

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3200
Short Title:	Complex Trauma
Long Title:	Complex Trauma
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT301 - Complex Trauma
Course First Offered:	January 2011

Credits:	1.5
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Course Description

You will learn about the impacts and assessments of Complex Trauma within self, family, communities and systems (residential schools, governments, agencies, etc). You will explore the dynamics and interruption of traumatic bonding, Aboriginal treatment models and attitudes for Focusing-Oriented Therapy (FOT), including how to prepare a safe ground for unraveling trauma, vicarious trauma and intergenerational trauma. A variety of Aboriginal /Indigenous treatment modalities are woven throughout the seven certificate courses via experiential exercises, storytelling and ceremonial processes.

Course Goals

Participants will have a better understanding of the complexities of long term trauma on an individual, a family and/or a community. Participants will be able to identify traumatic bonding in an individual and in a family. Participants will better understand the varying treatment needs and treatment approaches required for individuals within a family, and at varying developmental ages. They will recognize that each human being has very different 'fallout' from trauma and will require a unique client-centered treatment approach. Culturally appropriate Aboriginal treatment strategies and resource development will be role modeled and will provide student practitioners with working skills and knowledge of Aboriginal ways of knowing, thinking and doing holistic wellness. Developing respectful relationships within the Indigenous frameworks of all my relations, one heart, one mind and the importance of witnessing will be explored.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Identify traumatic bonding in individuals of all ages and in families.
2. Recognize the individual needs and approaches required in meeting the specific needs of the individual.

3. Recognize the intergenerational traumatic fall out of colonization and residential schools on Aboriginal/Indigenous communities worldwide.
4. Introduce Focusing-Oriented Therapy and practice FOT listening skills.
5. Develop an awareness of required safety techniques when opening up places of trauma in human beings.
6. Begin to notice the places in suffering where the trauma may be intergenerational or vicarious.
7. Identify the impacts of colonialism, gender, race, sexual orientation, politics, poverty, classism, rankism, ageism, etc., on trauma.
8. Develop knowledge of and ways to respond to Aboriginal participants' needs - including basic Aboriginal protocols -and consider regional and tribal differences and similarities when working with complex trauma and culturally appropriate treatment strategies.

Course Topics/Content

- Complex trauma
- Traumatic bonding
- Aboriginal treatment models
- Focusing-Oriented Therapy
- Vicarious and intergenerational trauma

Text & Resource Materials

Required materials supplied in class.

Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	21

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion

Course work (activities, assignments, essays, reports, etc.)

Quizzes and exams

% of Final Grade
(may be represented as a range)

Simulations/Labs

Attendance/Participation (in class or online)

100%

Practice Education/Internships

Total

100%

Comments on Evaluation

100% attendance in all classes is required.

Active contribution in large and small group discussions and activities expected.

Course Grading Scheme*

JIBC1 (A to F)

JIBC2 (MAS/NMA)

JIBC3(CM/IN)

JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

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| <p><input checked="" type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p> <p><input checked="" type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</p> <p><input checked="" type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing</p> | <p><input checked="" type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> <p><input checked="" type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</p> <p><input checked="" type="checkbox"/> Inter-professional teamwork: Understand and work productively within and between groups, respect others' perspectives and</p> |
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innovation through strategic thinking and shared responsibility.

- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

provide constructive feedback with special attention to inter-professional relationships.

- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.