



## ICCP PROGRAM ORIENTATION AND SUPPORT MODULES

The ICCP Program Orientation and Support initiative is an ongoing process that supports students' personal development and professional growth. It commences with the application and admission process, before students begin the academic program, and continues throughout the program though there are more activities more near program start-up. The overall intention of Orientation Program is to introduce the students to a series of foundational building blocks as they prepare for their career as professional counsellors/helpers in Indigenous contexts and communities. The building blocks are intended to be carried forward into professional life.

Orientation is conducted through a series of nine modules offered at critical learning and developmental points over the course of the ICCP program.

Each Module begins and ends with a prayer or song; students take turns leading this.

### Year 1:

#### Topics

- Module I - ICCP History, Program, Values & Principles
- Module II - Introductions and Building Cohort Cohesion
- Module III - Reflecting on Values - Foundation of Identity Exploration
- Module IV - Creating and Using a Good Self-Care Plan
- Module V - WITW Mentorship Program - Making It Work For You

### Year 2:

- Module VI - The Role of Spirituality In Indigenous Wellness
- Module VII - Mapping Your Community
- Module VIII - Building Skills for Talking about Colonization and It's Impacts

### Year 3:

- Module IX - Self-Identity Exploration - Your Story
- Module X - Consolidation: How is Your Increased Personal Awareness Influencing Your New Indigenous Counsellor Sense of Self

## YEAR ONE

### **MODULE I. ICCP History, Program approach, Values and Principles.**

This includes the history of how the program was developed together with community, a description of the program, and the list of seven Values and Principles developed with community educators and helpers that guide the program. Some of these materials are on the ICCP web site and some will be provided to prospective applicants. All information will be in a binder that each student receives upon admission to the ICCP program.

- Indigenous community consultation process and ACCP program initiation
- Development of guiding Values and Principles
- Program Advisory Committee
- Program and course descriptions
- Program contacts

When a new ICCP program begins, an Opening weekend is scheduled that all students attend.

### **MODULE II. Opening Weekend Orientation: [Introductions and Building Cohort Cohesion](#)**

#### **FRIDAY EVENING**

**Time:** 3 to 4 hours

Feast for students and their family members

- blanketing them with good words, before they start on their learning journey
- celebrating their strengths and honouring their dedication
- invite elders to speak to them
- invite alumni from the first 2 cohorts welcome them

#### **SATURDAY**

##### **Morning**

- begin establishing the cohort Circle with each other
- Anne and Meg welcome the new cohort
- speakers from the first two cohorts welcome the new cohort again and share what they learned and the strengths they gained from being in the program and with a cohort for 2.5 years

##### **Afternoon**

- teachings on the circle: types of circles and how they will use them over the program
- have each student share how they came to be in the ICCP program
- create an email / phone list for circulation the following day
- discussion to set up a Closed Facebook Group
- before closing the circle, tell students to bring something personal (and small) they would like to place on the blanket the next morning, in the middle of the circle - explain this is where the drum and feather will always be placed at the beginning of each class
- signing out for the day - have students share one word that speaks to their experience of the day

## **SUNDAY**

### **Morning**

- 30 minutes - talk about the general program and course expectations
- **20 minute introduction/hope activity:** put students into pairs and have them introduce themselves and share with each other one hope for their time in the program that they would be ok having shared in the larger group
- 15 minute break
- bring the group back together: pairs introduce their partner to the larger group, also share their partner's one hope with the group
- **30 minute self-reflection activity:** 1/2 hour before lunch, let them go off on their own, directing them to begin their process of self-reflection - what are their hopes? fears? thoughts? anything they need answered by the end of the day?

### **Afternoon**

- 10-30 minutes: ask if any questions came up during their 1/2 hour reflection that they need answered by the end of the day
- **60 minutes Group Guideline document activity:** explain the group guideline document will be a living document that belongs to the group for the duration of the program; elicit from the cohort what would they like to see on the group guideline document; at end of activity, ask if someone can volunteer to type it up and circulate it to the cohort
- 15 minute break
- **30 minute strengths activity:** take 10 minutes to create a list of personal/family/community strengths they will be relying on over the course of the program; break into different pairs, and share them with a partner (explain will be sharing them with the larger group when come back together)
- before closing circle, ask who will be the keeper of the drum until the next class; who will be the keeper of the feather until the next class; who will bring the blanket to go in the middle of the circle for the next class
- **90 minutes closing circle for the orientation weekend** - provide direction on what/how to share

## **MODULE III. Reflecting on Values - Foundation of Identity Exploration**

**Date:** Saturday morning of the last weekend of the Semester 1.

**Time:** 3 Hours

**Pre-reading:** article about the connection between knowing our values, meeting our needs, and communicating respectfully with other.

