

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> IPK 302		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Colonial Trauma and Indigenous Resilience <b>Course Short Title:</b> Trauma & Indigenous Resilience <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Indigenous Studies															
<b>Calendar Description:</b> Explores the pervasive impact that trauma can have upon human lives. Grounded in Indigenous principles of health and well-being, students will learn strength-based, culturally-relevant interventions that recognize how experiences of trauma and healing are shaped by the interlocking impacts of colonization, age, gender, sexuality, and ability.																	
<b>Prerequisites (or NONE):</b>		6 credits from the following: any IPK courses, FNST 102, FNST 201, FNST 202, or HIST 396O.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td>15</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops	15	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities	15	Other contact hours:		<b>Total hours</b>	<b>60</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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<b>Total hours</b>	<b>60</b>																
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Wenona Hall		<b>Date approved:</b> August 5, 2020															
<b>Faculty Council approval</b>		<b>Date approved:</b> October 30, 2020															
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> October 30, 2020															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> December 18, 2020															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 18, 2020															

**Learning Outcomes:**

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

- Analyze the social, political, and cultural impacts of colonialism on the health of Indigenous peoples.
- Describe colonial, historical, and intergenerational trauma as it relates to Indigenous peoples.
- Identify the impacts of trauma experienced across the life span of Indigenous individuals, families, and communities.
- Investigate the role of Indigenous cultural healing in trauma recovery.
- Design and apply a strengths-based practice framework that promotes a positive and supportive approach to trauma recovery in collaboration with the individual, family and community.
- Demonstrate self-awareness about the impact of working with survivors of trauma.
- Develop self-care strategies and resources that will prevent vicarious trauma.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Guest lecturers, elders, presentations, online instruction.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Chansonneuve, D.	<i>Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People.</i>	<input type="checkbox"/>	Aboriginal Healing Foundation	2005
2. Menzies, P.	Understanding Aboriginal Intergenerational Trauma from a Social Work Perspective. <i>Canadian Journal of Native Studies</i> , 29, 2, 367-392	<input type="checkbox"/>		2007
3. Baskyn, C.	Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Healing Professions	<input type="checkbox"/>	Canadian Scholars' Press Inc.	2016
4. Methot, S.	Legacy: Trauma, Story, and Indigenous Healing	<input type="checkbox"/>	ECW Press	2019
5. Linklater, R.	Decolonizing Trauma Work: Indigenous Stories and Strategies	<input type="checkbox"/>	Fernwood	2014

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	60%	Field experience:	%	Portfolio:	%
Midterm exam:	15%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):** Reflections, Case Studies, inquiry paper, exams

**Typical Course Content and Topics**

- The social, cultural, political and historical contexts of Indigenous people in Canada
- Contributing factors to trauma, including colonization and systemic racism
- Signs and symptoms of trauma (including historical and/or residential school trauma) in children, youth, and adults
- Understanding the brain's response to trauma
- The centrality of attachment and relationship to complex trauma
- Trauma Informed practice
- Resiliency and post traumatic growth
- Indigenous healing practices
- The role of community in healing
- Relational, somatic and strength-based strategies that foster safety, stabilization and resiliency
- The impact of vicarious trauma
- Self-care

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	<u>Author (surname, initials)</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current edition</u>	<u>Publisher</u>	<u>Year</u>
1.	Archibald, L.	Decolonizing and healing: indigenous experiences in United States, New Zealand Australia and Greenland.	<input type="checkbox"/>	Aboriginal Healing Foundation	2006
2.	Chandler, M., Lalonde, C., Sokol, B.W., and Hallett, D.	Personal persistence, Identity development and suicide: a study of native and non-native north American adolescents	<input type="checkbox"/>	Blackwell Publishing	2003
3.	Duran, E.	Healing the soul wound: counseling with American Indians and other native peoples.	<input type="checkbox"/>	Teachers College Press	2006
4.	Duran, E., and Duran, B.	Native American Postcolonial Psychology.	<input type="checkbox"/>	SUNY Press	1995
5.	Henderson, J.	Postcolonial Ghost Dancing: diagnosing European colonialism. In <i>Reclaiming Indigenous Voice and Vision</i> . Marie Battiste (ed).	<input type="checkbox"/>	UBC Press	2000
6.	Fanon, F.	The wretched of the earth	<input type="checkbox"/>	Grove Press	1963
7.	Marsh, T., Cote-Meek, S., Young, N.L., Najavits, L.M., and Toulouse, P.	Indigenous healing and seeking safety: a blended implementation project for intergenerational trauma and substance use disorders. <i>International Indigenous Policy Journal</i> , 7( 2).	<input type="checkbox"/>		2016
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