



Course Number	SOWK 557.42 S01	Classroom:	SH 288
Course Name: Selected Topics: Contexts for Practice	Trauma/Healing: Person/Planet		
Day(s): Fridays	Jan 17, 2020 to April 3, 2020	Time:	1:00-3:50 pm
Instructor	Mishka Lysack PhD, RSW, Professor	Office Hours/ Location:	Office hours arranged with professor/ MT 411
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SYLLABUS STATEMENT

Examines social work practice in specific contexts.

This course will explore two critical dimensions of trauma and healing (clinical and environmental) in a context of violence and conflict as well as accelerating and increasingly severe climate change and environmental decline.

COURSE DESCRIPTION

In the context of conflict, violence can inflict significant trauma, impacting the emotional, spiritual, physical, cognitive, social, cultural and environmental dimensions of the human person, and disrupting family relationships, communities, and ecological webs. Therapy, reconciliation, forgiveness, and healing are key dimensions of both clinical and community-based therapeutic responses.

But in an emerging context of climate change, the threat of massive species extinction, collapsing food production, and extreme weather events are environmental forms of trauma imposed not just on the human species, but also other species and the planet itself. Given this context, this course will assist students to explore the dimensions of environmental trauma in a variety of forms, examining both its causes and sources as well as map out its consequences and impacts.

This course will develop a conceptual and perceptual framework for practices of healing, reconciliation and justice-making while also exploring healing and advocacy responses to both clinical and environmental trauma on multiple levels of scale, including the physical, individual, and the collective, highlighting the linkages and synergies between healing and advocacy responses to clinical and environmental trauma.

LEARNING OUTCOMES

Upon completion of this course, regarding clinical trauma, students will develop:

1. a historical understanding of the development of the understanding of trauma, including the studies of hysteria by Janet, Charcot, & Freud in the larger context of new insights into the continuity between human and animal through Darwin's research and evolutionary theories;
2. a historical understanding of the development of the understanding of trauma, including "shell shock" in war, trauma of Vietnam veterans, and the emergence from PTSD understanding from studies/therapy involving domestic violence and battered and abused persons;
3. a conceptual understanding of trauma as hyperarousal, intrusion, and constriction, and the evolving definition of simple/complex PTSD;
4. an examination of complex trauma and relationship to gender-based violence;
5. an overview of memory systems and child development arising from biological and psychological research, and their contribution to understanding trauma and therapy;
6. an examination of a clinical response to trauma: narrative practices;
7. a basic understanding of trauma experienced by Indigenous survivors of residential schools and environmental exploitation of land;
8. a foundation for guidelines for clinical practice and a clinical map for working with those experiencing trauma and their families, including soldiers;
9. a clinical framework for first session with couples with incidents of violence;
10. a foundation for guidelines for practice and a clinical map for working with those who perpetrate violence and abuse;
11. an understanding as to how animals and nature might be used in therapy with trauma survivors; and
12. skills as practitioners to deal with vicarious traumatization through self-care practices, such as meditation, resilience, compassion, suffering and hope, and spirituality.

With respect to environmental violence and trauma, students will also develop:

1. a deeper understanding of the causes and threats of climate change and environmental decline;
2. a foundation for mapping the impacts on and threats to the individual person, human community, and the ecological communities and ecosystems on the planet;
3. an understanding of interaction between climate change and its impacts (drought, crop failure, migration and refugees, escalation of international conflict, impacts on UN Sustainable

Development Goals (SDGs), and implications for political stability and escalation of military conflict;

4. insights into the specifics of human responses to environmental trauma, including informed futility and powerlessness, denial, minimization, distraction, numbing, and projection, and their parallels to animal responses to trauma;
5. an understanding of scientist and Harvard professor E.O. Wilson's notion of biophilia, and how this biophilic attachment can provide a foundation for healing responses to environmental trauma;
6. a clinical map for creating a context for healing responses to these maladaptive responses;
7. insights highlighting how personal, interpersonal, community, and political advocacy and policy influencing are inter-connected and mutually leverage each other in synergies of interaction;
8. skills in utilizing forms of advocacy and activism as mezzo and macro-scale responses to environmental trauma and injustice; and
9. basics of resilience in the current context of violence and climate change.

