

**COURSE NAME:** IWA216 The Legacy of Trauma & Indigenous People

---

Credit Value: 1  
Total Course Hours: 21  
Prerequisite Course(s): None  
Corequisite Course(s): None

## COURSE DESCRIPTION

---

This course presents a conceptual framework for understanding the experience of trauma within the Indigenous community. It provides the student with the basic components of the first stage, strengths-based trauma treatment, as well as outlines specific tools and strategies used to support the healing of Indigenous individuals, families and communities.

The role of colonization and its connection to domestic violence, suicide and substance abuse will be explored, as well as, Traditional & Western ways of healing from the same.

## LAND ACKNOWLEDGEMENT

---

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

## PLAR INFORMATION

---

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

## COURSE LEARNING OUTCOMES

---

Upon completion of this course, the student will have reliably demonstrated the ability to:

- |   |   |
|---|---|
| <p>1.0 Demonstrate recognition and understanding of the historical traumas experienced by Indigenous peoples in Canada.</p> <p>1.1 Discuss the various types and incidences of trauma experienced by Indigenous Peoples since first contact.</p> <p>1.2 Describe the impact of traumatic events on mental health and wellbeing.</p> <p>1.3 Recognize the post and complex traumatic symptoms, including the impacts on the central nervous system, and the vagus nerve.</p> <p>1.4 Recognize the post and complex traumatic symptoms of fight, flight, and freeze/shut down.</p> <p>1.5 Recognize the post and complex traumatic symptoms of depression.</p> <p>1.6 Recognize the post and complex traumatic symptoms of suicide ideation.</p> <p>1.7 Explain internalized oppression and lateral violence as impacts of trauma on a personal and community level.</p> <p>1.8 Establish how the 7 grandfather teachings</p> | <p>can be used by an individual to heal trauma.</p> <p>2.0 Demonstrate an understanding of the link between historical trauma experienced by Indigenous People and violence against women, children and 2-Spirit people.</p> <p>2.1 Describe how loss of culture impacts rates of violence and suicide.</p> <p>2.2 Describe how loss of culture impacts women, men, 2-Spirit people, and children.</p> <p>2.3 Explain the impact on children who witness violence.</p> <p>2.4 Discuss the cycle of violence.</p> <p>2.5 Demonstrate understanding of the reasons people stay in abusive relationships.</p> <p>2.6 Review importance of safety planning and key components of creating safety plan.</p> <p>3.0 Delineate trauma from a wholistic perspective.</p> <p>3.1 Discuss post and complex trauma in the context of the medicine wheel.</p> <p>3.2 Describe complex post-traumatic stress</p> |
|---|---|

- disorder.
- 3.3 Describe Polyvagal theory and the role of the Felt Sense in relationship to trauma recovery.
- 3.4 Recognize the key clinical issues in trauma treatment.
- 3.5 Describe the complex relationship among trauma, mental health and addiction.
- 4.0 Demonstrate an ability to use a culturally appropriate, trauma informed, strengths-based approach to supporting trauma survivors.
- 4.1 Recognize the abuse of substances as a means of dealing with trauma.
- 4.2 Understand how to identify and build on personal strengths and resiliency.
- 4.3 Understand how culture plays an integral role in trauma and recovery.
- 4.4 Distinguish key components of trauma-informed, client centred care.
- 4.5 Explain the basic tenants of harm reduction.
- 5.0 Distinguish among various intervention and treatment strategies for trauma survivors.
- 5.1 Describe the essential factors required to establish an effective therapeutic relationship.
- 5.2 Discuss the role of psychoeducation in trauma therapy.
- 5.3 Integrate various grounding techniques that can be used to help clients manage their feelings and memories.
- 5.4 Establish the importance of case management.
- 5.5 Demonstrate an understanding of "safe use of self" & the importance of personal healing.

## GENERAL EDUCATION

---

This is not a General Education course.

## PROGRAM OUTCOMES

---

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

### Indigenous Wellness and Addictions Prevention

1. identify and demonstrate the use of various assessment techniques as it pertains to addictions counselling to identify client issues and needs in a helping relationship, including physiological and psychological effects on the human body and wellness.
2. explain the effects chemical and alcohol dependence have on wellness (physical, emotional, mental and spiritual).
5. demonstrate professional ethics and integrity and the appropriate use of inter-professional education skills.
6. apply basic principles, concepts and skills of group work and discusses considerations for group work within a First Nations context.
7. demonstrates the appropriate use of traditional Native helping practices and culturally appropriate service approaches.
8. analyze historical and post-colonial policies and their impacts on First Nations people in Canada.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

---

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

### EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

---

There are no external accreditations or conditions identified for this course.

### COURSE EVALUATION

---

Evaluation Item	Weight
ditional Helper-culture camp, through out term	25%
Reflection Learning Circles 4x 5	20%
Written Assignment	30%
Trauma Informed Practice Skills/Personal/Professional 5x5	25%

### COURSE PASS GRADE

---

50

### GRADING SYSTEM

---

A+: 90-100%	B+: 77-79%	C+: 65-69%	D: 50-54%	S - Satisfactory
A: 85-89%	B: 73-76%	C: 60-64%	F: 0-49%	I - Incomplete
A-: 80-84%	B-: 70-72%	D+: 55-59%		F- Repeat Course, included in GPA
				FS- Failure Supplemental
				FR- Repeat course, excluded from GPA

\*For a complete chart of grades and descriptions, please see the Grading Policy.

### LEARNING RESOURCES

---

Course Textbooks:

Required:

Title: Decolonizing Trauma Work:indigenous stories and strategies  
Author: Renee Linklater  
Publisher:  
Edition:  
Print ISBN: 978-1-55266-658-6(pbk)  
eBook ISBN:

Additional Learning Resources:

handouts, videos

Please see the [Campus Bookstore](#) to verify the current textbook costs and your [program page](#) for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - [www.eclibrary.ca](http://www.eclibrary.ca)

---

## LEARNING ACTIVITIES

Lecture, Assigned Reading, Videos, In class Discussion, Guest Speakers

---

## DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

---

## RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at [privacy.officer@canadorecollege.ca](mailto:privacy.officer@canadorecollege.ca). Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

---

## EXPERIENTIAL LEARNING & INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for

experiential learning and interprofessional education. This course provides students with both experiential learning (EL) opportunities and interprofessional education (IPE) through:

- Land Based Learning (EL)
- Core course content (IPE)
- Projects (IPE)

## ACADEMIC POLICIES

---

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

## COLLEGE POLICIES

---

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## Accessibility Learning Services for Students with Disabilities - Student Success Services

---

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form ([https://canadorecollege-accommodate.symphlicity.com/public\\_accommodation/](https://canadorecollege-accommodate.symphlicity.com/public_accommodation/)).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email [studentsuccessnow@canadorecollege.ca](mailto:studentsuccessnow@canadorecollege.ca) or call 705.474.7600 ext 5205.

## FIRST PEOPLES' CENTRE:

---

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program

- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, W103 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

### **WAIVER OF RESPONSIBILITY**

---

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

### **HISTORICAL COURSE OUTLINES**

---

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.