



## Winter 2019

<b>Course Number:</b> SOWK 679.78 S05	<b>Classroom:</b> PF 3208
<b>Course Name:</b> Trauma/Healing: Person/Planet	
<b>Day &amp; Time:</b> Fridays 9 am – 11:50 am	

<b>Instructor:</b> Mishka Lysack PhD, RSW, professor	<b>Office Hours:</b> On request
<b>Telephone:</b> 403-220-7648	<b>Email:</b> <a href="mailto:mlysack@ucalgary.ca">mlysack@ucalgary.ca</a>

## COURSE OUTLINE

### Syllabus Statement

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.

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 & abused persons
3. a conceptual understanding of trauma as hyperarousal, intrusion, & constriction, and the evolving definition of simplex/complex PTSD
4. 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
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. clinical framework for first session with couples with incident of violence
10. 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
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 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. 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
4. an understanding of E.O. Wilson's notion of biophilia, and how this biophilic attachment can provide a foundation for healing responses to environmental trauma
5. a clinical map for creating a context for healing responses to these maladaptive responses,
6. insights highlighting how personal, interpersonal, community, and political advocacy and policy influencing are inter-connected and mutually leverage each other in synergies of interaction
7. skills in utilizing forms of advocacy and activism as mezzo and macro-scale responses to environmental trauma and injustice
8. basics of resilience in the current context of violence and climate change.

## Learning Objectives

### Course Learning Objectives (CLOs)

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.

## **MSW Program Learning Outcomes (PLOs)**

Graduates of the MSW program will be expected to:

### **1) Professional Identity**

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.

### **2) Values and Ethics in Professional Practice**

- 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

### **3) Promote Human Rights and Social Justice**

- 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

### **4) Diversity**

- 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
- 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.

### **5) Critical Thinking in Professional Practice**

- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

## **Research**

6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

## **7) Policy Analysis and development**

7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

7.3) Contribute to the development and implementation of new and more equitable social policies.

## **8) Change**

8.2) Identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions. This includes working with Francophone, Indigenous and newcomer populations.

8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions.

## **9) Engage with Individuals, Families, Groups, and Communities through Professional Practice**

9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.

9.2) Actively promote empowering and anti-oppressive practice.

9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.

9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

<b>Relationship to Other Courses</b>
--------------------------------------

This course is an elective that enhances and deepens both a clinical and a community/international development specialization. It is restricted to MSW students only (or with the permission of the instructor), and has no course prerequisites other than those required of students accepted into the MSW program.

### Course Text(s)

See Assignments below

### Class Schedule

[Note: I will send the links for resources to you.]

**Jan 11:** CLO 1, 2, 3, 4; PLO 1.1, 2.2, 3.2, 4.2, 5.2, 5.3, 7.1, 7.2, 7.3, 8.4, 9.5

Students are asked to watch this video in preparation for class and prepare notes for class discussion: Conversations with History: Judith Herman

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 available through U of C library

- o overview of course and course requirements
- o micro, mezzo, macro SW practice charts in Gray, M., Coates, J., and Hetherington, T. (2013). *Environmental social work*
- o 2 short videos re Freud, Charcot, Janet, Darwin re trauma and developing notions of humanity
- o history of trauma: video "Understanding Complex Trauma and its Relation to Gender-Based Violence"
- o relationship between micro and macro violence and trauma; coercive control
- o reflecting discussion of Conversations with History: Judith Herman video

