

UNST 421: Healing & Indigenous Education NAYA Family Center

Fall 2022 Facilitator: Anmarie Trimble (she/they)

Email: atrimble@pdx.edu **Office Hours:** Tuesdays 4:15-5pm, or by appt

Main Class: Fridays, 11:30am-2:30pm in Cramer 228

Service-learning work: Refer to the Cheatsheet for your service guidelines and times

Community Partner: NAYA Family Center

<http://www.nayapdx.org/>

5135 NE Columbia Blvd. Portland, OR 97218 Phone: (503) 288-8177

WELCOME to your Senior Capstone! This class is an opportunity to support hands-on the culturally and trauma-informed mission of the Native American Family Center (NAYA). This course usually focuses on peer mentoring, but due to the circumstances of Covid 19, and the disproportionate impact on the indigenous community, NAYA (pronounced Nay-Ya) has adapted volunteering options to best support their safety and needs. Each service option furthers our commitment to understanding the intersections between historical context and our contemporary responsibilities to the indigenous community in the areas of education, land, wellness and healing. Our service options will include advocacy for Oregon's new Native-created curriculum, based on Oregon Senate Bill 13, mentoring at NAYA's Learning Center and College and Career Center, and building/maintaining NAYA's food and medicine gardens. Orientation for these happen the first two weeks of class.

Over the course of our term together, we will examine and reflect on the intersections between learning process, historical legacy, and social inequity as they impact the Native community, American society, and even globally. Our journey requires we examine the role of cultural difference, communication, connection and reconciliation, and empathy in the learning relationship through in-class dialog, written reflection, and building relationships with the NAYA community as best we can in these unusual circumstances of social distancing. To be effective, you will be expected to gain some crucial background in the history and experiences of the community we're working with, but also be open to examining how your own background shapes your educational and other social experiences. We will therefore need to examine our own assumptions, biases, and learning around issues of poverty, privilege, race, class and other relevant social and historical factors.

In any given term in a community-based learning course, I tell students to be prepared for the unpredictable. This term will be no exception, so we will all be practicing the skill of embracing the unexpected--and much of the work we engage is intended to provide us with tools and practices to develop those skills. The form this learning takes always reflects the unique chemistry of the learning community we create, and this term will be no different. We will be learning together as we go along, figuring things out, whether it's about the technology to communicate in these extraordinary times, or using NAYA's Relational Worldview Model to balance caring for ourselves as we serve others.

COURSE CONTEXT: Multnomah County has the 9th largest urban Indian population in the United States, and 33% of Natives are under the age of 18. According to the last census, poverty rates in the local Native community are triple those in White communities, with an average poverty rate of 34%. The child poverty rate is 45.2%, which is almost four times higher than the poverty rate for White children. More than half of Native students do not graduate high school. Native youth are disproportionately represented in the foster care system. Such vulnerabilities of this community have often been invisible to the dominant American culture. To address these interlocking challenges, the Native American Youth and Family Center (NAYA) provides culturally-specific and trauma-informed programming and resources for Native American youth and families in the Portland Metro area.

NAYA serves self-identified Native youth and their families throughout the Portland, Oregon, metropolitan area. Its mission: “to enhance the diverse strengths of our youth and families in partnership with the community through cultural identity and education.” Their mission centers on core values: “we believe that traditional cultural values are integral to regaining sovereignty and building self-esteem. NAYA Family Center is a mission-driven organization that values respect for the environment, places the larger community before the individual, and involves elders. We promote healthy living through positive alternatives to high-risk behaviors, and we promote the values of sobriety, family stability, culture, active lifestyles, and education.”

NAYA’S EXPECTATIONS OF CAPSTONES: Capstones serve in various settings, which hinges on:

- Being a community member: Take your lead from NAYA’s needs and be respectful of our learning community. NAYA and I expect you to read the course texts, and participate fully in course activities so as to better understand their needs and approach when serving their community.
- Reframing your assumptions (including what success means): Learn to be mindful of your assumptions, and work to suspend them.
- Ask questions!
- Putting relationship first: Be human, be authentic when working with NAYA youth, staff and each other. It’s more important than the immediate task or assignment.
- Whether you are mentoring or working on curriculum, remember you are not expected to know the answers; we are co-learners and collaborate to seek the answers together.

