

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: COUNS255

Course Title: Indigenous Trauma-informed Practice with Children and Youth

Prerequisite Courses: N/A

School: School of Health, Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety

Previous Course Code & Title: N/A

Course First Offered: December 2014

# of Credits:	1
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Course Description:

This course will assist the learner to develop a trauma informed framework that supports rather than pathologizes Indigenous children and youth. Learners will examine Indigenous trauma informed practices that assist children, youth and their families and communities in understanding and improving their coping and responses to daily triggers including the impact of experiences of racism, poverty, sexism, and colonialism. You will begin to develop a trauma practice framework that is Indigenous, intersectional and holistic and that considers how experiences of trauma and of healing are shaped by the interlocking impacts of colonization, age, gender, sexuality, and (dis)ability..

Course Goal(s):

The goal of this course is to provide learners with a trauma practice framework that is holistic and incorporates the experiences of trauma, its generational impact and healing in an Indigenous context.

Learning Outcomes:

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

1. Describe the Indigenous Worldview and Family System both traditional and current.
2. Discuss the development of a trauma practice framework that is Indigenous, holistic and utilizes cultural and mainstream healing approaches appropriate for use with generationally traumatized children and youth.
3. Discuss the development of Indigenous, trauma-informed and culturally safe practice approaches with children and youth.
4. Describe how to assist Indigenous children and youth in understanding and improving their ability to cope and respond to daily triggers.
5. Explain how the individualized and medicalized approaches to trauma in Indigenous children and youth undermines community, family and individual resilience and resistance.

Course Topics/Content:

- Traditional Indigenous Family Systems
- Indigenous Worldview
- Trauma responses in children and youth
- Intergenerational transmission of trauma
- Safe practice with Indigenous children, youth and their families

Text and Resource Materials:

Required:

Recommended:

Course Level:

	First Year	x	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	8			
Simulation/Lab	6			
Praxis Exercise				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	N/A
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	60%	Other	%
Quizzes/Test	%	Simulations	40%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes is required.

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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

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.

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.