**Jan 18:** CLO2, CLO4; PLO: 1.1, 2.2, 3.1, 4.2, 5.3, 6.3, 7.1, 7.2, 7.3, 8.4, and 9.5

- o axial traditions and social/environment ethics: 2 quick case studies: philosophy (Confucianism) & spirituality (Judaism)
  - 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.
- o climate change sources and impacts
- o Tipping points and recent science re 1.5 degrees C; public policy pathways and leadership; growing urgency of shift
- o cross-link: George Orwell's notion of "doublethink" in book: 1984
- o Mark Jaccard, *Trudeau's Orwellian logic: We reduce emissions by increasing them*, Globe & Mail op-ed, February 20, 2018: Trans-Mountain pipeline ad:
- o Comparison: Power to Change:
- o How is Canada doing? Alberta? UK? US? See readings in National Observer
- o Ted Talk: School strike for climate - save the world by changing the rules, Greta Thunberg. TEDxStockholm
- o specifics of human responses to environmental trauma
- o Mary Pipher: video
- o environmental dimensions of clinical practice
- o E.O. Wilson's notion of biophilia; biophilic attachment as foundation for healing responses to environmental trauma & advocacy: clinical practice

## Class Resources

- How is Canada doing? Trudeau's CO2 Scorecard:
- Alberta? Alberta's clean and dirty energy plans, side by side:
- UK? Climate action opposites: Canada vs United Kingdom:
- US: Americans pull ahead of Canadians in the race against climate change:
  
- Here is a **library of key science and research updates**. Students will be assigned specific readings in different classes to support class discussions as certain topics come up.

1) Three years to safeguard our climate, Christiana Figueres et al, Nature, 546, 593–595 (29 June 2017) doi:10.1038/546593a

2) Guardian “We have 12 years to limit climate change catastrophe, warns UN: Urgent changes needed to cut risk of extreme heat, drought, floods and poverty, says IPCC”

3) Students are asked to quickly scan sections in blue print on pages 20-25 (use page numbers on bottom of page) called “D. Strengthening the Global Response in the Context of Sustainable Development and Efforts to Eradicate Poverty” in the latest IPCC report “Global Warming of 1.5 °C: An IPCC special report on the impacts of global warming of 1.5 °C:

4) “Humanity has wiped out 60% of animal populations since 1970, report finds: The huge loss is a tragedy in itself but also threatens the survival of civilization, say the world’s leading scientists”

5) “Policies of China, Russia and Canada threaten 5C climate change, study finds: Ranking of countries’ goals shows even EU on course for more than double safe level of warming”

6) Mark Jaccard, *Trudeau’s Orwellian logic: We reduce emissions by increasing them*, Globe & Mail op-ed, February 20, 2018:

7) “Canada's most shameful environmental secret must not remain hidden” Tzeporah Berman:

8) “Canada is currently failing to meet targets on reducing greenhouse gas emissions, but businesses can still show leadership”. 9.18.2018, Daniel McKenzie, Chartered Professional Accountants:

9) Domino-effect of climate events could move Earth into a ‘hothouse’ state: Leading scientists warn that passing such a point would make efforts to reduce emissions increasingly futile, Jonathan Watts, Guardian, Tue 7 Aug 2018

9b) Original science article for above article, optional reference: Trajectories of the Earth System in the Anthropocene, Will Steffen, Johan Rockström et al. Proceedings of the National Academy of Sciences. PNAS August 14, 2018 115 (33) 8252-8259; published August 6, 2018

10) Risks of 'domino effect' of tipping points greater than thought, study says: Scientists warn policymakers not to ignore links, and stress that ‘every action counts’.

10b) Related science article: Cascading regime shifts within and across scales, Juan C. Rocha, Garry Peterson, Örjan Bodin, Simon Levin, Science 21 Dec 2018: Vol. 362, Issue 6421, pp. 1379-1383 DOI: 10.1126/science.aat7850:

11) Why eating less meat is the best thing you can do for the planet in 2019;

Eating meat has a hefty impact on the environment from fueling climate change to polluting landscapes and waterways; Here’s how to make it painless for you – and others; Welcome 2019 with vegan and vegetarian recipes:

**Jan 25:** CLO1 CLO3 CLO 4; PLO: 5.1, 6.3, 8.3, 9.1, 9.2, and 9.3

- Introduction to narrative practices;
- externalizing practices;
- re-authoring practices,
- reflecting practices, review of videotape(s)
- clinical maps and video analysis