Upon the successful completion of this course, students will have the knowledge and skills to:

1. engage in helpful and informed helping conversations with persons regarding trauma and violence;
2. engage in helpful and informed helping conversations with persons about the impacts of climate change and environmental decline;
3. engage with persons embedded in a violent lifestyle to assist them to shift to a non-violent and compassionate lifestyle; and
4. participate in and contribute to an informed dialogue about micro, mezzo, and macro action developing climate protection, a renewable energy economy, and sustainable development and their relationship to human well-being, health, safety, and survival.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Paper #1

Author: Herman, J. (most recent edition)

Title: *Trauma & recovery: The aftermath of violence – from domestic abuse to political terror*

Publisher: Basic Books

ISBN Number: 978-0465087303

Paper #2

A) Required

Author: Oreskes, N., & Conway, E.
Title: The Collapse of Western Civilization: A View from the Future
ISBN: 978-0231169547
Publisher: Columbia University Press
This is a very short book, more like an article in length.

and

B) Student chooses 1 of the following book options:

Author: Pipher, M. (2013)
Title: The green boat
Publisher: Riverhead Books
ISBN Number: 9781594485855

Author: Marshall, G. (2014)
Title: Don't even think about it: Why our brains are wired to ignore climate change.
Publisher: Bloomsbury
ISBN-10: 9781620401330
ISBN-13: 978-1620401330
ASIN: 1620401339

Micro & Mezzo practice

Author: Dominelle, L.
Title: Green Social Work: From Environmental Crises to Environmental Justice (July 2, 2012)
Publisher: Polity
ISBN-10: 0745654010
ISBN-13: 978-0745654010

Editors: Gray, M., Coates, J., & Hetherington, T. (1st edition, Nov 28, 2012)
Title: Environmental Social Work
Publisher: Routledge
ISBN-10: 9780415678124
ISBN-13: 978-0415678124
ASIN: 0415678129

Read your choice of 10 chapters, including intro, 1, & 12 (these 3 are required)

Access e-copy at library

Macro practice

Author: McKibben, B. (Reprint edition, July 29, 2014)
Title: Oil and Honey: The Education of an Unlikely Activist
Publisher: St. Martin's Griffin

ISBN-10: 1250048710
ISBN-13: 978-1250048714

Author: McKibben, B. (First edition, March 4 2008)
Title: Deep Economy: The Wealth of Communities and the Durable Future
Publisher: St. Martin's Griffin
ISBN-10: 0805087222
ISBN-13: 978-0805087222

Authors: Morris, C., & Jungjohann, A. (First edition, 2016)
Title: Energy Democracy: Germany's Energiewende to Renewables
Publisher: Palgrave Macmillan
ISBN-10: 9783319318905
ISBN-13: 978-3319318905
ASIN: 331931890X

Author: Scheer, H. (Feb 10, 2012)
Title: The Energy Imperative: 100 Percent Renewable Now
Publisher: Routledge
ISBN-10: 1849714339
ISBN-13: 978-1849714334

No readings provided in D2L

LEARNING TECHNOLOGIES AND REQUIREMENTS:

Access to a computer.

RELATIONSHIP TO OTHER COURSES

This course is an elective that enhances and deepens a clinical, community/international development, and policy influencing/advocacy specialization.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Jan 17, 2020	overview of course and course requirements micro, mezzo, macro SW practice charts in Gray, M., Coates, J., and Hetherington, T. (2013). Environmental social work Freud, Charcot, Janet, Darwin re: trauma and developing notions of humanity	Students are asked to review the micro, mezzo, macro SW practice charts on pages 13-16 in: Gray, M., Coates, J., and Hetherington, T. (2013). Introduction. In M. Gray, J. Coates, & T. Hetherington (Eds.), Environmental social work, (pp.231-245). Oxford: Routledge. Full e-Text Online of book available through U of C library

	<p>history of trauma: “Understanding Complex Trauma and its Relation to Gender-Based Violence” relationship between micro and macro violence and trauma; coercive control</p> <p>reflecting discussion of Conversations with History: Judith Herman</p>	
Jan 24	<p>axial traditions and social/environment ethics: 2 quick case studies: philosophy (Confucianism) & spirituality (Judaism); reading</p> <p>climate change tipping points & impacts</p> <p>Tipping points and recent science re 1.5 degrees C; public policy pathways and leadership; growing urgency of shift</p> <p>cross-link: George Orwell’s notion of “doublethink’ in book: 1984</p>	<p>Axial traditions article</p> <p>background reading: Lysack, M. (2017). Ethical Principles for Transitioning to a Renewable Energy Economy in an Era of Climate Change. Routledge Handbook of Religion, Spirituality and Social Work; Beth Crisp (Ed.), (pp. 329-337). New York, NY: Routledge.</p> <p>e-copy of book available through U of C library</p>
Jan 31	<p>Introduction to narrative clinical practices; externalizing practices; re-authoring practices, reflecting practices, review of videotape(s); clinical maps and video analysis</p>	
Feb 7	<p>biophilic attachment as foundation for healing responses to environmental trauma and advocacy: advocacy practice remembering conversations and reflecting practices: conversations with students re environmental impacts and co-constructing hope and empowerment; empowering climate conversations (George Marshall)</p>	<p>George Marshall brief articles</p>
Feb 14	<p>trauma: physical, personal, interpersonal and societal dimensions; explaining abuse, binaries,</p>	<p>Materials will be provided</p>

