned from it in class the following week. Use

the previous headings to organize your report.

- 2 **Personal Reflection:** Compose a 300-500 word personal reflection on your experience. What about your own involvement in this assignment are you proud of? Why? What would you like to have done differently? Why? How have you grown professionally through this assignment?
2. **Email** your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

b) Site Visit & Presentation #3 10%

In this assignment you will:

- a. Report on the purposes, philosophies, and target populations of selected local social service organizations.
- b. Identify and begin to evaluate a range of practices and issues related to services and supports.
- c. Use effective and respectful communication skills.
- d. Demonstrate professional behaviours.
- e. Use research skills to gather published information related to social service providers.
- f. Use observation skills to gather information about social services agencies.
- g. Use interview skills to gather information from social service users and providers.
- h. Describe how principles of social justice are demonstrated by selected agencies.
- i. Describe how social service practitioners can be agents of change.

Elaboration:

1. **Group Visit:** With your group members, undertake an investigation of a social service agency of your choice. You will begin to focus on how issues of social justice impact your chosen agency. You will collect data by conducting a site visit and by reviewing print and electronic documentation. Your site visit will consist of interviews with manager/director. Your data should include information on:
 - What are the mission, goals, and objectives of this agency?
 - What services are offered by the agency?
 - What type of agency is this? (private for profit or non-profit)
 - Who are the people served by the agency?
 - Do you think there are gaps in the services for the population served by this agency, within the local area? If yes, explain what services might be needed.
 - What economic issues does this agency face?
 - What political issues does this agency face?
 - What social issues does this agency face?
 - What are the goals for social change that this agency has?
 - What do the employment prospects within this agency look like for you? What about a potential practicum placement?

Your report should be 300-500 words.

2. **Group Report:** With your group members, write up a 1-2 page typed report that describes the findings of your data collection. Your report should also include a copy of interview questions

3. Group Presentation: With your small group, organize your data and present it in an oral visual presentation to share with the class. This presentation should last no more than 20 minutes. Choose a presentation format that suits your audience and information.
4. Personal Reflection: Compose a 300-500 word personal reflection on your experience. What about your own involvement in this assignment are you proud of? Why? What would you like to have done differently? Why? ? How have you grown professionally through this assignment?
5. Email your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

Scoring Guide for visit # 3

<i>Criteria</i>	<i>Ratings</i>			
1. Write a coherent and logical report.	1	2	3	4
2. Communicate clearly so others can understand.	1	2	3	4
3. Use beginning networking skills.	1	2	3	4
4. Demonstrate responsible work habits.	1	2	3	4
5. Demonstrate effective use of feedback.	1	2	3	4
6. Demonstrate confidentiality.	1	2	3	4
7. Search out and find appropriate published social service information for the local community.	1	2	3	4
8. Accurately gather social service information using observation skills.	1	2	3	4
9. Gather accurate social service information using effective interview skills.	1	2	3	4
10. Describe common social service issues using a social justice perspective.	1	2	3	4
11. Identify ways in which an agency can address social inequality.	1	2	3	4
12. Describe change agent practices.	1	2	3	4
13. Identify how agencies or practitioners are limited in achieving social justice goals.	1	2	3	4
14. Describe the purpose, goals and objectives of a social service agency.	1	2	3	4
15. Describe the typical target population served by a social service agency.	1	2	3	4

~Course Content and Schedule~

Sept, 6th	Program Orientation Welcome to Indigenous Family Support Worker Program
Sept, 13	Orientation to Practice Discuss assignments, Identify groups, Roles and Responsibilities. Review course outline, and concepts of self in practice.
Sept, 20	Talk about Professionalism Colonization, role of social work in colonization. Readings: Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping Chapter One: Remembering Where I Came From

Sept, 27	Site visit #1 In small groups in community visiting agencies.
Oct, 4th	Site Report #1 due. Student Presentations
Oct 11	Readings: Seeking Mino-Pimatisiwin Chapter Two: Eurocentrism, Colonization, and Resistance
Oct, 18th	Readings: Seeking Mino-Pimatisiwin Chapter Three: Foundations of an Aboriginal Approach
Oct, 27th	Breakfast for the Homeless October 27 th
Nov, 1st	Breakfast Debrief and Personal reflections due in class.
Nov, 8th	Ethics, Professionalism and Confidentiality Readings: Seeking Mino-Pimatisiwin Chapter Four: Deepening our Understanding
Nov, 15th	Guest speaker: Topic: Professionalism TBA
Nov, 22nd	Site Visit. #2 In small groups in community visiting agencies of students choice
Nov 29th	Site Report #2 Student Presentations.
Dec, 6th	Readings: Seeking Mino-Pimatisiwin Chapter 5: An Aboriginal Approach in Practice

Note: Subject to change based on the availability of resources or learning needs of students. Site visits must be completed in time allocated on Tuesday, Wednesdays, weekends or after school hours.