Our coursework focuses on reflection and problem solving around learning, communication, diversity, and the status of projects you are doing for NAYA. Individual writing assignments include weekly reflective writing on course readings and your experiences, peer responses, and a final reflective narrative. Service work requires a background check and is paid for by PSU.

MY ROLE AS COURSE INSTRUCTOR: My role is to facilitate your experience work with NAYA by serving as an experienced teacher and mentor. I’ll ask each of you to reflect on assumptions (your own and others), and work to uncover learning opportunities within the challenges we experience together in service to our larger goal—to serve the youth and families at NAYA in a culturally supportive environment. To achieve this, I work to facilitate a respectful, collaborative learning environment where we each actively share our perspectives and knowledge, but also feel open to inquire into the limits of our differing perspectives. My hope is we come to a deeper understanding of how our backgrounds have shaped our perspective, and learn to integrate the perspective of others. To this end, I expect the following of all students:

- **Be willing to share** your ideas, experiences, and questions with the class. Peer learning is a key teaching tool, and vulnerability and being authentic will play a large role in our depth of learning.

- **Come prepared.** You must complete the readings and engage in all activities to get the most from this class and to be helpful to NAYA. If don't do the reading for the day's activities and haven't time to think through the implications of class materials, your participation won't be as meaningful and (worse!) you'll either feel unprepared, or bored, or stressed.
- **Be respectful** of the ideas and experiences of others, even though you may feel that they are different from your own. This does not mean you cannot question other's ideas, but rather engage and try to broaden everyone's understanding through respectful dialog.
- I ask each of you to **listen** respectfully; do not interrupt (which can be difficult when we're passionate about something), and reserve judgment until you have heard what another has to say. If someone is quiet, don't assume they have nothing to add. Listening is a strong value in the NAYA community; don't assume silence is a gap to be filled— listen and inquire what others think.
- **Be empathetic** about each other's learning process: we are all human beings in the process of learning, and this often involves making mistakes. Indeed, making mistakes is central to learning and coming up with new ideas. So in order to move beyond our own biases and ignorance, we need to reveal them, be open to examining them, and grow from that experience.
- **Be reliable:** Regardless of your service assignment, we are helping NAYA meet the needs of their community. Show up, track your time, and let them know if you will be absent.
- **If you get the opportunity to work with directly youth, don't take any negative attitudes personally:** If you have the opportunity to work with NAYA youth, you may find yourself working with "reluctant" learners or encounter some behavior issues. Practice the techniques of mindfulness: focus on the moment and the person you are with, to be the best role model you can be. And remember: you are only catching a glimpse of this person, so suspend judgment and assumptions about the motivations, background, and lives of the youth at NAYA, as well as your peers in this class.

University Studies Goals: The approach and content of this course is based on University Studies' approach to learning and general education. It is based on a philosophy of participation and collaboration among faculty and students who together develop a learning community that is characterized by mutuality and responsibility. The goals and objectives of University Studies are to develop and reinforce skills that will be crucial to your success in the university and beyond.

Inquiry and Critical Thinking	Communication
Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.	Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
Diversity, Equity, & Social Justice	Ethics, Agency and Community
Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.	Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities.

For more information see: <http://www.pdx.edu/unst/goals.html>

ABOUT THE READING & COURSE TEXTS All readings are found on Canvas. About half of them have been recommended by students over the 15+ years of my facilitating this class, and have been approved by our community partner. Each text is chosen to address and interconnect with important concepts as relates to NAYA's Relational Worldview Model. The texts are by no means comprehensive, but introduce necessary concepts for working at NAYA, and also invite you to pursue individual, self-directed inquiry on issues you feel you need to better understand. Because youth at NAYA are involved in a larger educational context, our texts include voices from the Native community as well as from other historically marginalized communities, so we can explore how to be allies to NAYA youth.

We read several texts for the same day of class. The amount of reading is calibrated to reflect the general formula for university level work for a six-credit course, but if you have concerns about meeting the requirements, or need disability accommodation to access the readings, you'll need to meet with me so we can. Reading will be heavier early in the term, in order to ramp up and prepare for volunteering, and will reduce significantly as the term progresses.

COURSE POLICIES

ASSIGNMENTS AND DUE DATES See **Course Schedule and Canvas Modules for specific due dates** I highly value assignments that are best efforts, thoughtful, proofread, and on time. If in doubt, submit an assignment late that is the best quality you can produce at that time in your life.

