

Community Intervention (40 hours) Indigenous Trauma and Resiliency Field

A community intervention, covering 40 hours over a predetermined period, focuses on people's behaviours and how changes in the environment can support those behaviours, from a model of trauma-informed practice:

- working with an agency towards a change in policy
- a trauma-informed school environment or a treatment center
- a certain practice that the community hopes to implement
- a community-based research project
- an intervention that helps the community to start a healing process in breaking the silence around sexual violence and / or creating a safety network for victims and their families.

Trauma-informed practice

Trauma-informed services recognize that the core of any service is genuine, authentic and compassionate relationships. Trauma-informed systems and organizations provide for everyone within that system or organization by having a basic understanding of the psychological, neurological, biological, social and spiritual impact that trauma and violence can have on individuals seeking support.

At its core, the trauma-informed model replaces the labelling of clients or patients as being 'sick,' 'resistant' or 'uncooperative' with that of being affected by an 'injury'. Viewing trauma as an injury shifts the conversation from asking "*What is wrong with you?*" to "*What has happened to you?*" (Trauma-informed: The Trauma Toolkit, Klinik Community Health Centre, Second Edition, 2013).

The Learning

The community intervention will require that the student reflect on the following as they plan, develop and implement the intervention with the guidance of the mentor:

- What components and elements will be implemented?
- Who should implement what, by when?
- What resources and support are needed? What resources are available?
- What potential barriers or resistance are expected? How will they be minimized?
- What individuals or organizations need to be informed? What do you need to tell them?

There are six classes of components to consider when preparing for the community intervention:

- Providing information and skills training
- Providing a healing process for emotional release
- Enhancing support and resources
- Community-based research
- Policy enhancement and or development
- Monitoring and giving feedback

What components will this intervention be addressing?

The Supervisor

The mentor, an established trauma-informed practitioner, will encourage and support the student to make the most of themselves and to integrate their professional identity as a future trauma-informed practitioner.

A mentor is the student's trusted confidante, providing consistent support, guidance and practical help, guiding the student to identify the support needed, to consider options and to gain new information.

The Relationship

This one-to-one relationship is a two-way process in which the supervisor will share their personal skills, knowledge and experience with the student to enable the student to explore their personal and professional situation. Together, student and mentor will work to achieve predetermined goals and objectives. In this way, the student is enabled to gain the skill, knowledge and confidence to develop their social work /trauma-informed practice at a higher level, and to receive impartial, non-judgmental guidance and support.

The Student

The key to success for the student in the intervention process is to be authentic. The student chooses what comes out of the mentorship. The more the student can observe and integrate the knowledge and practical skills from the supervisor, the greater the success of the process. It is critical for the student to be able to put forth the following skills throughout the course of the intervention:

- Listening in order to understand
- Questioning to clarify and make sure they have understood correctly
- Questioning to explore additional options and consequences
- Being prepared to act on what has been agreed with their mentor
- Daring to push themselves through to another level of awareness and understanding of self

The student is responsible for developing the following goals and shares and discusses them with their mentor to keep the mentorship process on the right path:

- Know the community, agency or project before attending the 40 hours
- Identify where the student needs support
- Set goals the student can work towards
- Gauge how the student is doing
- Keep an eye on the student's own goals
- Honour the student's success

Expectations of both supervisor and the student

Both are expected to complete and submit to the Practicum Office the Community Intervention Evaluation.

Process

Students must complete the first intensive week on campus, and either possess a BSW, or have completed the first year of the two-year program. The ITR Practicum Coordinator will post details of community interventions when they become available. The student is responsible for costs of the 40-hour intervention (e.g. accommodation, registration, meals and transportation.)