University of Victoria  
Faculty of Education  
Department of Educational Psychology & Leadership Studies  
ICCP Summer 2014  

ED D 525: Indigenous Healing and Spirituality  
ED D 525 (A01) (1.5 Units) / CRN 31479  

Summer 2014  
Monday July 7th – Friday July 11th  
8:30 AM – 4:30 PM  
FPH Ceremonial Hall & MAC D110

Instructor: Roger John  
Office: MAC A457  
Office Hours: 30 minutes after class & by appointment  
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Calendar Description  
Indigenous values, worldviews, and spirituality as the foundation for helping and healing. Topics include traditional knowledge, holistic healing, role of elders, and Indigenous spiritual practices.

Working Description  
This course is designed to provide the graduate counseling psychology students in the Indigenous Communities Counselling Psychology (ICCP) program with an in-depth opportunity to explore Indigenous healing and spiritual practices, processes and concepts. This course also provides an opportunity for students to explore their relationship with Indigenous healing and spiritual practices and to begin forming their methods-approaches for sharing or informing clients of these practices. This course will also provide an opportunity to explore and develop the foundations of Indigenous helping theory and practice. Central to the course will be the exploration of the inner resiliency practices that have sustained Indigenous peoples in spite of the impacts of colonization. Students will be asked to consider how their own worldviews, assumptions, experiences with colonization, values, social and cultural locations influence their perceptions and attitudes towards Indigenous healing and spirituality.

The course will take the format of a graduate seminar and a learning circle, in which students are expected to attend all classes and arrive prepared, having read all assigned materials and having completed class assignments on time. Graduate counselling courses require students to demonstrate critical thinking in reference to course materials, lectures, and discussions as well as demonstrate respect for the views and opinions of colleagues and instructors. Students are expected to participate in the course and ICCP in way that demonstrates personal investment and change within themselves. An Indigenous approach to learning based on the seven principles of the ICCP will be the foundation for the entire program.

* This syllabus is subject to approval by the Director of Educational Psychology and Leadership Studies
7 Key Values & Principles

1. The Indigenous paradigm as central  
2. The sacred and the spiritual dimension  
3. The ancestral dimension  
4. Stories, ceremony, culture, language and communal healing  
5. The Earth and our relatives  
6. The circle  
7. Counselling vocation and practice

Course Objectives - In this course, students will:

1) Deepen their understanding of the key aspects of Indigenous healing and spiritual practices.
2) Initiate or deepen their understanding of the foundation of Indigenous models of well-being.
3) Develop a critical awareness of how Indigenous health theory reflects the cultural, social, and historical positioning from which it emerges.
4) Come to understand the subjective and objective nature of Indigenous healing processes and practices in relation to agency of the helper and the ‘client’
5) Initiate a critical examination of the Indigenous healing process from within the framework of your own experiences, values, strengths and professional goals.
6) Consider through a critical, Indigenous lens, mainstream and Indigenous ethics of helping.
7) Critically examine and articulate the challenges and benefits of utilizing Indigenous healing practices and theories theories with Indigenous peoples affected by colonization.
8) Articulate your own beliefs about the Indigenous healing and spirituality (i.e. making the implicit explicit).

Ethical and Professional Behaviour

Graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct for the basis of their relationships with peers, faculty and for any children/adolescents for whom they may provide services. Students will be subject to the provisions of the ethical guidelines of their respective professions. Students may be required to withdraw from a course or program when ethical, medical, or other reasons interfere with satisfactory practice in their respective professions.

Requests for Accommodation – due to personal affliction or learning disability

If a student has a personal affliction, medical condition, family, cultural, learning disability or spiritual matter that will interfere with their ability to complete assignments and to be in class, they may make requests for accommodation with the instructor. Depending on the nature of the issue, students may be required to seek documentation through UVic Counselling Services, the Resource Centre for Students with a Disability or Health Services. Missing a day of class in summer classes is equivalent to missing 5 classes. Attendance is crucial; there is more flexibility with assignments than attendance recognizing, that illness and family situations may require absence. Making a request does not mean automatic accommodation.

