Curriculum Vitae

Shane Young, PhD, MSW, RSW
Faculty of Community Services, Social Work
Toronto Metropolitan University
shane.young@torontomu.ca

September 2026

Degrees

PhD	Trent University, Chanie Wenjack School for Indigenous Studies, 2024
MSW	York University, School of Social Work, 2017
BSW (Hons)	York University, School of Social Work, 2016

Certificates

2011–2012 American Sign Language and Deaf Studies Certificate, George Brown College

Professional Designations and Memberships

2026– Registered Social Worker (RSW), Ontario College of Social Workers and Social Service Workers (OCSWSSW).

Employment

Current Academic Appointments

2024– Assistant Professor, School of Social Work, Toronto Metropolitan University

Academic Administrative Appointments

2019– Academic Coordinator, Indigenous Knowledges and Experiences Certificate, School of Social Work/Chang School, Toronto Metropolitan University

Previous Academic Appointments

2022–2024 Acting Assistant Professor, School of Social Work, Toronto Metropolitan University

2019–2022 Assistant Professor, Limited Term Faculty, School of Social Work, Toronto Metropolitan University

2019–2022 Lecturer, Chang School of Continuing Education, Toronto Metropolitan University

Professional Employment

2024– Consulting Facilitator/Trainer, Ontario Association of Social Workers (OASW)

2023–2025 Consulting Facilitator/Trainer, Centre for Indigegogy, Wilfrid Laurier University

2022– Faculty Field Liaison, Factor-Inwentash Faculty of Social Work, University of Toronto

2022 Curriculum/Course Developer, Old Sun Community College, Siksika First Nation (Alberta)

2020–2025 Consulting Educator/Trainer, *Indigenous Leadership Training Program.* Native Child and Family Services of Toronto

2019 Cultural Safety and Diversity Trainer, York Region District School Board, Centre for Leadership and Learning

2019 Consulting Researcher and Program Evaluator, *All Our Voices*. Toronto Aboriginal Support Services Council (TASSC)

Honours, Awards, and Scholarships

2021 Sue Williams Teaching Award *nomination and honourable mention*, Faculty of Community Services, Toronto Metropolitan University

2020–2023 SSHRC Doctoral Fellowship ($105,000.00), Social Sciences and Humanities Council of Canada

2019–2023 Dean's Ph.D. Scholarship ($16,000), Trent University

Graduate Research Fellowship ($20,000), Trent University

2019 Indigenous Youth Leaders at Youth Indigenize the Senate 2019 *nomination*

2016–2017 York Graduate Fellowship ($10,000), York University

Scholarly and Professional Academic Activities

Service to Toronto Metropolitan University

2026– Member, *Research Ethics Board (REB)*

2022 Chair, *Indigenous Curriculum Development Fund Committee with the Academic Integrity Council*

2018–2022 Member, *Academic Integrity Council*

2018– Member, *Social Justice Committee*

Member, *Indigenous Education Council*

Member, *TRC Strategic Planning Group*

Service to the Faculty of Community Services, Toronto Metropolitan University

2018– Adjudicator, *FCS Student Awards*

Adjudicator, *FCS Indigenous and Black Student Awards*

Indigenous Knowledges Advisor, *Multiple Certificate Reviews with The G. Raymond Chang School of Continuing Education*

Service to the School of Social Work, Toronto Metropolitan University

2025 Course Coordinator, *SWP 201: Preparing for Social Work Practice*

2025–2026 Contributor*, Periodic Program Review (PPR): Curriculum mapping and coding processes supporting program evaluation, accreditation alignment, and learning outcome assessment.*

2025/2026 Member, *MSW Admissions Committee*

2019– Member, *Advanced Standing Admissions Committee*

2019–2023; 2025– Course Coordinator, *SWP 301: Decolonizing Anti-Oppression Social Work*

2019–2025 Course Coordinator, *SWP 435: Indigenous Approaches to Social Work*

2018–2025 Member, *TMU/FNTI Program Management Committee*

2018– Member*, Curriculum Committee (Undergraduate Program)*

2018– Member*, School Council*

2018– Adjudicator, *Social Work Undergraduate Award Committee*

Service to the Professional and Indigenous Communities (Toronto and National Level)

2026 Invited Peer Reviewer, Journal Manuscript, *When Help Hurts: 2SLGBTQIA+ Youth Narratives of Public Mental Healthcare in Newfoundland and Labrador*. International Journal of LGBTQ+ Youth Studies (Taylor & Francis).

