

OFFICIAL COURSE OUTLINE

Course Code:	COUN-1155
Short Title:	Indigenous Violence & TIP
Long Title:	Widening the Frame: Towards an Indigenous Violence and Trauma-Informed Practice
Prerequisites:	None
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Counselling and Community Safety
Previous Code & Title:	None
Course First Offered:	December 2016

Credits:	1.0
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Course Description

This two-day practice course will present historic and current understandings of Indigenous violence and trauma-informed practice and the interventions and approaches to practice that flow from this. Indigenous trauma-informed practice will include knowledge of healing approaches found within Indigenous writing, storytelling, and with knowledge keepers in the community, including Elders and those in healing roles. Through centering a diversity of Indigenous approaches to wellness, mental health and “trauma”, this course will consider the knowledge of Elders and Indigenous healers and health care workers alongside the work of Indigenous critical theorists, mental health practitioners, and allied critical “trauma” scholars. Participants will begin to develop a trauma practice framework that is anti-colonial, intersectional and holistic and that considers how experiences of trauma and of healing are shaped by the interlocking impacts of Indigeneity, age, gender, sexuality, and (dis) ability, among others.

Course Goals

Through a seminar format, this course offers an intensive, critical examination of trauma theory and trauma interventions with particular attention to interlocking issues of Indigenous sovereignty, gender, race, sexuality, citizenship status, and geography among others. Wise practice approaches will instead recognize a diversity of Indigenous and non-Indigenous spirituality, spaces, and approaches that emphasize the restoration of community and individual balance and integration.

Learning Outcomes

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

- Describe the evolution of Indigenous trauma-informed practice frameworks and current moves towards trauma-informed care, within a context that recognizes past and current relationships to colonization, and political and social movements.
- Demonstrate competence in integration of Indigenous violence and trauma-informed practices into their practice framework, including an Indigenous, decolonial and intersectional understanding of approaches to violence, oppression and healing.
- Apply critically and strategically diverse knowledge's and wise practices towards the development of Indigenous trauma interventions and practice specializations that are relevant and appropriate to diverse Indigenous nations, from the level of the individual through to the family and community.
- Demonstrate linking of theoretical with practical including practices of activism, consensual allyship, and social justice through current placements

Course Topics/Content

- Indigenous wellness and witnessing
- Colonial discourses of trauma theory and practice
- Indigenous violence and trauma theory – theory and models
- Indigenous trauma-informed practice principles and practices
- Activism, resistance and survivance

The teaching and pedagogy for the course is grounded in principles of Indigenous pedagogy, adult learning and a strong relational learning and mentorship model, that incorporates cultural safety, reflexivity and respect for local Indigenous knowledges and traditions. Finding a balance between structure and creativity and innovation and challenge will be an important component.

Text & Resource Materials

Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.