The Writing Centre (TWC)

Learning Commons,  
McPherson Library  
Phone: 250-853-3675  
Web: <ltc.uvic.ca/servicesprograms/twc.php>

TWC supports all UVic graduate and undergraduate students with writing in English. Our tutors are experienced writers trained to assist students with all aspects of academic writing (pre-writing, revision, thesis construction, grant applications, and so on). In order to help students develop these skills, tutors do not edit or proofread papers. Instead, TWC focuses on the writer not the writing. We provide one-on-one tutorials and workshops that address common issues in academic writing.

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Text/Reading List

Required:

Additional Readings

Recommended:
Lane, Phil, Jr., Michael Bopp, Judie Bopp, and Julian Norris (2002). Mapping the Healing Journey: The final report of a First Nation Research Project on Healing in Canadian Aboriginal Communities. Ottawa, Canada: Aboriginal Corrections Policy Unit, Solicitor General Canada.

- Additional readings may be assigned during class

Course Format
The course will combine learning circles, sharing circles, lecture, guest speakers, and field trips. Because community based courses tend to be very intensive, you are strongly encouraged to complete assigned readings before classes.

Assessment, Attendance & Assignments

Attendance:
Attendance is a requirement of the Faculty of Graduate Studies and is essential for effective learning in the Counselling Psychology Graduate Program. Normally, missing more than one class will result in withdrawal of the student, unless there are extenuating circumstances. If you miss a class for illness or family emergency, the instructor should be notified as soon as possible. Notify one of your classmates to notify the instructor. Missed classes will result in reduced grades. It is your responsibility to learn from peers what information, etc. was covered in the class and to come fully prepared for the next class and be prepared to complete a make-up assignment.

Late assignments without extenuating circumstances or notice will have marks deducted. If extenuating circumstances occur (e.g. family/personal illness; severe work stress; community/cultural responsibilities) it is your responsibility to notify the instructor as soon as possible before due dates. A late assignment without explanation will be penalized by 5%/day.

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Assessment: ED D 525 is a non-graded class; students will receive either a COM, INC, or N. Although percentages are not assigned, students are still expected to complete assignments to the satisfaction of the instructor and to demonstrate engagement with course materials and to attend all classes. Assignments are marked as P/F. It is recognized that this course is a process oriented course and students will be engaging with powerful spiritual processes. This is difficult if not impossible to grade and grades will be assigned accordingly.

Participation:
In addition to attending all classes students are expected to participate in discussions, group work, attend guest presentations, and experiential exercises. Participation includes attendance, contributions and engagement with course materials. Participation is not just a question of speaking regularly and frequently, but also of regulating your talk. Are you taking up too much space? Or, alternately, are you sharing adequately with your classmates so they can learn from you? Contributions to class are expected to be relevant to the topic, time managed, and frequently enough that I, as instructor, have a sense of your grasp of course content and also demonstrate your group membership. I know that some students are more comfortable demonstrating their participation through their engagement with written work – please notify me if you are such a student. However, finding and learning to utilize one’s voice is an important part of the graduate learning process and an important part of the profession, particularly when working in Indigenous communities or advocating for Indigenous clients or issues.

Personal Reflection Paper/Project:
Students will submit a mini-paper or a complete a project on their understanding of the importance of spirituality for healing, either for Indigenous peoples or for themselves. This assignment is due on Monday July 7th. Papers should be submitted by email; other projects are to be handed in or shared in class. Examples of projects include: an art piece; an amalgamation of youtube videos; sharing of a clip from a movie or video; a mini-presentation – 10 minutes or less sharing of a story, song or activity in a 10 minute presentation.

