



Indigenous Family Support Studies – INDG 240

University Studies Program

Course Outline

COURSE IMPLEMENTATION DATE: January 2008
OUTLINE EFFECTIVE DATE: September 2021
COURSE OUTLINE REVIEW DATE: March 2026

GENERAL COURSE DESCRIPTION:

This course is taught from a nation-specific framework, focusing deeply on the local Ktunaxa nation, while connecting these localized conversations to broader dynamics of First Nations, Aboriginal, and Inuit (referred to inclusively as Indigenous) families. Students will learn from a variety of Indigenous-created sources, including directly from Indigenous families, support workers, and advocates. Indigenous concepts of family, raising children, and the importance of community, as well as the impacts of child removal on Indigenous nations through various government tactics will be discussed. From this, students will work towards a better understanding of how they can assist in providing culturally appropriate family support and promoting family wellness and safe environments for all children.

Program Information: This course is required in the AESW program and is an elective in other College programs. Refer to the College online guide for more information.

Delivery: This course is delivered face to face and online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

| Instructional Activity | Duration |
|------------------------------------|----------|
| Lecture Hours | 45 |
| Seminars / Tutorials | |
| Laboratory / Studio Hours | |
| Practicum / Field Experience Hours | |
| Other Contact Hours | |
| Total | 45 |

Practicum Hours (if applicable):

| Type of Practicum | Duration |
|------------------------|----------|
| On-the-job Experience | |
| Formal Work Experience | |
| Other | |
| Total | |

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2021- March 2026

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: None

Corequisites: None

Prior Learning Assessment (FA):

Credit can be awarded for this course through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: SOCI 240

Date changed: March 2021

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Fournier, S. & Crey, E. (1997) *Stolen from Our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Communities*. Vancouver: Douglas McIntyre.

Other course readings and resources available online.

Please see the instructor's syllabus or check COTR's online text calculator

<http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

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

- recognize own personal biases, assumptions and prejudices;
 - describe the strength and cohesion in Indigenous families and communities;
 - recognize the value and importance of Indigenous family support;
 - articulate the differences between mainstream and Indigenous family support and child protection;
 - identify legislation and Government mandates regarding Indigenous families;
 - explain inter-generational effects of residential schools and other government assimilation policies of forced child removal on Indigenous families and communities (ie. "the 60s" and "millennial" Scoops and current Indigenous child welfare system);
 - differentiate between "Western" or Canadian cultural concepts of family systems (ie. "nuclear family") and those of Indigenous nations, both in historical and contemporary contexts;
 - identify best practices and various successful models of Indigenous family support systems;
 - demonstrate awareness and cultural sensitivity for working with Indigenous families and communities;
 - identify regional resources and supports available for Indigenous families; and
 - develop skills to prevent vicarious trauma and burnout.
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COURSE TOPICS:

- Awareness of Your Biases, Assumptions and Prejudices
- Introduction and Overview of Indigenous Family Support
- Cultural conceptions of Family
- Impact of Residential Schools and "Sixties Scoop" on Family and Communities
- Indigenous perspectives on Family Health and Wellness
- Needs and Challenges specific to Indigenous Parents and Caregivers
- Historical and Intergenerational Trauma
- How to support children facing family violence, abuse, and/or neglect
- Understanding Lateral Violence
- Support Models and Best Practice Examples
- Community Strength and Cohesion
- Working in a Cross-cultural Environment
- Self-care and Vicarious Trauma

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT:

| Assignments | % Of Total Grade |
|--|------------------|
| Research Paper | 25% |
| Online discussions and completion of small assignments and exercises | 20% |
| Reflective Journals | 30% |
| Final Reflective Project | <u>25%</u> |
| Total | 100% |

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

Students must complete all required assignments and examinations in order to pass the course.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

| Grade | A+ | A | A- | B+ | B | B- | C+ | C | C- | D | F |
|-------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Mark (Percent) | ≥ 90 | 89-85 | 84-80 | 79-76 | 75-72 | 71-68 | 67-64 | 63-60 | 59-55 | 54-50 | < 50 |

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.