



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 28/10/2022

## 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> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Colonial Trauma, Residential Schools, and Resilience <b>Course Short Title:</b> Colonial Trauma & Resilience													
<b>Faculty:</b> Faculty of Social Sciences	<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 residential schools and colonial trauma.													
<b>Prerequisites (or NONE):</b>	45 university-level credits including IPK 202 and one other IPK course.												
<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: 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>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>28</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	25	Tutorials/workshops	20	Supervised laboratory hours (computer lab)						<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	25												
Tutorials/workshops	20												
Supervised laboratory hours (computer lab)													
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b>	<b>Date of meeting:</b> November 2023												
<b>Faculty Council approval</b>	<b>Date of meeting:</b> November 10, 2023												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> January 26, 2024												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Analyze the social, political, and cultural impacts of colonialism on the health of Indigenous peoples. (e.g., Residential School, the '60s Scoop, Missing Women)
2. Identify the impacts of trauma experienced across the life span of Indigenous individuals, families, and communities.
3. Explore the role of Indigenous cultural healing in trauma recovery.
4. Reflect on contemporary resurgence on movements of empowerment and decolonization.
5. Identify strategies for ways in which Xwela ye totelo:met qas ye slilekwel (reconciliation) may be achieved.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Project:	40%	Assignments:	60%	%
	%		%	%

**Details:**

Assignments and projects may include reflections, case studies, inquiry paper, presentation, podcast, circle work, round table, teach back.

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest lecturers, elders, presentations, online instruction.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Chansonneuve, D.	<i>Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People.</i> Aboriginal Healing Foundation	2005
2. Article	Menzies, P.	Understanding Aboriginal Intergenerational Trauma from a Social Work Perspective. <i>Canadian Journal of Native Studies</i> , 29, 2, 367-392	2007
3. Textbook	Baskyn, C.	Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Healing Professions. Canadian Scholars' Press Inc.	2016
4. Textbook	Methot, S.	Legacy: Trauma, Story, and Indigenous Healing. ECW Press	2019
5. Textbook	Linklater, R.	Decolonizing Trauma Work: Indigenous Stories and Strategies. Fernwood	2014
6. Textbook	Craft, A. et .al	Indigenous Resurgence in an Age of Reconciliation. U of T. Press	2023

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***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
- Resurgence, self-care, and truth telling
- Indigenous healing practices and the role of community in healing
- Relational, somatic, and strength-based strategies that foster safety, stabilization, and resiliency

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
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
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
8.	Rosanna Dearchild	Unreserved (Podcast); Grease Trail Digital Storytelling (UBC)	<input type="checkbox"/>	CBC Radio	2008
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