	<p>memory systems and comparative impacts of trauma</p> <p>working with those experiencing trauma: guidelines for practice and clinical map</p> <p>narrative practices: re-remembering practices: reflecting processes; therapeutic documents B video</p> <p>healing narratives; dialogic approaches: monologue to dialogue</p> <p>class exercise with interview and reflecting team</p>	
Feb 21	Winter Break - No class	
Feb 28	<p>environmental trauma; case studies; climate trauma</p> <p>PTSD with animals; case study: elephants, violence/trauma; and therapy/healing (For Love of Elephants) TBC</p> <p>healing and animals: video with adolescents and animals</p> <p>internalized other interviews with students as 1) Jake Dorothy + 2) Kabu or 3) Cites</p> <p>implications for clinical practice</p>	Paper #1 is due on Feb 28
March 6	<p>responses of climate protection and Energiewende (renewable energy transition) to climate change; video Germany's Renewable Energy Revolution</p> <p>UK Leadership: videos TBC</p> <p>health and climate: Lancet Countdown 2018 Report: Briefing for Canadian Policymakers November 2018 video</p>	

	Indigenous Leadership in Canada: videos TBC	
March 13	PTSD and clinical practice with soldiers: War in the Mind	
March 20	<p>working with those who perpetrate violence: guidelines for practice and clinical map</p> <p>micro-analysis of video of therapy with those with “anger management problems” and who perpetrate violence</p> <p>Couples clinical work: framework for initial session with couple with incident of violence</p> <p>Course evaluation</p>	
March 27	Class may be cancelled; professor may be away at Energy Transition conference in Berlin. TBA	
April 3	<p>Last Class</p> <p>ecological trauma, disasters, environmental refugees and relationship with violence and war: Age of Consequences</p> <p>Indigenous community advocacy and land/environmental protection: Sections of “Tipping Point: Oil Sands” CBC-Nature of Things</p> <p>cultural and environmental trauma: Indigenous survivors of residential schools and survivors of environmental trauma; Just Therapy approach</p> <p>First Nations Forward: 1) Clean Energy Alternatives, 2) Legal Challenges: National Observer series:</p>	

Assessment Method	Assessment Description & Criteria	Due Date	Weight
Paper #1	<p>In addition to the book, students are also required to review, quote, and discuss these 4 articles or reports:</p> <p>White, M. (2004). Working with people who are suffering the consequences of multiple trauma: A narrative perspective. <i>The International Journal of Narrative Therapy and Community Work</i>. No. 1. 45-76. Copy on reserve in TFDL.</p> <p>Lysack, M. (2010). Environmental decline, loss, and biophilia: Fostering commitment in environmental citizenship. <i>Critical Social Work</i> 11(3), TBC</p> <p>Mental Health and Our Changing Climate: Impacts, Implications, and Guidance, March 2017 Whitmore-Williams, Manning, Krygsman, Speiser, TBC</p> <p>Lysack, M. (2015a). The ethical imperative of limits. <i>Policy Options Politiques</i>, January-February, 23-26. http://policyoptions.irpp.org/magazines/environmental-faith/lysack/ TBC</p>	Feb 28 TBC	50%
Paper #2	<p>In addition to the book, students are also required to review, quote, and discuss these <u>3</u> of these 4 articles or reports:</p> <p>Lysack, M. (2012b). The abolition of slavery movement as a moral movement: Ethical resources, spiritual roots, and strategies for social change. <i>Journal of Religion and Spirituality in Social Work</i>, 31(1-2), 150-171. doi:http://dx.doi.org/10.1080/15426432.2012.647962 TBC</p> <p>Lysack, M. (2015b). Effective policy influencing and environmental advocacy: Health, climate change, and phasing out coal. <i>International Social Work</i>, 58(3), 435-447. doi:10.1177/0020872814567485 TBC</p> <p>Lancet Countdown 2018 Report: Briefing for Canadian Policymakers November 2018 TBC</p> <p>Lysack, M. (2013). Emotion, Ethics, and Fostering Committed Environmental Advocacy. In M. Gray, J. Coates, & T.</p>	Apr 10 TBC	50%

	<p>Hetherington (Eds.), Environmental social work, (pp.231-245). Oxford: Routledge. e-copy available through TFDL</p> <p>Optional: The 2018 report of the Lancet Countdown on health and climate change: shaping the health of nations for centuries to come. Lancet 2018; 392: 2479–514. 36 pp. November 28, 2018. http://dx.doi.org/10.1016/S0140-6736(18)32594-7 TBC</p>		
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GRADING			
<p>A student’s final grade for the course is the sum of the two separate assignments. It is necessary to pass each assignment separately in order to pass the course.</p>			
<p>The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used.</p>			
Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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>

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/. 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) 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**

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.