

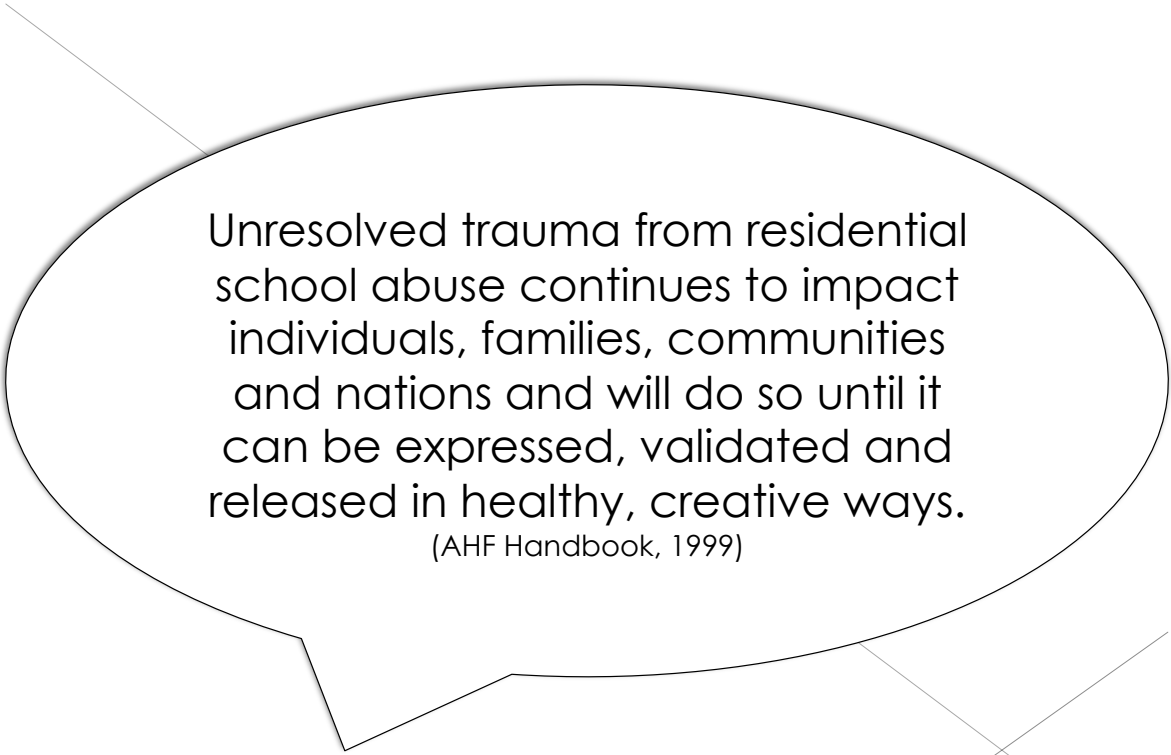
Circles of Learning, Cycles of Change: Engaging Community in Knowledge Translation Activities Regarding Child Sexual Abuse and Residential Schools

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This research focuses on ...

- ◉ the residential school system
- ◉ child sexual abuse



Unresolved trauma from residential school abuse continues to impact individuals, families, communities and nations and will do so until it can be expressed, validated and released in healthy, creative ways.

(AHF Handbook, 1999)



Despite extensive research findings on the long-term effects and consequences of child sexual abuse, misinformation on this topic is widespread... society's denial and disbelief have often unwittingly supported the agendas of those who want to discount or minimize the impact of these crimes. (Whitfield, 2001)