**Feb 1:** CLO2 & 4; PLO: 1.2, 2.2, 3.2, 4.1, 5.1, 6.3, 7.1, 7.2, 7.3, 8.2, 9.5

- biophilic attachment as foundation for healing responses to environmental trauma & advocacy: advocacy practice
- re-membering conversations & reflecting practices: conversations with students re environmental impacts and co-constructing hope and empowerment
- empowering climate conversations (George Marshall)
- George Marshall brief articles:

1) Brief Thoughts about empowering Climate Conversations:

2) Why We Are Wired to Ignore Climate Change...And Why We Are Wired to Take Action:

3) Some Personal and Highly Biased Ideas for Digging Our Way Out of This Hole: practical recommendations for rethinking and reshaping climate change:

4) Understand faulty thinking to tackle climate change: The amorphous nature of climate change creates the ideal conditions for human denial and cognitive bias to come to the fore. George Marshall:

**Feb 8:** CLO 1, CLO3; PLO: 5.1, 6.3, 8.3, 9.1, 9.2, and 9.3

Students are asked to watch 1 or more of these videos in preparation for class and prepare notes for class discussion:

Trauma and narrative therapy: a video-recording of Michael White (scroll down webpage)

Part 1 (1 hrs. 2 min)

Part 2 (1 hrs. 2 min)

Part 3 (25 min)

Students are also asked to read (and include in their clinical paper):

White, M. (2004). Working with people who are suffering the consequences of multiple trauma: A narrative perspective. *The International Journal of Narrative Therapy and Community Work*. No. 1. pp. 45-76. Copy on reserve in TFDL.

- trauma: physical, personal, interpersonal and societal dimensions; explaining abuse, binaries,
- memory systems & comparative impacts of trauma
- working with those experiencing trauma: guidelines for practice and clinical map
- narrative practices:, re-membering practices: reflecting processes; therapeutic documents
- (B video)
- healing narratives; dialogic approaches: monologue to dialogue
- class exercise with interview and reflecting team

**Feb 15:** CLO 2 & 4; PLO: 1.2, 2.2, 3.2, 4.1, 5.1, 6.3, 7.1, 7.2, 7.3, 8.2, 9.5

Students are asked to watch these 1 of these 2 videos in preparation for class and prepare notes for class discussion:

1) PBS Nature 2015: Soul of the Elephant - 56 min

or

2) PBS.National.Geographic.2013: Battle for the Elephants – 56 min

Students are required to read this article for class:

Elephants mourn. Dogs love. Why do we deny the feelings of other species? Scientists are discovering more and more about the internal lives of animals. But what does this mean for the way humans behave?  
Carl Safina - Guardian

Students are also asked to read 3 of these 4 brief newspaper articles:

1) Elephants on the path to extinction - the facts:

The world's population of elephants is nearing a critical point. Karl Mathiesen explains why there has never been a more dangerous time to be an elephant

2) Cameroonian ranger killed by wildlife poachers: Two to three rangers are being shot a week as poachers step up their predations on the world's wildlife

OR

2b) Another day, another dead wildlife ranger. Where is the outrage?

Every year more than 100 wildlife rangers are murdered in the line of duty. Why do they get so little support? And where is the outrage?

Cameroonian ranger killed by wildlife poachers

3) The elephant who helped me through one of the darkest periods of my life:

After years of battling psychological demons, Jake Dorothy took the radical decision to go and work in an elephant sanctuary CLO 4

- environmental trauma; case studies
- PTSD with animals; case study: elephants, violence/trauma; and therapy/healing (CBC For Love of Elephants; David Suzuki, Nature of Things)
- healing and animals: video with adolescents and animals
- internalized other interviews with students as 1) Jake Dorothy + 2) Kabu or 3) Cites
- implications for clinical practice

**Feb 22: winter break: no class**

**March 1:** CLO 2 & 4; PLO: 1.1, 2.2, 3.1, 4.2, 5.3, 6.3, 7.1, 7.2, 7.3, 8.4, 9.5

- responses of climate protection and Energiewende (renewable energy transition) to climate change; video Germany's Renewable Energy Revolution:
- health and climate: Lancet Countdown 2018 Report: Briefing for Canadian Policymakers November 2018 video
- Indigenous Leadership in Canada
- UK Leadership