Papers are to be submitted by email. Student papers/projects may be about the parts of the readings that resonated with them from Chapter 1 of Kirmayer & Valaskakis and/or Chapter 1 of Deloria. The paper is expected to be at least 2 pages long to a maximum of 4 pages (double spaced) and should be written in the first person without using APA format unless the student feels APA format is necessary. Engaging with Indigenous healing practices and spiritual practices requires reflection and preparation. This assignment is intended to help you to engage with these course materials in a reflexive way and to encourage you to consider course content in ways outside of standard academic formats. You may to share your thoughts on particular parts of the reading or address thoughts, emotions or sensations that emerged as you engaged with the reading. Your may want to share spiritual experiences that you’ve had or questions or reflections that emerged during your reading of the chapters or significant experiences in your life. Papers cannot be just a review of the readings. Papers must have a title page, have 1 inch margins, contain the student’s name, the course name and # and the date.

Tips: You must demonstrate that you read the article/chapter, and that you considered the importance of spiritual and healing practices for mental health. For example, a statement such as “I found this chapter very interesting” would receive a fail, as it does not demonstrate to me that you actually read it.

Project Examples: For example, if I were going to do a project rather than a paper, I would sing a song that has healing power for me and share the story of why this song has power for me. Or I would share a section of a movie that touched me; or share a story of my life and why this had healing power for me. Or I would read a section from either Kirmayer or Deloria, or another reading and provide context to the class. We will set aside 2 hours for this activity in the afternoon of our first day of class for those who wish to do a project presentation.

Group Critical Thinking Questions-Observations-Reflections: Three critical thinking (thought-provoking) questions-observations-reflections (personal process) are to be submitted at the end of the day Wed July 9th following Nella Nelson’s presentation. Students will have time in class to generate their questions-reflections-observations via group discussion. The question-observation-reflection should be on key points that emerged for the group as key points.

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either from Nella’s presentation, from the Q & A session or generated from the group work. Questions can be submitted by email as an attachment; in the body of the email or handwritten and have the names of all students from the group and the date. This assignment is marked pass/fail, and will not be returned to students.

**Personal Reflection: The role of place cultural practices, ritual, spirituality (inner Resilience Activities) and connection with the land for healing and well-being in your life.**

This assignment is due **July 11\(^{th}\)/2014 at 4:30 PM via email.** The purpose of the assignment is provide students with a chance for reflection on the land-based experience in W’SANEC, and to use class time for reflection to explore and articulate your own understanding of inner resilience activities in your life. From an Indigenous perspective, one must have an understanding and grasp of the importance of inner resilience activities for one’s own well-being before one can guide and support clients to pursue similar activities. Utilizing reflection on the time spent in W’SANEC, Nella Nelson’s presentation, course material, and other relevant materials students will be asked to prepare a journal-portfolio throughout the week that illustrates the role of spiritual practices in maintaining their well-being. Class time will be provided throughout the week for this assignment. Spiritual practices may include current, past or future Inner Resilience activities that you utilize or hope to utilize to maintain your well-being or inner resilience. The following list of questions/prompts can be used to guide you or structure your paper/portfolio. If students wish to submit a piece of work, such as art they may do so on consultation with the instructor. The project/portfolio can include art, video (youtube), images, recordings.

- What inner resilience activities do you use to maintain your well-being?
- What is your understanding or well-being or inner resilience?
- What role do ancestors play in your life?
- How do you understand your place in creation?
- Where did you learn of this activity, practice, ritual?
- Are these activities easily shared with others? Could you share these activities with a client who has no sense of spirituality in their lives?

**Class Schedules, Assignments & Reading List Schedule**

**Day 1: July 7th /2014 (FPH Ceremonial Hall)**

**Reconnection, Group Process and Course Overview**

- **Reconnection, Revisiting Group Process, The land, the people & Course Overview**
  - Assignment 1: Due.
  - Reconnection
  - Course Overview
  - Housekeeping
  - Group Process: Learning Circles, discussions circles and healing circles
  - Revisiting the land – Mystic Vale
  - What is the place of spirituality for healing in your life?
  - One Model of Indigenous well-being (John, 2014)
  - Personal Reflection Time & Journaling

**Readings**

required
Deloria, Chapter 1
Kirmayer & Valaskakis, Chapter 1

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Day 2: July 8th/2014 – Inner Resilience Activities (FPH Ceremonial Hall)