2025– Board Member, *Board of Directors of Alternatives for Youth*

2025 Invited Reviewer, 2025 Solutions Grant Impact Review Committee, Saskatchewan Health Research Foundation (SHRF). *Reviewed provincial health research grant applications addressing Brain Health, Lung Health, Alzheimer's and Dementias. Participated in conflict-of-interest screening, led secondary reviews, online committee meetings, and final recommendations on grant rankings and feedback.*

Invited Reader, *Yellowquill University College Self-Reflections Package*, National Indigenous Accreditation Board (NIAB). *Reviewed and submitted formal Reader Reflections as part of the accreditation process for Yellowquill's Bachelor of Relational Studies. Assessed institutional alignment with Indigenous values and NIAB accreditation criteria.*

Invited Peer Reviewer, Journal Manuscript, *Theory of Mind and Coming-Out Milestones: A Study of LGBTQ+ Adolescents in Germany.* International Journal of LGBTQ+ Youth Studies (Taylor & Francis).

Invited Peer Reviewer, *Textbook Manuscript, Case Studies for Helping Professionals in Canada by Cathy Curiel*. Canadian Scholars Press (Taylor & Francis).

Invited Peer Reviewer, Journal Manuscript, *School Experiences of Young Adults Since the Passing of Don't Say Gay*. International Journal of LGBTQ+ Youth Studies (Taylor & Francis).

Invited Peer Reviewer, Textbook Manuscript, *Critical Race Theory in Social Work by Susan Nakaoka, Stacey Ault, Nicole Vazquez, & Larry Ortiz.* Cambridge University Press (Manuscript in development).

2025– Editorial Board Member, *International Journal of LGBTQ+ Youth Studies* (Taylor & Francis)

2023– Member, *National Indigenous Accreditation Board (NIAB): Social Work Education Circle*

2020–2022 Co-Chair and Member, *Rainbow Grants Allocation Committee*

2019–2024 President, *Board of Directors of Indigenous Friends Association (IFA)*

2019– Volunteer Member, *Thunderbird Circle: Indigenous Social Work Educators' Network with Canadian Association for Social Work Education – L'Association canadienne pour la formation en travail social (CASWE-ACFTS).*

2019–2023 Vice-President, *Board of Directors of Native Men's Residence (Na-Me-Res)*

Editorial and Scholarly Review Activities

2025–2026 Invited Peer Reviewer and Endorsement Contributor, *Case Studies for Helping Professionals in Canada* (Canadian Scholars Press). Completed scholarly review of full textbook manuscript (June 2025) and provided formal evaluation of pedagogical and scholarly quality. Contributed a published endorsement for book marketing and back cover (2026).

2025–2026 Invited Proposal Reviewer, *Relationships, Responsibility, Reverence, Reciprocity: An Introduction to Indigenous Studies* textbook proposal, Canadian Scholars Press. Reviewed proposed table of contents and provided feedback on content relevance, field relevance, organization, accessibility, market contribution, and suitability for undergraduate Indigenous Studies courses.

Professional Development & Ongoing Learning

I engage in ongoing professional development to strengthen my teaching, research, service, and community-engaged practice. Recent activities have focused on research ethics, Indigenous pedagogies, decolonizing curriculum design, equity and inclusion, digital learning, AI, Two-Spirit and Indigiqueer community wellness, and trauma-informed practice.

Institutional Leadership and EDI Training

2026– **Social Justice Pedagogies Program (SJPP), Selected Participant.** Centre for Excellence in Learning and Teaching, Toronto Metropolitan University. Eight-month cohort-based faculty development program focused on social justice pedagogies, culminating in the design, implementation, and presentation of a social justice teaching intervention.

Toronto Metropolitan University Equity, Diversity, and Inclusion (EDI) Knowledge and Action Framework Learning Path. Institutional professional development program focused on self-awareness, community and inclusion, anti-racism, decolonization, reconciliation, and inclusive excellence. Completed introductory eLearning modules and Self-Awareness Assessment Tool; additional framework components in progress.

2025 **Planning Your Research Program – Thriving in Academia.** *Toronto Metropolitan University, November 29 (Online Webinar).* Focused on research program development, grant strategy, supervision of research personnel, and long-term scholarly planning.

Positioning for Success in Academia – Research Ethics Workshop. *Toronto Metropolitan University, November 26 (Online Webinar).* Strengthened knowledge of TCPS2, consent, confidentiality, participant vulnerability, risk assessment, and ethical research design.

Excellence in Teaching Program – Beyond the Course Outline. *Toronto Metropolitan University, November 19 (Online Webinar).* Explored student-centred, experiential, equity-informed, and decolonizing approaches to course design.

