



**CAMOSUN COLLEGE**  
**School**  
**Department**

**IFS 142 X01**  
**IFS Professional Practice**  
**Summer 2019**

**COURSE OUTLINE**

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The calendar description is available on the web @ \_\_\_\_\_

*Ω 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.*

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**1. Instructor Information**

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|-------------------------|-------------------------------|---------------------------|
| <b>(a) Instructor</b>   | Marcey Louie                  | _____                     |
| <b>(b) Office hours</b> | After class or by appointment | _____                     |
| <b>(c) Location</b>     | Ewing 346                     | _____                     |
| <b>(d) Phone</b>        | 250-370-3299                  | <b>Alternative:</b> _____ |
| <b>(e) E-mail</b>       | louiem@camosun.ca             | _____                     |
| <b>(f) Website</b>      | _____                         | _____                     |

**2. Intended Learning Outcomes**

This course provides students with opportunities for practice within select community settings. Students will integrate and consolidate the knowledge, skills and values learned in the program into their beginning role as an IFS practitioner. Students will also attend weekly seminars at the college.

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

- 1. Reflect an understanding and awareness of the importance of walking in balance, both personally and professionally, 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

IFS 142 Practicum Course Pack

### 4. Course Content and Schedule

INSTRUCTION METHODS:

Reflective practice, case studies, small group work, audio-visual presentations, lecture, readings, guest presentations, simulations.

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).
- 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, otherwise marks will be taken off.

### 5. Basis of Student Assessment (Weighting)

1. Practicum Placement	60%
2. Presentations	30%
3. Professionalism	10%

### 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

### 7. College Supports, Services and Policies



#### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

#### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and

writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

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.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## ELABORATION OF ASSIGNMENTS

1. Practicum Placement: 60%
  
2. Article Presentations: 30%
  - You will teach the rest of the class and present **three to four** articles from IFS 142 Practicum Course Pack individually utilizing an Indigenous approach
  - Create a power point presentation and provide a review of the article using a strength-base focus
  - 20 minutes in length
  - How you may apply this information to the work you are doing in community presently or in the future
  - Two questions or activities to engage the class in your topic-10 minutes
  - Be creative
  - Use of videos and or photos, and/or engaging activities encouraged
  - Good practice to provide information about the author (i.e. ancestry, influences) when possible
  
3. Participation and Professionalism 10%
  - Prepared for class
  - Punctual, communicate absences with instructor
  - Active and respectful engagement during class
  - No cell phone usage during class

**IFS 142 PROFESSIONAL PRACTICE Readings and Presentations**

Class	Article No.	Author/s	Title	Individual/group	Date
1	1	<b>Bennett &amp; Auger</b> <b>Mussell</b>	<b>Aboriginal Victim or Valor; Understanding the Past to Change the Future</b> <b>Restoration of Well-Being for Canada's First People</b>		May 6
2	2	<b>Elliot &amp; Poth</b>	<b>Saltwater People</b>		May 13
2	3	Goodleaf & Gabriel	The Frontline of Revitalization: Influences impacting aboriginal helpers		May 13
2	4	Goudreau	Hand Drumming: Health-promoting experiences of aboriginal women.		May 13
2	5	Hart	Seeing Mino-Pimatisiwin (The Good Life): An aboriginal approach to social work		May13
3	6	Madjidi & Restoule	Comparative Indigenous Ways of Knowing and Learning		May27
3	7	McGuire	Exploring Resilience and Indigenous Ways of Knowing and Learning		May27
3	8	Mclvor, Napoleon & Dickie	Language and Culture as Protective Factors for At-Risk Communities		May27
3	9	Quinn	Reflections on Intergenerational Trauma: Healing as a critical intervention		May27
4	10	Rosenberg	Observing without Evaluating. Nonviolent Communications: A Language of Life.		June 3
4	11	Thomas & Green	A Way of Life: Indigenous perspectives on anti-oppressive living		June 3
4	12	Waysiyatawin & Yellow Bird	Beginning Colonization. For Indigenous Eyes Only—A Decolonization Handbook		June 3
5		Sandee Mitchell	Land Based learning with the program leader		June 10
6	13	Brendto, L., Brokenleg, M. Bockhern, S,	Reclaiming Youth at Risk: Our hope for the future.		June 17th