ATTENDANCE & PARTICIPATION My relationship with students is based on authentic, honest conversations with learners. It is very difficult to capture in a written syllabus the importance of basing our relationships on integrity and trust, both while engaging in this learning community and with NAYA. I am obligated to be transparent and apply my teaching policies in a way that balances individual needs with equitable consistency and fairness. If any policies are unclear, I expect students to reach out to me so that we can create understanding and clarity in dialog.

PSU has policies to allow students to ask for official medical or personal leave if they or a significant person in their lives is facing a significant unforeseen circumstance or emergency. If learners find they are unable to participate in our capstone community at the necessary levels to pass the course, contact me as soon as is feasible according to your circumstances. In addition, contact the Dean of Student Life <https://www.pdx.edu/dos/home>. There is an entire office dedicated to your successful completion of your degree. I want you to earn your degree and I want to be fair to other learners in the course. In sum, if there is this an upheaval in your life, communicate and we will find our way through together.

1. "Attendance" Policies = Consistent Engagement

- Active participation in *all* parts of this Capstone is necessary to pass the class.
- Plan to participate all weeks of the term.
- **To pass**, participate in a minimum of 7 out of 10 weeks in all exercises, discussions, and service in order to pass the course. You must also turn in the final reflective essay.
- **To pass**, do not miss engaging in the course in some way for more than 2 consecutive calendar weeks, unless you work with the Dean of Student Life for emergency leave. If a student misses a third consecutive week of attendance or completing homework, they are likely to fail the course because they cannot adequately participate in community-based learning.

2. Class on Fridays 11:30am -2:30pm

- Plan on participating in class every week.
- Better to arrive late than not at all.
- More than 3 late arrivals (within 30 minutes of start of class) or early departures for an undocumented or non-significant and avoidable reason results in one letter drop in the final course grade, except in cases of emergency leave (see above section).
- If the pandemic requires we go remote, we will meet via Zoom; link will be posted to Canvas.
- **Week 10:** Our final class is as important as being in attendance for an exam in other classes, so please make every effort to attend. We pull all the threads together during this time. We teach, we learn, we celebrate. You won't want to miss it! If you know you have an unavoidable conflict, work with the instructor in advance to ensure you can contribute in a meaningful way.

3. Demonstrating Preparedness and Familiarity with Assigned Course Materials

- Attending class but not demonstrating preparedness to participate is very occasionally understandable. If this occurs more than three times, I will work with you to problemsolve, and reserve the right to drop your final self-assessment by one letter grade.

4. Grades

As your instructor, my role is to support your learning by creating opportunities to push your thinking in new ways, discover new areas for growth as a student and human being, and challenge your beliefs and assumptions in order to deepen your understanding of yourself, our community partner, and the world. I believe meaningful, transformative learning happens in communities where we ask questions, provide feedback, and listen deeply to diverse perspectives. The role of the teacher is to provide feedback, insights and experience in service to your success. I believe grades are not an accurate indicator of one's learning, therefore I employ a self-grading approach, where students are responsible for assessing their learning and performance in class via a letter they submit, along with their final essay, at the end of the term.

As a guide, here is a what "constitutes an incontrovertible 'A'" for this class:

- You have come to at least 90% of our classes on time, ready to participate, and fully present and engaged. (See attendance policy on next page for more guidance on the importance and role of participating and being engaged, and what to do if you experience absences.)
- You have engaged deeply with the material, put your best thought and effort into each assignment and activity, and turned everything in on time. Timeliness is crucial if you are to come prepared to each class. (See the weekly Reading Responses on Canvas.)
- You've committed yourself to working in the spirit of the class. If you feel resistant or uncomfortable, you demonstrate willingness to examine your own judgement and resistance, and allow yourself to experiment and stretch yourself. Equally essential is your willingness to foster a sense of shared responsibility for creating a learning community in this classroom, recognizing yourself an integral part of other's learning, not just your own.
- At the end of the term you will argue for the grade you think you have earned based on the guidelines in the Grades section of the course description. In the event I believe your self-evaluation seems either artificially high or low, I will reach out to you to discuss; it is my experience during this process that students are able to identify a grade that accurately reflects their achievements.