Leading Through Change: Rethinking EDI in a Time of Scrutiny. *Office of the Vice-Provost, Equity, Diversity and Inclusive Excellence, University of Ottawa, November 5 (Online Webinar).* Examined contemporary challenges to equity, diversity, inclusion, and leadership accountability in higher education.

Let's Talk About Teaching: A Keynote with Dr. Rheanna Robinson. Learning and Teaching Innovation, University of Victoria, June 11 *(Online Webinar)*. Explored Indigenous knowledges, disability justice, and inclusive pedagogical practice.

Selected Professional Development Activities

2026 **Build Your Course with Confidence: Copyright, Readings, and Student Access Made Easy – Thriving in Academia.** *Toronto Metropolitan University Libraries, August 27 (Online Webinar).* This professional development session focused on preparing accessible and copyright-compliant course materials, including the application of TMU's Fair Dealing Guidelines, use of the Digital Course Reading Service (eReserve) and Print Reserve, access to library ebooks and Open Educational Resources (OER), and the creation of stable links to resources through Omni. The session also explored emerging considerations related to Generative AI and copyright in teaching and learning.

Two-Spirit Identities, Indigenous Knowledges and Knowledge Sharing Series. *Indigenous Initiatives & Office of Anti-Racism, Equity and Human Rights, George Brown Polytechnic, June 26 (Online Webinar).* This session featured a selection of

brief video clips that highlight stories of identity, resilience, and resurgence, followed by a guided discussion, reflecting on the significance of Two-Spirit perspectives, the impacts of colonialism on gender and sexuality, and the importance of creating inclusive and respectful spaces within our communities.

Upholding Indigenous Data Sovereignty in Practice. *Roots to Wellness Research Collaboratory, University of Regina, June 12, 2026 (Online Webinar).* This webinar explored practical approaches to Indigenous data sovereignty through the Cultural Responsiveness Framework (CRF) and Indigenous Cultural Responsiveness Certification (ICRC), with a focus on FPIC, Indigenous governance, ethical stewardship, and accountability across the research data lifecycle.

Origins of Treaty Agreements in Canada, Indigenous Knowledges and Knowledge Sharing Series. *Indigenous Initiatives & Office of Anti-Racism, Equity and Human Rights, George Brown Polytechnic, June 11 (Online Webinar).* This webinar explored the historical foundations, relational responsibilities, and ongoing significance of treaty agreements in Canada through Indigenous perspectives and knowledge-sharing practices.

Generative AI and Scholarly Publishing. *Yeates School of Graduate and Postdoctoral Studies / TMU Libraries, June 6 (Online Webinar).* This webinar examines the evolving role of generative AI in scholarly publishing, including journal policies, authorship criteria, transparency requirements, disclosure expectations, and responsible use of AI in research and writing.

Teaching Dangerously: Pedagogies and Practices Rooted in Revolutionary Love. *Dr. Sonja Cherry-Paul, M. Colleen Cruz, Tiana Silvas, and Dr. Yolanda Sealey-Ruiz, June 2 (Online Webinar).* Professional learning webinar on reflective practice, equity-oriented pedagogy, and transformative teaching strategies that support student engagement, belonging, and success.

From Knowledge to Action: Building Leadership Capacity Through a Two-Eyed Seeing Approach. *Canadian Water Resources Association, May 28 (Online Webinar).* A webinar highlighting community-led climate action, Indigenous water resiliency planning, Elder guidance, youth leadership, and the integration of land-based knowledge with Western science.

Beyond Crisis, Toward Care: Rethinking Child and Youth Care in Complex Times. *FCS International Speaker Series, Toronto Metropolitan University, May 21 (Online Webinar)*. Focused on rethinking child and youth care, youth mental health, restorative justice, and inclusive approaches to policy, education, and practice in complex social contexts.

Collaborative Work in the Saskatchewan River Delta. *Canadian Water Resources Association, April 21 (Online Webinar).* A session exploring community-engaged climate and water research with Swampy Cree Elders, youth, artists, and researchers to strengthen watershed restoration through inclusive and creative decision-making.

Indigenous and Western Knowledge: Working Together. *Canadian Water Resources Association, February 26 (Online Webinar).* A session examining Two-Eyed Seeing as a shared standard of delivery through collaborative approaches

between Indigenous knowledge systems and Western environmental engineering practice.

2025 **Understanding the Colonization of Two-Spirit and Indigiqueer Communities.** *Centre for Indigegogy, Wilfrid Laurier University, April 30 (Online Webinar).* Focused on colonial impacts, Indigenous family systems, gender/sexuality, and Two-Spirit and Indigiqueer resurgence.

