



<b>Course Number</b>	SOWK553.37 S04	<b>Classroom</b>	SA 121
<b>Course Name</b>	Indigenous People and Trauma		
<b>Day(s)</b>	June 1,2,3,4,5, 2020	<b>Time</b>	9:00 AM to 5:00 PM  Zoom session links and information will be provided in D2L.
<b>Instructor</b>	Kerrie Moore MSW, RSW	<b>Office Hours/Location</b>	By Appointment
<b>E-mail</b>	kerrie.moore@shaw.ca	<b>Phone</b>	403-202-6633

#### SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in addressing Indigenous ways of knowing and Intergenerational trauma.

#### COURSE DESCRIPTION

This course will support students to develop an appreciation of the ways of knowing of Indigenous people. The integration of cultural protocol, ways of being and Indigenous cultural practices will be explored. Students will develop an understanding of Indigenous people and their relationship with the natural world. They will gain a holistic understanding that human beings are four dimensional (spiritual, emotional, physical and cognitive). Other areas that will be explored in this course include the roles of cultural values and kinship structures promoting healing within a community, the effects of colonization and residential school, and Inter-generational trauma informed practice.

Using an Indigenous pedagogy, this course will be taught in a circle format. There will be no tables, only chairs provided. Students may take notes. There will be an experiential and cultural component each day. A debriefing circle will be provided at the end of each day.

#### COURSE LEARNING OUTCOMES

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

1. Understand how trauma and the environment (experience) play important roles in early childhood development
2. Identify the effects of residential school and oppressive practices with Indigenous people and communities
3. Compare the ways of being and ways of knowing of Indigenous people with other ways of knowing
4. Apply cultural methodologies as evidence-based healing methods
5. Identify the theories and practices related to trauma experienced by Indigenous people
6. Identify your personal values and beliefs and understand how they affect your practice with Indigenous people
7. Analyze what connections you made between course teachings and your practice as a social worker.

The learning objectives are linked to the BSW Program Learning Outcomes through:

- 4.1.a.Promoting support and diversity by addressing structural sources of inequity
- 5.2 Employing critical thinking and reflection in practice
- 8.1 Engaging in organizational and societal systems' change through practice
- 9.2.a.Engage with individuals, families, groups and community through professional practice

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Please note two reports will be the required reading for this course. These reports will be referred to during the course discussions. They can be accessed online and found on the course D2L website.

Truth and Reconciliation Commission of Canada (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Winnipeg, MB. Retrieved from:  
[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

Aboriginal Healing Foundation. (2004). *Historic Trauma and Aboriginal Healing*. Ottawa, ON. Retrieved from: <http://www.ahf.ca/downloads/historic-trauma.pdf>

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

- This class will be held on Zoom, thus you are required to install Zoom to your device before the class.
- A D2L site is set up for this course which contains required readings and other relevant class resources and materials.
- A laptop, desktop or mobile device with Internet access is required for D2L access and Zoom

**RELATIONSHIP TO OTHER COURSES**

This course will build on existing social work diversity courses and extend learning by considering the Indigenous practice frameworks.

**CLASS SCHEDULE**

The following schedule provides a general overview of the course schedule, topics and readings. More detailed information and direction will be given during the course. Course topics may also be adapted to meet the emerging needs and interests of students.

<b>Date/Time</b>	<b>Course Topics</b>	<b>Readings/Assignments Due</b>
Monday June 1, 2020  9:00 am- 5:00 pm	<u>Spirituality</u> <ul style="list-style-type: none"> <li>• Course Orientation, Assignment Overview &amp; Establish Groups</li> <li>• Circle and Smudge</li> <li>• Indigenous Ways of Knowing (Epistemology and Ontology)</li> <li>• Residential School &amp; Colonization</li> </ul> <u>Traditional Debriefing Circle</u>	Read Historical Background in <i>Historic Trauma and Aboriginal Healing</i>

<p>Tuesday June 2, 2020</p> <p>9:00 am- 5:00 pm</p>	<p><u>Emotional</u></p> <ul style="list-style-type: none"> <li>• Circle and Smudge</li> <li>• Continue with Effects of Residential School Truth and Reconciliation</li> </ul> <p>The Core Brain Story The Survival Brain Inter-generational Trauma</p> <p><u>Traditional Debriefing Circle</u></p>	<p>Watch: <a href="https://www.albertafamilywellness.org/what-we-know/the-brain-story">https://www.albertafamilywellness.org/what-we-know/the-brain-story</a> The Core Story of Brain Development Judy Cameron, October 2012</p>
<p>Wednesday June 3, 2020</p> <p>9:00 am- 5:00 pm</p>	<p><u>Physical</u></p> <ul style="list-style-type: none"> <li>• Circle and Smudge</li> <li>• Continue with IGT</li> <li>• Traditional Healing Practices</li> <li>• Building a Bridge Between Two Worlds</li> <li>• Creating a Holistic Model of Practice</li> </ul> <p><u>Traditional Debriefing Circle</u></p>	<p>Read Truth and Reconciliation: Calls to Action</p>
<p>Thursday June 4, 2020</p> <p>9:00 am- 5:00 pm</p>	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>• Circle and Smudge</li> <li>• Creating an Inter-generational Informed Practice</li> <li>• Self Care</li> </ul> <p><u>Traditional Debriefing Circle</u></p>	<p>Read A New Model: Historic Trauma Transmission (HTT) in <i>Historic Trauma and Aboriginal Healing</i></p>
<p>Friday June 5, 2020</p> <p>9:00 am- 4:00 pm</p>	<p><u>Holistic</u></p> <p>Group Presentations Debriefing Circle</p>	<p>Group Project Due</p>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space