### **Library of resources**

Mishka will assign specific readings from this list below based on class discussions as the class proceeds:

1) (Required) What Canada Can Learn from Germany's Renewable Revolution:



- 2) How did Germany get its energy transition right? Kate Meis:
- 3) Civic participation in the Energiewende: What Germany can learn from Denmark:

#### Climate Advocacy

3) Greta Thunberg, 15-year old Swedish teenager; List of resources; Mishka will assign some of these for reading or viewing:

- o Teen tells climate negotiators they aren't mature enough, by John Sutter and Lawrence Davidson, CNN (short video): Read: 'Our leaders are like children,' school strike founder tells climate summit:
- o Video (1:28):
- o Video 'We Need to Act Now': 15-Year-Old Greta Thunberg Calls for Global Climate Strike: video 2 min \*
- o CBC video of Canadian teens:
- o Greta Thunberg, 15, told UN summit that students are acting in absence of global leadership
- o International scale: environmental violence, trauma, advocacy
- o Sections of "Tipping Point: Oil Sands" CBC-Nature of Things

#### **March 8:** CLO 1 & 3; PLO: 5.1, 6.3, 8.3, 9.1, 9.2, 9.3

Students are asked to watch these 2 of these 3 videos in preparation for class and prepare notes for class discussion:

1) Therapy for War-Related Trauma: CBT approach; John Briere, Ph.D. 58 min

2) Compassion with the Trauma Client - John Briere, Ph.D. 10 min

3) What It's Like to Go to War:

Bill Moyers talks to Karl Marlantes — a highly decorated Vietnam veteran, Rhodes Scholar, author, and PTSD survivor — about what we on the insulated outside need to understand about the minds and hearts of our modern warriors. Marlantes shares intimate stories about how his battlefield experiences both shaped and nearly destroyed him, even after returning to civilian life. 52 min

- o Class discussion
- o PTSD & clinical practice with soldiers: War in the Mind video

#### **March 15:** CLO 2 & 4; PLO: 1.1, 2.2, 3.1, 4.2, 5.3, 6.3, 7.1, 7.2, 7.3, 8.4, and 9.5

- o ecological trauma, disasters,
- o environmental refugees and relationship with violence and war: film: Age of Consequences: 2 min trailer;
- o environmental violence towards animals
- o remembering conversation with students
- o book reflecting conversation with students

#### **March 22:** CLO 1 & 3; PLO: 5.1, 6.3, 8.3, 9.1, 9.2, and 9.3

- o working with those who perpetrate violence: guidelines for practice and clinical map
- o micro-analysis of video of therapy with those with "anger management problems" and who perpetrate violence
- o Couples clinical work: framework for initial session with couple with incident of violence
- o book reflecting conversation with students

#### **March 29;** CLO 1 & 3; PLO: 5.1, 6.3, 8.3, 9.1, 9.2, 9.3

- o book reflecting conversations with students

- o community prevention of violence

Mishka will assign 1 of these 2 videos for viewing before the class. Students are asked to watch these 1 of these 2 videos in preparation for class and prepare notes for class discussion:

Understanding Violence: Cycles of violence, trauma, and children:

Bill Moyers speaks with one of the country's leading psychiatrists, Carl Bell, who focuses on children who have witnessed violent acts, committed violence or been the victims of violence. Bell argues that the cycle of violence in these children's lives can be broken if we act early to deal with their trauma.

27 min

Parenting and Domestic Violence in community Work:

Bill Moyers speaks with Dr. Victor LaCerva, a public health official in charge of statewide programs in New Mexico. Dr. LaCerva specializes in treating victims of domestic violence, both women and children. In this program, he gives practical suggestions for better parenting and avoidance of violence in the home.