Working with Medicines, with Elder Tina Armstrong. *Centre for Indigegogy, Wilfrid Laurier University, February 26 (Online Webinar).* Strengthened understanding of the cultural and ceremonial significance of sacred medicines and ethical engagement with Indigenous teachings.

Research and Scholarly Activity

Research Funding

Internal Funding Awarded

2026–2027 Learning and Teaching Grant, PI, *From Trauma-Centred to Resilience-Centred Pedagogy: Rebalancing Indigenous Curriculum Through Relational and Resurgence-Based Teaching Practices*, Centre for Excellence in Learning and Teaching, Toronto Metropolitan University, $11,112.00

2025–2027 FCS Seed Grant, PI, *Two-Eyed Seeing: Urban and Rural Indigenous Perspectives on Building Webs of Community in Digital and In-Person Spaces*, Faculty of Community Services, Toronto Metropolitan University, $5,483.00

External Funding Awarded

2026–2027 University of Guelph-Humber Research Grant Fund, PI, *Silence, Voice, and Participation: Indigenous and Racialized Students Navigating Classroom Power*, University of Guelph-Humber, $9,879.00

2020–2023 SSHRC CGS-Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada, $105,000.00

2019–2023 Dean's Ph.D. Scholarship, Trent University, $16,000.00

2019–2023 Graduate Research Fellowship, Trent University, $20,000.00

2016–2017 York Master's Fellowship, York University, $10,000.00

Research Activity

Research Ethics Board Applications Submitted

2026– Submitted three interconnected Research Ethics Board (REB) applications at Toronto Metropolitan University related to Indigenous digital mentorship,

resilience-centred pedagogy, identity formation, classroom participation, and community-engaged Indigenous mental health research.

Publications

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The manuscripts and collaborative writing projects listed below reflect the ongoing development of a sustained interdisciplinary research program focused on Indigenous resurgence, relational social work practice, digital mentorship, pedagogy, identity, and cultural continuity. These works represent an active scholarly pipeline extending from completed doctoral research to current funded research, collaborative writing, and emerging peer-reviewed journal submissions.

Book Chapters

2019 **Young, S.** Attaining Wholeness Through Re-Claiming Indigenous Identity & Spirituality. In Njoki Wane, Rose Torres, and Dionisio Nyaga, eds., *Transversing & Translocating Spirituality: An Epistemological, Theoretical and Pedagogical Conversation*. Nsemia Inc., Toronto, Ontario.

Manuscripts in Development (2025–2026)

All manuscripts listed below are currently in preparation for scholarly journal submission.

2025– **Young, S. N.,** & Trask, A. *Reimagining Indigenous Mental Health: Identity, Relationality, and Healing Beyond Settler Colonialism*.

Young, S. N., & Prasad, T. (2026). *Understanding digital mentorship: Identity, resistance, and cultural continuity in Indigenous communities* [Manuscript under review]. *Identity*. Taylor & Francis.

Young, S. N., & Sanders-Richter, R. *Braided Belonging: A Recognition Governance Framework for Understanding Gatekeeping Harms, Access, and Policy Legibility*.

Young, S. N. *Re-Imagining Indigenous Mental Health: Integrating Indigenous Theory for Healing Beyond Settler Colonialism*.

Planned and Collaborative Manuscripts (2026–2027)

The manuscripts listed below are planned scholarly writing projects currently in early- to mid-stage development.

2026– **Young, S. N.,** & Marche, S. (2027). Two-Spirit relationality and colonial gender governance: Reorienting QueerCrit in social work education. *International Journal of Qualitative Studies in Education*. [Manuscript under review].

Young, S. N., & Brant, K. *Decolonizing Social Work Beyond Cultural Safety*.

Young, S. N., & Zakaria, M. *Teaching Decolonization: Indigenous Pedagogies in Social Work Education*.

Young, S. N., & McKenzie, J. *Why Must I Share Everything? Social Media, Oversharing, and the Illusion of Connection*.

Young, S. N. *From Trauma-Centred to Resilience-Centred Pedagogy: Rebalancing Indigenous Curriculum Through Relational and Resurgence-Based Teaching Practices*.

Young, S. N. *Two-Eyed Seeing: Urban and Rural Indigenous Perspectives on Building Webs of Community in Digital and In-Person Spaces*.

Young, S. N. *Silence, Voice, and Participation: Indigenous and Racialized Students Navigating Classroom Power*.