With this process, individual assignments are not graded per say; however, to help you gauge your own work, I give credit only to work completed thoughtfully and thoroughly (e.g. on Canvas I will mark Complete or Incomplete, with feedback as needed). **If your work has not fulfilled the assignment**—if it is incomplete or otherwise insufficient to meet the core objectives of the assignment—you have one week to revise the assignment so as to receive credit. If you are experiencing an emergency, reach out to me about an extension.

While this class employs self-grading, this does not mean students can succeed without doing the work. As with any course, in order to *pass*, students must *successfully* complete at least 70% of the coursework (equivalent to a C-) and attend class per the policies explained in this course description. See PSU's grading system [here](#).

Final course grade evaluation will be based on student self-assessment with instructor input based on the following:

Content Area**	Assignments to Document Learning	Methods of Ongoing Assessment
<p>Community Engagement and Service</p> <p>Refer to participation section of syllabus.</p>	<p>Prepared and engaged presence throughout scheduled classes and service at NAYA.</p> <p>Wholehearted participation in class and service activities.</p> <p>Successful completing of Service work.</p>	<p>Instructor Feedback as needed</p> <p>Community Partner Feedback as needed</p> <p>Student Self-assessment</p>
<p>Reflective Practice</p> <p>Weekly completion of Reading Responses on Canvas <i>before</i> class, with some Peer Replies</p>	<p>Complete and thoughtful completion of weekly Response.</p> <p>Refer to Canvas for the Response and Reply assignments.</p>	<p>Student Self-assessment</p> <p>Instructor Feedback</p>
<p>End of Term Final Reflective Essay & Self-Assessment Letter</p> <p>Prompt provided Week 8. Students connect course materials with service learning and other lived experience, and complete self-grading assessment.</p>	<p>Essay is complete and thoughtful engagement with the prompt criteria.</p> <p>Connect course materials with service learning and other experience.</p> <p>Letter provides thoughtful articulation of grade earned.</p>	<p>Engagement of prompt and application of college-level writing expectations.</p> <p>Final letter of self-assessment</p>

Conduct: It's your responsibility to read the Student Conduct Code (<http://www.pdx.edu/dos/codeofconduct>), which details your rights and responsibilities as a student and a member of PSU.

Technology: Canvas, Zoom, Email: We are using PSU's Canvas system for all textual, written, and discussion work. We will also use Google docs and Google drive. If the pandemic requires we meet on remote, we will use Zoom, which will be linked via Canvas (and I may also email you the link.) As you break into your projects, your peer colleagues will decide which tools you want to use to communicate and are best suited to your volunteer service for NAYA. If you have issues with Canvas or Zoom, contact the PSU Help Desk at help@pdx.edu, or 503-725-HELP. If they're unable to resolve your issue, email me an explanation, and immediately email it to me any assignment you're unable post. (And if you can't access a reading in Canvas, I can email it to you or find some other solution.)

For email, please use my regular PSU Odin gmail (atrimble@pdx.edu) I will reply to your email immediately if you contact me during my office hours, and otherwise will do so as soon as possible, but please allow for 24 hours. (And I don't reply on weekends.) Also, I use a class Google Group for important announcements, which uses your PSU email. If you prefer to receive communication via another email address, I recommend you forward your PSU email to your personal email account, or contact me to see if there are other options.

Writing assistance programs High quality writing is expected for this and all Senior Capstone courses. If you feel you need additional assistance on any written work for this class beyond that provided in the course itself, PSU offers a writing center that provides writing help at all stages of the process. For example, the center can help get started on writing projects, and teach skills for revision, editing, proofreading, and more. For more information, contact the center at 503-725-3570; www.writingcenter.pdx.edu.

Student Privacy Distribution of this syllabus, recordings of this class, or students' work (both Capstone students and NAYA youth) without permission is a violation of educational privacy law. NAYA's confidentiality requirements also apply to our class discussions. (Refer to the Capstone Manual for more information.)

Discrimination I welcome and encourage students to talk about their work in class and about issues you are having that impact your academic life at PSU. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, providing academic support and more. Information about PSU's support services on campus, including [confidential services](#) and [reporting options](#), can be found on PSU's [Sexual Misconduct Response website](#) or you may call a Confidential Advocate at 503.894.7982 or by scheduling [online](#). You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to the [Title IX Coordinator, Office of Equity and Compliance](#), or the [Office of the Dean of Student Life](#).