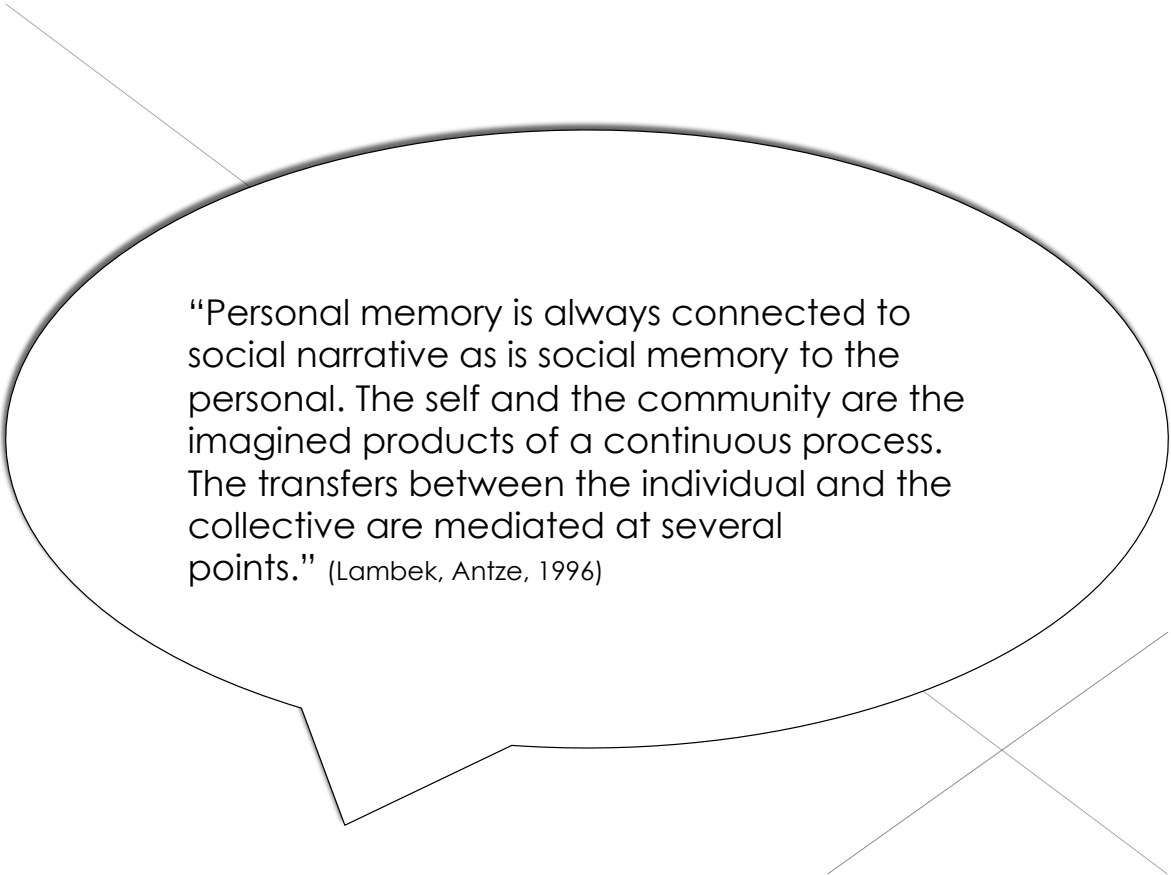
The 'harm story'

“...a universal story in which all those affected by child sexual abuse are damaged and positioned as vulnerable throughout life.”

O'Dell (2003)

Dilemma

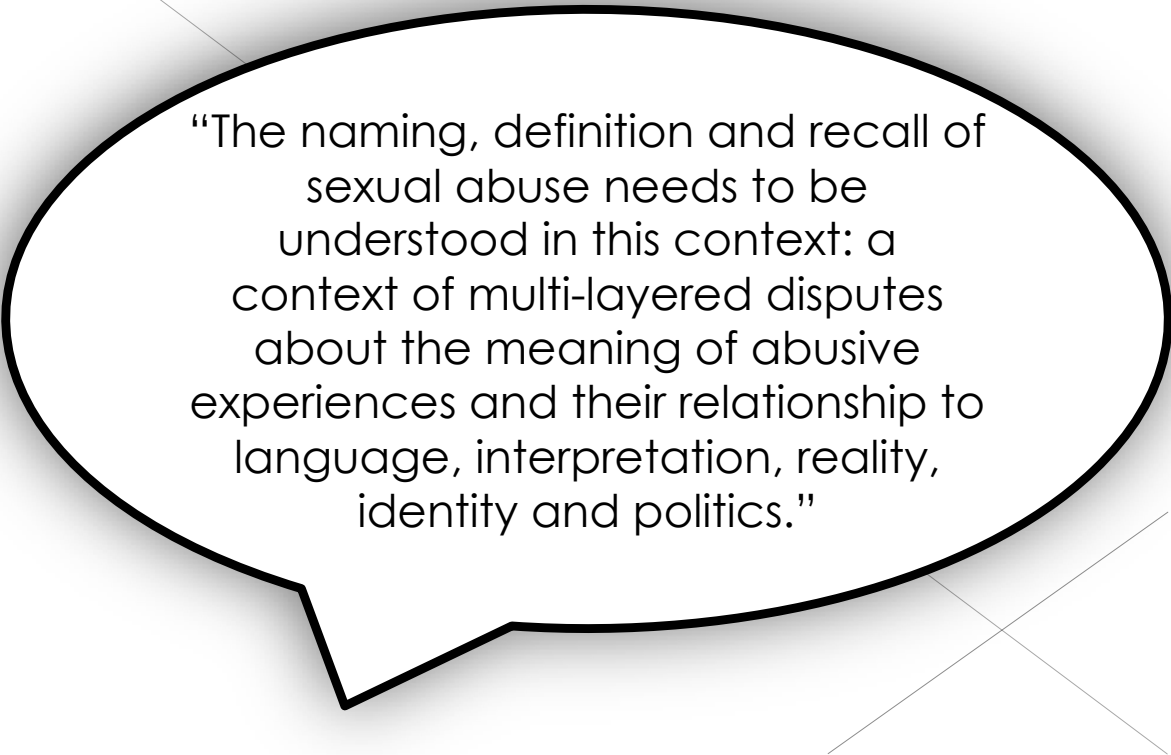
- ◉ To heal, abuse needs to be named
- ◉ Accomplished by raising awareness of the issues
- ◉ But raising awareness may contribute to the 'harm story'



"Personal memory is always connected to social narrative as is social memory to the personal. The self and the community are the imagined products of a continuous process. The transfers between the individual and the collective are mediated at several points." (Lambek, Antze, 1996)



Kitzinger (2003) argues ...