Graduate Theses and Dissertations

2024 **Young, S.** *The resurgence of Indigenous online identities and communities* [Doctoral dissertation, Trent University]. Batadora Digital Repository.

2017 **Young, S.** *Are You Native Enough? An Analysis of White Passability Among Indigenous Peoples in an Urban Context.* [Master's Major Research Paper, York University].

Refereed Conference Presentations

2026 **Young, S. N.,** Yuan Hunter, S., Cammaert, J. *Reimagining Curriculum: Supporting Learners through Decolonizing Digital Learning Spaces.* Accepted as a one-hour Concurrent Session, UPCEA 2026 Annual Conference, New Orleans, Louisiana, April 15–17.

2025 **Young, S. N.,** Yuan Hunter, S., Cammaert, J., Vasyliv, J., Djafarova, N., & Ngo-Chan, L. *Curriculum in Good Relations: Rebuilding Curriculum Through Humility and Relationships.* Refereed digital poster accepted and showcased as part of the First 10 / Next 10: TRC Poster Series, Indigenous TMU, Toronto Metropolitan University (September 30–November 7).

2025 **Young, S. N.,** Yuan Hunter, S., Cammaert, J. *Reimagining Curriculum: Anti-Racist and Decolonial Practices in Digital Learning Spaces.* Poster presented at Digital Pedagogy Institute (DPI 2025), Toronto, ON (Virtual Conference).

2022 Hui, C., Parsons, M., **Young, S. N.,** Hillier, S., Stratton, T.G. Beyond mending bridges: Decolonizing research structures through co-creating respectful and equitable Indigenous-settler PLHIV partnerships. Poster presented at: The 29th Annual Canadian Conference on HIV/AIDS Research, Le 29e Congrès annuel canadien de recherche sur le VIH/sida, Quebec City, QC.

Hui, C., Parsons, M., **Young, S. N.,** Hillier, S., Stratton, T.G. Beyond building more bridges: Decolonizing research structures through co-creating respectful and equitable Indigenous-settler PLHIV partnerships in a multi-site Canadian Cohort. Poster presented at AIDS 2020: 23rd International AIDS Conference (*Virtual*).

2019 Schmid, J., **Young, S. N**., Morgenshtern, M. Circles of Conversations: Contextualized Social Work Education. Paper presented at Canadian Association for Social Work Education (CASWE-ACFTS), Vancouver, BC.

Schmid, J., **Young, S. N**. Contextualized Social Work Education: Multiple Perspectives. Paper presented at Canadian Conference on Medical Education, Kamloops, BC.

2018 **Young, S. N.** Critical Social Work with Indigenous Peoples; Redefining Reciprocity & Healthy Relationships. Paper presented at Canadian Association for Social Work Education (CASWE-ACFTS), Saskatoon, SK.

Invited Keynotes and Presentations

2026 **Young, S. N.** Invited Guest Speaker. *Land Acknowledgement as Reflection, Responsibility, and Relationship.* Chang School, Toronto Metropolitan University, May 26.

Young, S. N. Invited Guest Speaker. *Honouring the First Voices: Indigenous History.* Albion Neighbourhood Services & Albion Club, Etobicoke, ON, January 28. Delivered community-based Indigenous history education for youth (ages 13–18) in partnership with Albion Neighbourhood Services and Albion Club, supporting culturally grounded learning, youth engagement, and Indigenous-led knowledge sharing.

2025 **Young, S. N.** Invited Guest Speaker. *Indigeneity, Intergenerational Impacts, and Truth & Reconciliation*. Ontario Association of Social Workers, September 25.

Young, S. N. Invited Guest Speaker. *Decolonizing Social Work in Practice: From Theory to Case Application*. Ontario Association of Social Workers, September 26.

Young, S. N. *Invited Panellist.* Leadership Legacy Gala: Honouring Student Leaders. Toronto Metropolitan University, April 3. Participated in a moderated panel discussion alongside a student leader and professional alumni/staff at TMU's annual gala recognizing outstanding student leadership, advocacy, and community engagement. Shared insights on leadership, identity, advocacy, decolonization, and community building, drawing from professional and lived experience to inspire future changemakers.

Young, S. N. Invited Guest Speaker. *Living Your Medicine Wheel: Self-Care.* Centre for Indigegogy, Wilfrid Laurier University, January 29

2024 **Young, S. N.** Invited Guest Speaker. *Embracing Wholeness: A Holistic Exploration of Burnout.* Ontario Association of Social Workers, October 30.