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual and relationship violence. This means that if you tell me about a situation of sexual harassment or discrimination, I have to share the information with the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the information will be kept private and only those with a need to know will be provided with what you disclose.

Please complete the required student module **Understanding Sexual Misconduct and Resources** in D2L, which provides information about PSU policy and resources.

You may also report sexual and relationship violence to law enforcement on campus with **Campus Public Safety Office (CPSO)**. Or you may file an **anonymous report with Campus Public Safety Office** or a **Bias Incident report** with the **Bias Review Team (BRT)**. PSU does not typically investigate the reports that are made through these two avenues. These reports help PSU understand what students and employees are experiencing on and around campus and provide support where needed.

As with all other classes at PSU conduct questions not explicitly covered by this syllabus are covered by PSU's Code: www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility

Additional Resources: There are many PSU student resources that create community, support inclusion, and foster well-being:

The Wellness and Health Action Center (WHAT)

More info on WHAT can be found at <https://www.pdx.edu/health-counseling/what>. WHAT is a team of undergraduate peer health educators in the Health Promotion Department at the Center for Student Health and Counseling (SHAC) that works to empower students to utilize accessible strategies to achieve long-term health, as well as other health initiatives on campus including:

- Virtual Wellness Hut (Instagram) provides accurate info about health and wellness topics: https://www.instagram.com/psu_what/
- WHAT's Up: A Wellness Podcast: A podcast, for students, by students dedicated to discussing various health and wellness topics. You can find it on all streaming platforms by searching 'Wellness and Health Action Team'. <https://anchor.fm/whats-up-wellness/>

The **Disability Resource Center (DRC)** provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about accommodations. The DRC contact information can be found at www.pdx.edu/drc or email drc@pdx.edu. I want you to succeed and it is your responsibility to ask for help when you need it. If you are having problems with the course, with time management, or with the class in general, please discuss it with me so that I can support your learning.

Portland State CARE Program: CARE connects students with resources when they are experiencing distress and/or other issues that might impact their ability to function at their best in and outside of the classroom. If you are experiencing a health or family emergency that is persistent and impacting your academics, they can help you communicate with professors and problem solve your options as a student. <https://www.pdx.edu/dean-student-life/care-program>

The PSU Landing at FUMC is a collaborative community resource providing transitional safe-haven housing for PSU students navigating severe housing insecurity and homelessness. The PSU Landing is sponsored by a liberal, queer affirming church, and no religious activity occurs in the Landing. It offers

assistance to students with hot showers, laundry, secured storage, stable WiFi and study space. The Landing has visually private sleeping pods reserved for each resident and other resources 7 nights/week with meals. Reach out to the PSU C.A.R.E. Team if you are in need of transitional housing or other assistance (askdos@pdx.edu, 503-725-4422). To learn more about FUMC's transitional housing program, including FAQ, please visit <https://fumcpdx.org/landing/>

Fragrance-Free classroom policy: For the safety of those with asthma, refrain from wearing products with fragrance that can be detected by others when attending this class. The ingredients in many fragrances and scents are known to irritate the respiratory tract, nervous system, and eyes; lower immunity to disease; and trigger allergies and other severe health reactions. In the case of asthma and epilepsy, reactions triggered by exposure to scented products can be life-threatening.

Portland State University supports sustaining healthy indoor air quality. In the interest of promoting the health and safety of the University's students, faculty, staff, and visitors, the campus community is encouraged to maintain a fragrance-free environment. Please refrain from using scented personal care, laundry, and cleaning products. Thank you for your consideration of others in providing an environment in which every person on campus can feel safe and comfortable.

Classroom Requirements for All Students and Faculty Due to Covid-19

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires students to comply with the following.

Vaccination

- Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on "COVID-19 Vaccine Exemption Request Form" to establish those exemptions.

Health Check, Illness, Exposure or Positive Test for COVID-19

- Complete the [required self-check for COVID-19 symptoms before coming to campus each day](#).
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call SHAC to discuss your symptoms and situation (503.725.2800). They will advise you on testing, quarantine, and when you can return to campus.
- Please notify me, (i.e. your instructor should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Failure to Comply with Any of these Rules

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom or I may need to cancel the class session entirely.

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID- 19 Response site](#).