that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

**ASSESSMENT COMPONENTS**

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Participation	To contribute to the development of a rich and engaging learning environment, you will be expected to actively participate in class discussion and participatory activities. During class discussions and activities, your contributions should encourage diversity, information sharing and knowledge building. You will be expected to attend all five days of block week as a complete understanding of this course work is not possible without 100% attendance. Your participation will be evaluated based on the criteria posted to D2L.	Ongoing	10%	1,2,3,5,6
Assignment 3: Film Report	Please watch the movie Babakiueria on YouTube ( <a href="https://www.youtube.com/results?search_query=babakiueria">https://www.youtube.com/results?search_query=babakiueria</a> ). Once you watch it, please post on a D2L discussion board and comment on 1) what stood out to you in the movie; 2) the parallels between the experiences of Indigenous peoples in Australia and Canada and 3) add questions that came up for you during the movie	June 3rd	15%	1,2,7
Assignment 2: Personal Reflection Paper	You are required to submit a personal reflection paper that shares the personal challenges, learning and shift in values and beliefs you experienced each day. Your reflection should integrate the course teachings and your experiences over 5 days. Your reflection should conclude with a connection between the course and your own personal and future social work practice. The following questions should be addressed: <ul style="list-style-type: none"> <li>• What personal challenges did you experience during this course?</li> <li>• What new learning or key insights will you take away from this course?</li> <li>• What impact has your learning in this course had on your beliefs, values and attitudes as a social worker? Did you experience any shifts in your values and beliefs?</li> </ul>	June 14th, 2020	25%	1,6,7

	<ul style="list-style-type: none"> <li>• What connections did you make between the course teachings and your practice (future practice) as a social worker?</li> </ul> <p>Your paper should be a minimum of 3 pages double spaced, Times New Roman, 12 pt font and should adhere to correct APA formatting. The paper should be emailed to the course instructor by the due date of January 18, 2020 at 4 pm (MST). No hard copies please, unless prior arrangement is made. Your personal reflection paper will be evaluated based on the criteria posted to D2L.</p>			
<p>Assignment 3: Group Project</p>	<p>Your group is expected to plan and present a 20-minute engaging and interactive presentation to the colleagues in your class. Before your presentation, you will be expected to hand in to the instructor any materials that are handouts. You will be required to give the instructor a brief information sheet with the following information:</p> <ol style="list-style-type: none"> <li>1. The name of your presentation.</li> <li>2. The names of each participant in your group and student ID numbers.</li> <li>3. References in APA format. This may include narratives from Elders and knowledge keepers.</li> <li>4. A list and access to a copy of your power point or videos.</li> </ol> <p><u>Your presentation should include the following criteria:</u></p> <ul style="list-style-type: none"> <li>• An exploration and examination of one of the following topics. This group project should integrate course work and content as well as other scholarly and traditional/cultural literature or personal narratives and experiences.</li> <li>• An explanation of how your topic informs social work practice with Indigenous and non-Indigenous populations, including examples.</li> <li>• A participatory learning activity that requires your colleagues to engage with one another and to make deeper meaning of the topic you are presenting.</li> </ul> <p>Your group project may be presented through power point, handouts, multi-media, etc. or a combination of multi-media methods. The topic of your presentation may be related to any of the following:</p> <ul style="list-style-type: none"> <li>• The effects of trauma on Indigenous people</li> <li>• Healing through an Indigenous methodology and/or therapy</li> <li>• Creating a holistic environment within social work practice</li> <li>• What are the points of Truth and Reconciliation that relate to social work practice?</li> <li>• Bridging two worlds, between traditional and contemporary social work practice</li> <li>• Using spiritual and/or emotional therapies for healing</li> </ul>	<p>50%</p>	<p>June 5, 2020</p>	<p>4,7</p>

	<ul style="list-style-type: none"> <li>• Healing the spiritual, emotional, physical and cognitive dimensions</li> <li>• Working with Indigenous families with Intergenerational trauma</li> <li>• How do we create Inter-generational Trauma-Informed practice?</li> <li>• Indigenous ways of knowing</li> <li>• What are the effects of trauma on the brain and body connection?</li> <li>• Facilitating a Traditional Healing Circle in social work practice</li> <li>• Self care for social workers working with trauma in the workplace</li> <li>• Indigenizing Social Work Practice to eliminate trauma</li> </ul> <p>Your groups project will be evaluated based on the criteria posted to D2L.</p>			
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**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you have to miss any portion of a class, please talk to the instructor about options that are available to you to make up for missing class.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically by e-mailing them to the instructor and the TA. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: Full name and assignment title (e.g., Jane Smith Reflection Paper). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

**EXPECTATIONS FOR ASSIGNMENTS**

Rubrics for each assignment are posted on D2L. Please refer to those rubrics for detailed expectations for assignment.

**LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

**ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

#### **COURSE EVALUATION**

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

#### **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

##### **PROFESSIONAL CONDUCT**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary

Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them. Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents

of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

#### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**