Young, S. N. Invited Guest Speaker. *Honouring the Land: Understanding Land Acknowledgements, Our Commitment to Truth and Reconciliation, and Personalized Land.* Chang School, Toronto Metropolitan University, November 6.

Young, S. N. Facilitator. *Decolonizing Social Work Practice.* Factor-Inwentash Faculty of Social Work, University of Toronto, February 2.

Young, S. N. Facilitator. *Indigenizing Trauma Work.* Kenjgewin Teg, February 1-2.

2023 **Young, S. N.** Invited Guest Speaker. *The Intersection of Indigeneity, Disability, and Ableism in Social Work Practice.* Ontario Association of Social Workers, November 23.

Young, S. N. Invited Guest Speaker. *Wholistic Social Work: Engaging Indigenous Clients*. Ontario Association of Social Workers, November 8.

Young, S. N. Invited Guest Speaker. *Collaborating with Indigenous Communities.* Ontario Association of Social Workers, October 24.

Young, S. N. Invited Guest Speaker. *Decolonizing Social Work Practice.* Centre for Indigenous, Wilfrid Laurier University, October 11.

Young, S. N. Facilitator. *Indigenous Perspectives on Allyship.* Canadian Association of Social Work, September 29.

Young, S. N. Facilitator. *Decolonizing Trauma Work.* Centre for Indigegogy: Indigenous-Centered Wholistic Professional Development, May 16.

Young, S. N. Invited Guest Speaker. *Equity in Post-Secondary Education: Reworking Existing Systems of Learning.* Chang School, Toronto Metropolitan University, February 9.

2022 **Young, S. N.** Invited Keynote Speaker. *Bridging Teaching and Learning from Multiple Perspectives.* The Learning Connections Conference (LCC), St. Lawrence College, May 30.

Young, S. N. Invited Guest Speaker. *Reflections Around the Wellness Wheel.* The Learning Connections Conference (LCC), St. Lawrence College, May 31.

Young, S. N. Invited Guest Speaker. *Teachings and Learning from an Indigenous Perspective.* Professional Development Event with the School of Contemporary Teaching and Learning (SCTL), St. Lawrence College, January 13.

2021 **Young, S. N.** Invited Panellist. *Tan'telo'ltik: The Role of Indigenous Theory in Imagining Indigenous Lives Beyond Settler Colonialism.* Maritime Inter-Disciplinary Arts Seminar, University of New Brunswick, April 24, 2021.

2020 **Young, S. N.** Certificate in Indigenous Knowledges and Experiences, Webinar. *Five Years Later: How are Canadians Engaging with Indigenous Peoples and the Truth and Reconciliation Commission Report?* The G. Raymond Chang School of Continuing Education, Toronto Metropolitan University, Toronto, August 2 and November 5.

Young, S. N. Invited Panellist. *Discussions of Life After a Graduate Degree.* School of Social Work, York University, Toronto, November 13

Young, S. N. Invited Panellist. *Soup and Substance: Those Who Teach.* Office of the Vice-President, Equity and Community Inclusion, Toronto Metropolitan University, Toronto, March 11

2018 **Young, S. N.** Invited Panellist. *How Do Non-Indigenous People Teach About Indigenous Material?* Centre for Teaching and Learning, Trent University, Peterborough, October 25

2017 **Young, S. N.** Invited Panellist. *Indigenous Social Work Practice*. School of Social Work, York University, Toronto, October 12

Young, S. N. Invited Panellist. *Indigenous Knowledges 101*. School of Community and Social Services, George Brown College, Toronto, January 16.

Seminar Presentations

2025 **Young, S. N.** Invited Seminar Facilitator. *Collaborating with Indigenous Communities: Building Meaningful Partnership.* Kerry's Place Autism Services, Newmarket, April 14.

Young, S. N. Invited Seminar Facilitator. *Collaborating with Indigenous Communities: Building Meaningful Partnership.* Kerry's Place Autism Services, Orangeville, April 8.

Young, S. N. Invited Seminar Facilitator. *Embracing Wholeness: A Holistic Exploration of Burnout.* Social Services Department, The Regional Municipality of Durham, March 21.

2024 **Young, S. N.** Invited Seminar. *Decolonizing Social Work Practice.* Factor-Inwentash Faculty of Social Work, University of Toronto, January 29 and February 5.

Young, S. N. Invited Seminar Facilitator. *Indigenizing Trauma Work.* Kenjgewin Teg, February 1-2.

Expert Media Contributions

2025 **Young, S.** (Expert Contributor). (November 18). *Global Indigeneity: Pride, Community and Land* [Media interview/feature]. *The Eyeopener*.

