



Course & Session Number	SOWK 553.37 S01	Classroom	Online
Course Name	Creating Wellness for Indigenous People Who Have Experienced Intergenerational Trauma		
Dates and Time	Start of Classes: Tuesday, January 3 rd , 2023 End of Classes: Saturday, January 7 th , 2023 Dates and Time: January 3, 4, 5,6,7, 2023 - 9:00 AM to 5:00 PM (MST) on Zoom Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kerrie Moore, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	kerrie.moore2@ucalgary.ca kerrie.moore@shaw.ca	UCalgary Phone	403 202 6633

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This course will address Indigenous ways of knowing and Inter-generational trauma and 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 in promoting healing within a community, the effects of colonization and residential school, and inter-generational trauma informed practice. Truth and Reconciliation and Calls to Action will be addressed. There will be an experiential and cultural component each day. A debriefing circle will be provided at the end of each day.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in all of the Zoom session as well as in asynchronous learning tasks using the D2L course site. There will be 5 synchronous Zoom sessions throughout the term, as indicated in the course schedule. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

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

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

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

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, microphone and speaker is required for D2L and Zoom access.

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

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

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.

Date/Time	Course Topics	Readings/Assignments Due
Tuesday January 3, 2023 9:00 am- 5:00 pm	<u>Spirituality</u> <ul style="list-style-type: none"> • Course Orientation, Assignment Overview & Establish Groups • Circle and Smudge • Indigenous Ways of Knowing (Epistemology and Ontology) • Residential School & Colonization <u>Traditional Debriefing Circle</u>	Read Historical Background in <i>Historic Trauma and Aboriginal Healing</i>
Wednesday January 4, 2023 9:00 am- 5:00 pm	<u>Emotional</u> <ul style="list-style-type: none"> • Circle and Smudge • Continue with Effects of Residential School Truth and Reconciliation The Core Brain Story The Survival Brain Inter-generational Trauma <u>Traditional Debriefing Circle</u>	Watch: https://www.albertafamilywellness.org/what-we-know/the-brain-story The Core Story of Brain Development Judy Cameron, October 2012
Thursday January 5 ,2023 9:00 am- 5:00 pm	<u>Physical</u> <ul style="list-style-type: none"> • Circle and Smudge • Continue with IGT • Traditional Healing Practices • Building a Bridge Between Two Worlds • Creating a Holistic Model of Practice <u>Traditional Debriefing Circle</u>	Read Truth and Reconciliation: Calls to Action

Friday January 6, 2023 9:00 am- 5:00 pm	<u>Cognitive</u> <ul style="list-style-type: none"> • Circle and Smudge • Creating an Inter-generational Informed Practice • Self Care <u>Traditional Debriefing Circle</u>	Read A New Model: Historic Trauma Transmission (HTT) in <i>Historic Trauma and Aboriginal Healing</i>
Saturday January 7th, 2023 9:00 am- 4:00 pm	<u>Holistic</u> Group Presentations Debriefing Circle	Group Project Due

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Participation (10%) – Ongoing

Aligned Course Learning Outcome: 1,2,3,5,6

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.

Assignment 2: Film Report (15%) – Due January 7th, 2023 at 11:59pm

Aligned Course Learning Outcome: 1,2,7

Please watch the movie Babakiueria on YouTube

(https://www.youtube.com/results?search_query=babakieuaria). 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

Assignment 3: Personal Reflection Paper (25%) – Due January 17, 2023 by 11:59pm

Aligned Course Learning Outcome: 1,6,7

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:

- What personal challenges did you experience during this course?
- What new learning or key insights will you take away from this course?
- 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?
- What connections did you make between the course teachings and your practice (future practice) as a social worker?
- 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.

Assignment 4: Group Project (50%) – Due January 7th, 2023 during class

Aligned Course Learning Outcome: 4,7

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:

1. The name of your presentation.
2. The names of each participant in your group and student ID numbers.
3. References in APA format. This may include narratives from Elders and knowledge keepers.
4. A list and access to a copy of your power point or videos.

Your presentation should include the following criteria:

- 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.
- An explanation of how your topic informs social work practice with Indigenous and non-Indigenous populations, including examples.
- A participatory learning activity that requires your colleagues to engage with one another and to make deeper meaning of the topic you are presenting.

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:

- The effects of trauma on Indigenous people
- Healing through an Indigenous methodology and/or therapy
- Creating a holistic environment within social work practice
- What are the points of Truth and Reconciliation that relate to social work practice?
- Bridging two worlds, between traditional and contemporary social work practice
- Using spiritual and/or emotional therapies for healing
- Healing the spiritual, emotional, physical and cognitive dimensions
- Working with Indigenous families with Intergenerational trauma
- How do we create Inter-generational Trauma-Informed practice?
- Indigenous ways of knowing
- What are the effects of trauma on the brain and body connection?
- Facilitating a Traditional Healing Circle in social work practice
- Self care for social workers working with trauma in the workplace
- Indigenizing Social Work Practice to eliminate trauma

Your groups project will be evaluated based on the criteria posted to D2L.

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). With the exception of the group project, which you will present during the last class, all 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.

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

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

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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89

B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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