- Inner Resilience Activities
  - Inner Resilience Activities
    - What are inner resilience activities?
    - What is the role of inner resilience activities in your life?
    - What inner resilience activities can we recommend/suggest to clients?
  - Lateral Violence – Bad Words Are a Sickness
  - Personal Reflection Time and Journaling

Readings

Required


Recommended:


Day 3: July 9th/2014 – Well-being in the community (MAC D110)

- Guest Speaker: Nella Nelson 9:00 AM to 11 AM
  - Discussion & Sharing
- 12 – 1:30 NDN Tacos at First Peoples House
- 1:30 – 3:30 Group Activity – Generate 3-4 key questions, observations, reflections based on either Nella Nelson’s presentation and/or course content to this point – what has resonated the most with you to this point? Groups of 3 to be assigned by instructor.
- 3:30 – 4:00 Personal Reflection Time and Journaling
- 4:00 – 4:30 Arrange carpooling

Readings

- recommended:
  - Mehl-Madrona – Coyote Medicine Chapter 9 AIDS and the Spirit of an illness
  - Mehl-Madrona – Coyote Healing – Chapter 8: The North – Discovering mind and community


10 AM meet in Brentwood Bay
10 – 12 History of the area
12 – 1 (lunch)
1 – 3 Ethnobotany tour
3:00 Personal Reflection Time

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Day 5: July 12 – Discussion: What will be, what could be, what would you like to be or what is the role of place cultural practices, ritual, spirituality (inner Resilience Activities) and connection with the land for healing and well-being in your life? (FPH Ceremonial Hall)

- Discussion: What was your experience of being on the land?
- Personal Reflection Time
- Video/Stories – Indigenous spirituality
- Personal Reflection and complete and submit your paper/journal/portfolio based on your time this week – Class time – Students may use their own laptops or use the UVic computer labs if they require a computer. This paper/project/portfolio must be submitted by 4:30.
- Closing Circle & Prayer – 3:00 – 4:30
- Students who submit art pieces, pictures, journals or books as their project/portfolio will have them returned to them

Academic Integrity
Students must abide by academic regulations as set out in the university calendar. They must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.

Plagiarism
A student commits plagiarism when he or she:
• submits the work of another person in whole or in part as original work
• gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work
• paraphrases material from a source without sufficient acknowledgement as described above
The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

Multiple Submission
Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

Copyright Statement
Fair Dealing Exception Copyright Statement: http://www.uvic.ca/copyright/resources/faculty/guides/index.php

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<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage *</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 - 100</td>
<td>Exceptional Work</td>
<td>Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 - 89</td>
<td>Outstanding Work</td>
<td>Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 - 84</td>
<td>Excellent Work</td>
<td>Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 - 79</td>
<td>Very good work</td>
<td>Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 - 76</td>
<td>Acceptable work that fulfills the expectations of the course</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 - 72</td>
<td>Unacceptable work revealing some deficiencies in knowledge, understanding or techniques</td>
<td>Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 - 69</td>
<td>Unacceptable work</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 - 64</td>
<td>Failing grade</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements.</td>
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<tr>
<td>D</td>
<td>1</td>
<td>50 - 59</td>
<td></td>
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<tr>
<td>F</td>
<td>0</td>
<td>0 - 49</td>
<td>Failing grade</td>
<td></td>
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<tr>
<td>CTN</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Continuing</td>
<td>Denotes the first half of a full-year course.</td>
</tr>
</tbody>
</table>

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating students work.

Other Failing or Temporary Grades

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<tr>
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<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>N</td>
<td>Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.</td>
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<tr>
<td>COM</td>
<td>Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.</td>
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<tr>
<td>INC</td>
<td>Incomplete (requires &quot;Request for Extension of Grade&quot; form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.</td>
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<tr>
<td>INP</td>
<td>In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.</td>
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<tr>
<td>N/X</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
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</tr>
<tr>
<td>F/X</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
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<tr>
<td>CIC</td>
<td>Co-op Interrupted Course. Temporary grade. See &quot;General Regulations: Graduate Co-op&quot;.</td>
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<tr>
<td>WE</td>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
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* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

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