2023 **Young, S.** (Expert Contributor). (June 7). *Core Indigenous values in education: Respect, relationship, reciprocity, and responsibility* [Program values overview]. The G. Raymond Chang School of Continuing Education, Toronto Metropolitan University.

2021 **Young, S.** (Expert Contributor). (June 15). Unpacking microaggression: Dismantling 2SLGBTQ+ stereotypes [Interview by S. Bir]. Toronto Metropolitan University News.

Teaching and Mentorship

Graduate Courses

2026 (F) SK 8214: Practice Research Seminar

2019 (F) SK 8208: Indigenous Knowledges in Social Work

Bachelor of Social Work Courses, Toronto Metropolitan University

2026 (F) SWP 301: Decolonizing Anti-Oppression Social Work

2026 (W) FCS 200: Indigenous Relations in Practice (Two Sections)

2025 (F) SWP 301: Decolonizing Anti-Oppression Social Work (Two Sections)

2025 (W) SWP 435: Indigenous Approaches to Social Work

2024 (F) SWP 335: Power, Resistance, and Change

SWP 919: Substance Use and Abuse, taught in the collaborative program with *First Nations Technical Institute.*

2024 (W) SWP 638: Social Work Research: Part II

SWP 538: Social Work Research: Part I

2023 (F) SWP 301: Decolonizing Anti-Oppression Social Work

2023 (SS) CVSW 15A/B: Foundation of Social Work I and II

2023 (W) SWP 301: Decolonizing Anti-Oppression Social Work

2022 (F) SWP 933: Indigenous Health and Wellbeing

SWP 301: Decolonizing Anti-Oppression Social Work

	SWP 919: Substance Use and Abuse, taught in the collaborative program with *First Nations Technical Institute.*
	SWP 933: Indigenous Health and Wellbeing
2022 (SS)	CVSW 15A/B: Foundation of Social Work I and II
2022 (W)	SWP 435: Indigenous Approaches to Social Work (Two Sections)
	SWP 638: Social Work Research: Part II, taught in the collaborative program with *First Nations Technical Institute.*
2021 (F)	SWP 933: Indigenous Health and Wellbeing
	SWP 301: Decolonizing Anti-Oppression Social Work (Two Sections)
2021 (W)	SWP 301: Decolonizing Anti-Oppression Social Work
	SWP 435: Indigenous Approaches to Social Work
2020 (F)	SWP 301: Decolonizing Anti-Oppression Social Work (Two Sections)
2020 (W)	SWP 435: Indigenous Approaches to Social Work (Two Sections)
2019 (F)	SWP 201: Preparing for Social Work Practice
	SWP 930: Spirituality in Helping Professions
2019 (W)	SWP 301: Decolonizing Anti-Oppression Social Work
	SWP 435: Indigenous Approaches to Social Work
2018 (F)	SWP 201: Preparing for Social Work Practice
2018 (SS)	SWP 301: Decolonizing Anti-Oppression Social Work CVSW 15A/B: Foundation of Social Work I and II, taught in the collaborative program with *First Nations Technical Institute.*
2018 (W)	SWP 435: Indigenous Approaches to Social Work (Two Sections)
2017 (F)	SWP 201: Preparing for Social Work Practice

Certificate / Undergraduate Courses, Chang School

2023 (F)	CVSW 932: Indigenous Knowledges in Practice
2023 (SS)	CVSW 932: Indigenous Knowledges in Practice
2023 (W)	CVSW 932: Indigenous Knowledges in Practice

2022 (SS)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
	CVSW 932: Indigenous Knowledges in Practice
2022 (W)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
	CVSW 932: Indigenous Knowledges in Practice
2021 (F)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
	CVSW 932: Indigenous Knowledges in Practice
2021 (SS)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
	CVSW 932: Indigenous Knowledges in Practice
2021 (W)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
	CVSW 932: Indigenous Knowledges in Practice
2020 (F)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
	CVSW 932: Indigenous Knowledges in Practice
2020 (SS)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
2019 (S)	CINT 910: Indigenous Peoples, Politics, and Reconciliation
2019 (W)	CINT 923: Canada's Story: An Indigenous Perspective
2018 (F)	CINT 922: Introduction to Indigenous Worldviews (Two Sections)
	CINT 923: Canada's Story: An Indigenous Perspective (Two Sections)
2018 (SS)	CINT 910: Indigenous Peoples, Politics, and Reconciliation

Indigenous Curriculum Review and Advising (Chang School & Undergraduate Courses)

As part of my ongoing commitment to Indigenizing curriculum and advancing culturally safe education across the university, I provided consultation and content review for multiple Chang School and undergraduate courses, with a focus on ensuring meaningful integration of Indigenous knowledges, perspectives, and pedagogical values. This work involved reviewing course outlines, learning outcomes, readings, and assessment strategies to align with the values of Respect, Relationship, Reciprocity, and Responsibility.