"The naming, definition and recall of sexual abuse needs to be understood in this context: a context of multi-layered disputes about the meaning of abusive experiences and their relationship to language, interpretation, reality, identity and politics."

Purpose

To engage community members in knowledge translation activities regarding issues (CSA/RS) that can be personal or painful, in a safe and culturally sensitive environment.

Explore two questions re: CSA & RS:

1. what information do participants feel they, and others in the community need; and,
2. the best (safest, most effective & most sensitive) way of providing this information

Objectives

- ◉ Develop an advisory committee
- ◉ Two advisory committee meetings
- ◉ Eight groups - Elder facilitated conversations
- ◉ Develop sensitive and culturally meaningful educational resources to raise awareness of CSA/residential schools.

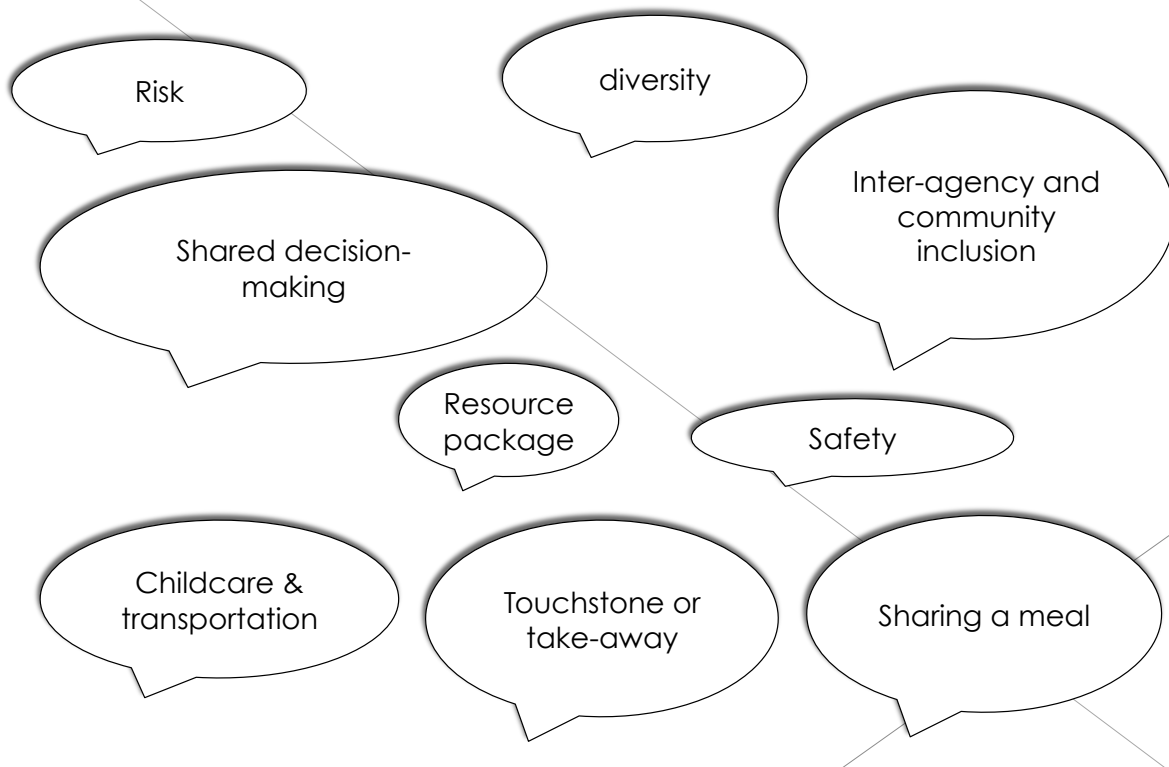
Status

- ◉ Advisory committee has been struck and has met
- ◉ Elder
- ◉ Meetings with agencies
- ◉ Structure of circles

Advisory Committee

- ◉ Elder
- ◉ Street outreach/health services
- ◉ Elizabeth Fry Society
- ◉ U. of R. Social Work
- ◉ 2 community participants

Advisory Committee Principles



Summary

Naming disrupts silencing, denial and disbelief & structural issues of power

Naming may constitute those impacted as 'harmed',

This project hopes to enable naming in a manner that recognizes 'harm' without constituting those impacted as 'damaged'

Discussion

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