

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-3215
<b>Short Title:</b>	Focusing Oriented Therapy 3
<b>Long Title:</b>	Focusing Oriented Therapy & Complex Trauma 3
<b>Prerequisites:</b>	Focusing Oriented Therapy 2 (COUN-3210)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	CT304 - Advanced Focusing Oriented Therapy
<b>Course First Offered:</b>	July 2011

<b>Credits:</b>	1.5
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### Course Description

You will learn to identify and practice helping clients move through memory, intergenerational, and vicarious flashbacks and abreactions. You will explore how unresolved current and historical traumas play out in relationships and develop implicit body-centred observation skills. You will continue to practice and deepen your skills in Focusing Oriented Therapy (FOT) and develop implicit body-centred observation skills. Aboriginal/Indigenous creation stories, language, songs, storytelling and the concepts of gifts will be addressed where appropriate.

### Course Goals

Participants will learn to assess and approach flashbacks and abreactions in a client-centered way. Through observation and practice the participant will learn how to 'flush' trauma memories sensitively and to better access the client's resilience and inner strengths.

Participants will learn the wisdom and knowledge that comes with having moved through traumatic experiences.

Participants will learn how to work effectively with the inner critic/the Trickster; in a way that helps promote productive therapy (the Trickster as helper and pointing to the direction of what is underneath and requiring attention). You will continue to explore your own understandings of Aboriginal Indigenous knowledge frameworks while you develop your implicit resources, creativity and affect management skills.

### Learning Outcomes

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

1. To better observe the body for regression and intergenerational cues to flashbacks and abreactions.
2. To recognize the projected impacts of trauma experiences in all relationships.

3. To observe felt sense shifts towards wellness and to 'grow' resilience in your clients.
4. To practice more deeply FOT techniques for 'flushing' trauma memory and intergenerational trauma and vicarious trauma.
5. To practice self-care techniques when working with trauma.
6. To recognize and assess your therapist self for secondary trauma fallout.
7. To learn tools for containment of trauma and therapy boundaries.
8. To work with rather than against the inner critic/trickster with FOT skills.

### Course Topics/Content

- Memory, intergenerational and vicarious flashbacks and abreactions
- Historical traumas
- Body centered observations skills
- Deepen skills in FOT
- Creation stories, language songs, storytelling, gifts

### Text & Resource Materials

Required materials will be provided 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	
<b>Total</b>	<b>21</b>

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](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	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	100%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### 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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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</li> <li><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</li> <li><input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.</li> <li><input type="checkbox"/> <b>Independent learning:</b> Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</li> <li><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</li> <li><input type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.</li> <li><input type="checkbox"/> <b>Information literacy:</b> Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources</li> </ul> |
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- 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.

critically, and use information effectively and ethically.