Chang School Indigenous Curriculum Reviews

Conducted formal reviews for the following Chang School courses under the Indigenous Curriculum Review process:

- CCLD231 (CVFS401): Curriculum Design in Early Learning Contexts
- CFNF400: Family Studies and Nutrition
- CNUR820-1: Indigenous Health in Nursing
- COHS818, COHS823, COHS833: Occupational Health & Safety course series
- CSWP917: Social Work Practice and Field Integration
- CVCY101, CVCY103: Foundations of Child and Youth Care

Undergraduate Curriculum Advising – Indigenous Content Review

- CPSY607: Drugs and Human Behaviour: Advised on integrating Indigenous perspectives into course content related to substance use, healing, and systemic harm.
- CHST503: Crime and Punishment in Modern Canada: Reviewed and advised on content to ensure inclusion of Indigenous legal histories, colonial justice impacts, and culturally appropriate framing.

This curriculum advising reflects my cross-Faculty contributions to the decolonization of academic programming and my broader role in supporting institution-wide efforts for truth, reconciliation, and equity in post-secondary education.

Student Supervision and Research Mentorship (Indigenous Community Engagement)

As my research program continues to expand, I am increasingly engaged in graduate supervision, interdisciplinary mentorship, collaborative research development, and community-engaged student scholarship.

Capstone Project and Research Supervision

2020– Supervised advanced research projects and capstone initiatives for students in the Certificate in Indigenous Knowledge and Experiences, in CVSW 932 - Indigenous Knowledges in Practice, fostering community-driven research, personal growth, and the integration of Indigenous perspectives into social work practices.

Supported students in identifying projects aligned with their professional and personal interests, emphasizing initiatives that promote reconciliation, decolonization, and positive change within Indigenous and non-Indigenous communities.

Students mentored and supervised:

- Joshuha Connauton (Summer 2023),
- Rachel Barreca (Spring 2022),
- Veronica Kahgee-Cutbush (Winter 2022),
- Nicole Teodosiu (Fall 2021),
- Sheila Saikkonen, Jennifer Luft, Jessica Tabek (Winter 2021),
- Erin Harvey, Tess Sutherland, Angelica Teles (Spring 2021),
- Amanda Noble-Gretsy and Shirlee Daniela Solomon (Fall 2020).

Undergraduate Research Practicum Supervision

2020– Guided undergraduate Bachelor of Social Work and graduate Master of Social Work students through research practicums focusing on Indigenous knowledge systems, community-based solutions, and strengths-based approaches.

Students mentored and supervised:

- Retalee Sanders-Richte, Trisha Prasad, Asinkwe Aicken, and Ana Trask (*undergraduate, Fall 2025/Winter 2026*)
- Jessica Tabek (graduate, Winter 2023),
- Jessica Tabek (undergraduate, Summer 2022),
- Natasha Kupar and Kara Wanoth (undergraduate, Fall 2020)
- Sabrina Samlal (undergraduate, *Spring/Summer 2020)*

Research Assistant Supervision

2019– Mentored research assistants conducting applied research to advance the understanding of Indigenous knowledge systems, land-based practices, and community capacity-building.

Students mentored and supervised:

- Natasha Kupar (*Winter/Summer 2020)*
- Jessica Shrek (Master of Social Work), Samantha Williams-Barrantes (*Fall 2019)*

Second Reader (Graduate Thesis)

2026 Brianna Coulter, *Decolonizing Harm Reduction: The Construction of Drug Use in Government-Sanctioned Harm Reduction Policy*. Master of Social Work, Toronto Metropolitan University

Joel E. Kay, *How Does AA Retain Dominance Through Othering Discourses on Alcohol Use, and How Can Challenging These Discourses Create More Responsive Programming for Men*. Master of Social Work, Toronto Metropolitan University

Alex Bruneau, *Experienced in place: Rurality, the Metropole, and Discourses of Equality in Federal 2SLGBTQIA+ Policymaking in Canada*. Master of Social Work, Toronto Metropolitan University

2025 Michael J. Young, *Multi-Script Font Expansion: Minority Language Support for Open-Source Fonts*. Master of Digital Media, Toronto Metropolitan University