27 min

Students are asked to read 1 of these 2 articles to prepare for class discussions:

White, M. (2005). Children, trauma, and subordinate storyline development. *The International Journal of Narrative Therapy and Community Work*. No. 3 & 4. 10-21. Copy on reserve in TFDL under course name/number.

or

Morgan, A. (1995). Taking responsibility: Working with teasing and bullying in schools, *The International Journal of Narrative Therapy and Community Work*. No. 2 & 3. 16-28. Copy on reserve in TFDL under course name/number.

**April 5:** CLO 2 & 4; PLO: 1.1, 2.2, 3.1, 4.2, 5.3, 6.3, 7.1, 7.2, 7.3, 8.4, 9.5

- o Indigenous community advocacy and land/environmental protection: Sections of "Tipping Point: Oil Sands" CBC-Nature of Things
- o cultural and environmental trauma: Indigenous survivors of residential schools and survivors of environmental trauma; videotape (?)
- o First Nations Forward: 1) Clean Energy Alternatives, 2) Legal Challenges: National Observer series:
- o skills as practitioners to deal with vicarious traumatization through self-care practices, such as extrovert meditation in nature, meditation, resilience, compassion, suffering and hope, advocacy, and spirituality
- o review and course evaluation

**April 12:** NO CLASS – MISHKA AWAY ON RESEARCH TOUR IN GERMANY & UK

### Assignments

Assignment	Due Date	Value
<b>1) Reflection paper #1 – clinical</b>	<b>Feb 27, 2019 (TBC by class/Mishka)</b>	<b>45%</b>
CLO 1, CLO3; PLO: 5.1, 6.3, 8.3, 9.1, 9.2, 9.3		

1) Students are required to write a paper on this book "Trauma and Recovery":

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

2) Students are also required to review these 6 articles or reports:

White, M. (2004). Working with people who are suffering the consequences of multiple trauma: A narrative perspective. *The International Journal of Narrative Therapy and Community Work*. No. 1. 45-76. Copy on reserve in TFDL.

Lysack, M. (2010). Environmental decline, loss, and biophilia: Fostering commitment in environmental citizenship. *Critical Social Work* 11(3),  
Mental Health and Our Changing Climate: Impacts, Implications, and Guidance, March 2017  
Whitmore-Williams, Manning, Krygsman, Speiser,

Windle, P. (1992), The ecology of grief. *BioScience*, Vol. 42, No. 5 (May, 1992), pp. 363-366. (4 pages)

Hope and mourning in the Anthropocene: Understanding ecological grief (short article: 2 pages)

Macy, J. (1995). "Working though environmental despair" in T. Roszak, M. Gomes, and A. Kanner *Ecopsychology*, (240-259). San Francisco, CA: Sierra Club Books.

**Not required. Other recommended resources for clinical practice:**

Ecological grief as a mental health response to climate change-related loss, Ashlee Cunsolo & Neville R. Ellis, *Nature Climate Change*, volume 8, pages, 275–281, (2018)

Lysack, M. (2009). From environmental despair to the ecological self: Mindfulness and community action In S. Hick (Ed.), *Mindfulness and social work*, (pp. 202-218). Chicago, IL: Lyceum Press.  
Will be on 1-hour reserve in U of C library.

Lysack, M. (2009). Practices and skills for building social and ecological resiliency with individuals and communities. In S. Hick, H. Peters, T. Corner, & T. London (Eds.). *Structural social work in action: Examples from practice*, (pp. 211-228). Toronto, ON: Canadian Scholars Press.  
Available on 1-hour reserve in U of C library.

Lysack, M. (2008). Relational mindfulness and dialogic space in family therapy. In S. Hick & T. Bien (Eds.), *Mindfulness and the therapeutic relationship*, (pp. 141-158). New York: Guilford Press.  
Available on 1-hour reserve in U of C library.

Author: Briere, J & Scott, C. (most recent edition),

Title: *Principles of trauma therapy: A Guide to Symptoms, Evaluation, and Treatment*.

