

PATRICIA J VICKERS, PHD RCC
Vancouver School of Theology
Email: patriciajunevickers@gmail.com

TRAUMA & COLONIALISM: TRANSFORMATIONAL TEACHINGS

PURPOSE: Trauma research clearly outlines the impact of colonialism on First Nations peoples of North America. This course will examine the neurobiology of trauma and the spiritual aspect of colonialism as a curse. The unity of ancestral law and the teachings of Christ are a solid resource for healing, wholeness and wellness.

PREREQUISITES: It is advisable to have attended a minimum of 6 months of counselling prior to attending this course. It is also advisable to have a therapist or Spiritual Director for follow-up.

COMPETENCE OBJECTIVES: The purpose of this course is to provide an overview of First Nation based perspectives of trauma and healing in two distinct segments, first, the impact of colonization and the neurobiology of trauma in the context of cultural oppression, and secondly, to introduce students to the transformative aspects of ancestral teachings and their intersection with the teachings of Christ. Students will be required to:

- Discuss in class and small groups personal and social systems
- Identify the critical aspects and nature of oppression
- Maintain a daily journal entry integrating concepts and discussion from readings and class dialogue
- Initiate and facilitate small and/or large group discussions

FORMAT AND CONTENT: As a one week course at 1.5 credits, this course is three hours per day for a five day week.

TEXTS:

Pedagogy of the Oppressed. Paulo Freire. New York: Continuum, 1995. (Chapters 1, 2, & 3)
Ayaawx (Tsm'syen Ancestral Law): the power of transformation. Patricia J Vickers. 2008
The Dancing Healers. Carl Hammerschlag. New York: Harper Collins Pub., 1988

VIDEOS:

YOUTUBE

<https://www.youtube.com/watch?v=LKWUmwxi1ZI&t=12s>

Bessel van der Kolk: 3 ways trauma changes the brain

<https://www.youtube.com/watch?v=ec3AUMDjtKQ&t=2s>

Stephen Porges: Polyvagal Theory

<https://www.youtube.com/watch?v=l3bynimi8HQ&t=3s>

Gabor Mate: Attachment & Authenticity

<https://www.youtube.com/watch?v=-0x5riD8i5I>

Ruth Lanius: Trauma and Neurofeedback (44:50 - 53:30)

https://www.youtube.com/watch?v=_3is_3XHKKs

Bruce Perry: Neurosequential Model

https://www.youtube.com/watch?v=_AHy9gAVuz8&t=13s

Exploring Gitxsan Wellness

<https://www.youtube.com/watch?v=AsB6j9aA7FI>

Nisga'a Tribal Council

<https://www.youtube.com/watch?v=P5EQgUDpAEQ&t=44s>

Barb Cranmer and William Wasden Jr: Kwakwaka'wakw Sea Monster

RESERVES:

Chapters 3, 5, & 6 from my Doctoral Dissertation will be copied and on-Reserve.

COURSE POLICIES

1. Attendance For a weekly course, VST requires at least 80% attendance. For an intensive course, VST requires 100% attendance.
2. Reading and assignments Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. Academic honesty Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. Inclusive language in both speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. Assignment and Course Evaluation
 - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
 - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.
6. Late assignments
 Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.
 Limitation on use of social media
 Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand. VST is committed to creating

safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

CALENDAR

| DAY | SUBJECT | READINGS |
|-----------|----------------------------|------------------------------|
| Monday | Colonization as a curse | Ayaawx (Ch 5) , Paulo Freire |
| Tuesday | Neurobiology of trauma | Ayaawx (Ch 6) |
| Wednesday | Internalization | |
| Thursday | Transformational teachings | Carl Hammerschlag |
| Friday | Ceremony and Ritual | |

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA

1. Class participation: Students are expected to participate in class discussions and do adequate preparation of in-class discussion exercises. Evaluative criteria: comments and questions show adequate preparation, an understanding of the assigned readings and exercises, and a readiness to apply readings to interpretive questions and insights.
2. Certificate students are required to do all the reading, participate in the class discussions and exercises, and do the journal, handing in the sections of the journal as listed in the calendar.

SELECTED BIBLIOGRAPHY

See References in my Doctoral Dissertation on-line:

<https://dspace.library.uvic.ca/items/1acc1106-6261-406e-837b-556296741f94>

Trauma References:

Alice Miller, *The Drama of the Gifted Child*

<https://www.alice-miller.com/en/the-drama-of-the-gifted-child/>

Bessel van der Kolk, *The Body Keeps the Score*

<https://www.besselvanderkolk.com/resources/the-body-keeps-the-score>

Gabor Mate, *In the Realm of Hungry Ghosts*

<https://drgabormate.com/book/in-the-realm-of-hungry-ghosts/>

Peter Levine, *In an Unspoken Voice*

<https://www.indigo.ca/en-ca/in-an-unspoken-voice-how-the-body-releases-trauma-and-restores-goodness/9781556439438.html>

Stephen Porges, *The Polyvagal Theory*

<https://www.amazon.ca/Pocket-Guide-Polyvagal-Theory-Transformative/dp/0393707873>

Addictions Theory

Virginia Satir, *The New Peoplemaking*

Pia Melody, *Facing Codependence*

Inquiry

Pema Chodron, *The Places that Scare You*

Stephen Levine, *A Gradual Awakening*

Thich Nhat Hanh, *The Miracle of Mindfulness*

J. Krishnamurti, *Krishnamurti to Himself*