- 90 minute sharing circle about their first term
- 15 minute break
- 30 minutes: review Group Guidelines living document - want to add anything? want to change anything? want to ask the group for anything?
- **60 minutes values activity:** explain knowing our values strengths our sense of identity work and makes it easier for us to ask for what we need

## **MODULE IV - Topic: Creating and Using a Good Self-Care Plan**

**Date:** Saturday morning of the second weekend of Semester,2

**Time:** 3 Hours (includes 15 minute break)

**Pre-reading:** article on Indigenous Wellness - spiritual, emotional, physical, mental

- 15 minutes: review Group Guidelines document - changes? additions? suggestions?
- 30 minutes: share models of Indigenous wellness, e.g. the medicine wheel, 7 grandfather teachings
- 30 minutes: video of personal and community wellness
- 15 minute break
- **90 minutes: begin to develop their self-care plan**, so they can stay nourished while learning and developing - this plan, like their Group Guideline document, will also be a living document

## **MODULE V. WITW Mentorship Program - Making it Work for You**

**Date:** Saturday morning of the first weekend in Semester 3

**Time:** 3 Hours (includes 15 minute break)

**Pre-preparation:** (a) reflect on and write-up learning's from the first two semesters - be prepared to share in the large group; (b) create a write-up of how you are using the Mentorship Program

- 90 minutes: Check-In Circle - share learnings from the first two semesters - to help students consolidate what they are learning
- 15 minute break
- **50 minutes: 2 or 3 speakers** come in to talk about how they used mentoring to support both their personal process and professional development
- 30 minutes: bring out their write-up on how they are using the Mentorship Program - what adjustments/tweaks could they make to their mentoring process, so it is more in line with their needs and more supportive of the direction they are going?

## YEAR TWO

### MODULE VI. **The Role of Spirituality in Indigenous Wellness**

**Date:** Saturday morning of the first weekend back from Summer Session, WINTER SESSION, First Term

**Time:** 3 Hours (includes 15 minute break)

Pre-preparation: read article on Natural Science; decide on what to bring to class that reflects your sense of spirituality in your life and or work

- review Group Guidelines
- Discussion: role of spirituality in wellness; where is spirit in your life?
- **Activity: walk through Mystic Vale** at Uvic, paying attention to body, mind, spirit, and emotions, and how nature affects them

### MODULE VII. **Mapping Your Community**

**Date:** Saturday morning of the first weekend in Semester 5

**Time:** 2.5 Hours (includes 15 minute break)

Pre-preparation: reflect on how you define community - the people and places that support you

- 45 minutes: on large sheets of paper, draw up your community
- 15 minute break
- 90 minutes: present your community to the group

### MODULE VIII. **Building Skills for Talking about Colonization and Its Impacts**

**Date:** Saturday morning of the first weekend in Semester 6

**Time:** 2.5 Hours (includes 15 minute break)

- a time to begin learning how to talk clearly about the history of colonization and its impacts
- **60 minute Activity:** with a partner identify the skills and knowledge you need to be able to talk with others about colonization and its impacts, clearly and respectfully
- 15 minute break
- 60 minutes: in large group share skills and knowledge identified in pairs
- 15 minutes: reflect in journal the points that were the most meaningful to them, and why

## YEAR THREE

### MODULE IX. **Self-Identity Exploration - Your Story**

**Date:** Saturday morning of the first weekend in Semester 7

**Time:** 2 Hours (includes 15 minute break)

**Pre-preparation:** reflect on historical, ancestral, and social location - write-up reflections

- **60 minutes: self-identity formation discussion** - how is our self-identity formed? can we influence it?
- 15 minute break
- **45 minutes: refine personal story** in journal

### MODULE X. **Consolidation: How is Your Increased Personal Awareness Influencing Your Counsellor Sense of Self**

**Date:** Saturday morning of the second weekend in Semester 8

**Time:** 2 Hours (includes 15 minute break)

**Pre-preparation:** reflect on your time in the program, and record pieces of your new self-awareness

- **60 minute Activity:** (a) working in pairs, share the new pieces of your increased self-awareness
- 15 minute break
- **45 minute Activity:** (b) working in same pairs, write-up how new personal awareness is supporting your new Indigenous Counsellor identity