Publisher: Sage

ISBN Number: 978-0761929215

Author: Jenkins, A. (1990)

Title: *Invitations to Responsibility: The Therapeutic Engagement of Men Who are Violent and Abusive*.

Publisher: Dulwich Centre Publications

ISBN Number: 978-0731696215

'Ecological grief' among mental health effects of climate change in Canada: report  
Elizabeth Payne, Updated: November 29, 2018

Growing 'ecological grief' is the mental health cost of climate change: Rising rates of anxiety, anger and sadness follow extreme weather and global warming, Duncan McCue · CBC Radio · October 21

Experiencing 'eco-anxiety'? Report suggests link between climate change and mental health

Defending and Protecting What We Love (short article), Mishka Lysack

## **2) Reflection paper #2: healing environmental trauma/empowering climate protection & environmental advocacy**

**Due date: March 29, 2019 (TBC by class/Mishka)**

**portion of mark: 45%**

CLO2, CLO4; PLO: 1.1, 2.2, 3.1, 4.2, 5.3, 6.3, 7.1, 7.2, 7.3, 8.4, 9.5

1) Students are also required to write a paper on one of the following books:

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

Author: Marshall, George, 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

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

Title: Environmental Social Work  
Editors: Mel Gray, John Coates, Tiani Hetherington  
Publisher: Routledge; 1 edition (Nov. 28 2012)  
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:

Macro practice

Title: Oil and Honey: The Education of an Unlikely Activist  
Author: Bill McKibben  
Publisher: St. Martin's Griffin; Reprint edition (July 29, 2014)  
ISBN-10: 1250048710  
ISBN-13: 978-1250048714

Title: Deep Economy: The Wealth of Communities and the Durable Future

Author: Bill McKibben  
Publisher: St. Martin's Griffin; First edition (March 4 2008)  
ISBN-10: 0805087222  
ISBN-13: 978-0805087222

Title: Energy Democracy: Germany's Energiewende to Renewables  
Authors: Craig Morris & Arne Jungjohann  
Publisher: Palgrave Macmillan; 1st ed. 2016  
ISBN-10: 9783319318905  
ISBN-13: 978-3319318905  
ASIN: 331931890X

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

2) Students are required to write a paper on this short book:

Title: The Collapse of Western Civilization: A View from the Future  
Author: Naomi Oreskes & Erik Conway  
ISBN: 978-0231169547  
Publisher: Columbia University Press

If students have already read the above book by Oreskes and Conway, students will be asked to read and review 2 additional articles selected from the recommended articles listed by Mishka. To be discussed in class.

3) Students are required to review this reports:

Required: Lancet Countdown 2018 Report: Briefing for Canadian Policymakers November 2018

4) Students are required to review 2 book chapters in this book:

a) Lysack, M. (2013). Emotion, Ethics, and Fostering Committed Environmental Advocacy. In M. Gray, J. Coates, & T. Hetherington (Eds.), *Environmental social work*, (pp.231-245). Oxford: Routledge.

+

b) one chapter of student's choice that is relevant to the student's area of SW practice:

M. Gray, J. Coates, & T. Hetherington (Eds.), *Environmental social work*, (pp.231-245). Oxford: Routledge.

Full Text Online available through U of C library:

**Background Resources only: not required for paper:**

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](http://dx.doi.org/10.1016/S0140-6736(18)32594-7)

COP24 special report: health and climate change

World Health Organization. (2018). COP24 special report: health and climate change. World Health Organization. <http://www.who.int/iris/handle/10665/276405>. License: CC BY-NC-SA 3.0 IGO. 73 p. ISBN 9789241514972  
or

## **B) About the Reflection Papers...**

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (at least 5-6) from the readings that the student believed to be especially important to his/her learning. Students are asked to use the following questions as a guide for their reflection and writing of the paper:

- What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
  - What effect did these moments have on you as a person and as a developing professional?
  - What are some (1-2) of the ideas that you found to be the most helpful in these articles?
  - What difference could these ideas make in how you "see" or perceive your work?
  - What are some of the related practices (1-2) that you find the most appealing?
  - How are these practices related to the ideas that you found helpful?
- 1) When students are starting to write the paper, they need to identify 3 (possibly 4) key learning moments, a-ha experiences, or sparkling moments as they were reading the book. Students are asked to use these learning experiences as the "spine" of the paper.
  - 2) In response to each of the 3 learning moments, students need to include 2 sections or "streams":  
1) exposition & 2) reflection.
  - 3) The exposition section needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with the appropriate references.
  - 4) In the reflection section, students need to focus on the significance of the 3 learning moments and a description of why the student believes this insight is important.
  - 5) In addition, students are asked to also describe the difference such insights would make to both  
a) SW practice and theory in general as well as b) their own future SW practice on all 3 levels of i) micro, ii) mezzo, and iii) macro practice.

## **Notes & Format for Papers**

- N.B. There are no in-class tests or final exam.
- in your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with APA format page numbers
- All assignments are to be submitted in electronic form by email, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or .docx format.
  
- In both electronic and paper forms of paper, please put this information on one line as the title at the beginning of your paper:
  - Name
  - Course number 679
  - Assignment name

- In electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
  - Last name,
  - first name,
  - Course number 679
  - Assignment name
- In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
  - Course number 679
  - Last name first name
  - Assignment name
- All papers are to be typewritten in 12-point font (not 10-point or smaller, please; when you get to my age, you will know why).
- Separate cover page is unnecessary
- Papers are limited to 1,250 words. Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
  
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.
  
- Extensions in terms of deadlines are possible within certain limits. Any changes in deadline must be agreed to by the instructor in writing by email.
- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.
  
- Papers will be archived after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be shredded or deleted.
  
- Students cannot re-read any book or article that they have read for another course, including one of my courses. They must read a new book or article.
- Students must pass all assignments to pass the course.
  
- Important: Any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, are encouraged by the Faculty of Social Work to discuss their concerns with the course instructor.

**Criteria for an A- level paper:**

- word count was within reasonable range
- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
- integration of class content
- direct quotes with page numbers
- good integration of all additional material and articles as required
- Correct spelling and grammar
- clarity in sentence structures and writing style

- structures the paper according to key learning moments
- makes thematic connections across learning moments
- labels file name, subject name of email etc. properly
- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally on micro, mezzo, and macro levels.

### **Criteria for an A level paper:**

All A- criteria have been met and significantly exceeded.

The paper contains original insights with respect to the subject matter.

The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession on micro, mezzo, & macro must all be exceptional.

In this instructor's classes, A level papers are the exception, and not the rule,

### **Learning Experiences, Class Participation, Skill Development and Class Etiquette**

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Attending the classes is expected and critical to the functioning of the class as a learning community. **Class participation will be graded and will make up 10% of the total final mark.**

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and 4) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.

Students are asked to restrict their use of their computer & cell-phones during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.).



Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor, and perhaps the Coordinator of Graduate Studies has been completed.

Students are required to participate in the entire class, arrive on time, stay until the end of class, and return from the break in a timely manner.

Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety.

### Recommended Readings

These recommended readings are included in each of the classes or in the assignments.

### Grading

A student's final grade for the course is the sum of the separate assignments. It is necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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

## Course Evaluation

Student feedback will be sought at the end of the course through 1) the standard University and Faculty of Social Work course evaluation forms as well as 2) a 2-page anonymous narrative format evaluation form submitted to the instructor at the end of class, the latter remaining sealed from the instructor until marks are finally submitted to the university system.

Students are welcome to discuss the process and content of the course at any time with the instructor.

### 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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): [http://www.acsw.ab.ca/document/1327/final\\_standardsofpractice\\_20131104.pdf](http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf)

Students are expected to ensure they are both familiar with, and comply with these standards.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

### IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre 24 hours/day Phone Support (403) 210-9355**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

#### **STUDENTS WITH DISABILITIES**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

#### **Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency

Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:  
<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

### **SAFEWALK (403) 220-5333**

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

### **Supports for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

### **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>