

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3230
Short Title:	Dreams & Complex Trauma
Long Title:	Dreams & Complex Trauma
Prerequisites:	Clinical Spirituality and Complex Trauma (COUN-3225) or Depression, Grieving & Complex Trauma (COUN-3220)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT307 - Dreams and Complex Trauma
Course First Offered:	December 2011

Credits:	1.5
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Course Description

You will develop skills to connect with dreams and nightmares to help unravel complex trauma, inter-generational trauma and vicarious trauma. This course will also synthesize Focusing-Oriented Therapy (FOT) theory and skills developed throughout the program. Continue to synthesize and demonstrate Aboriginal Indigenous holistic values of respectful, responsible, relationships that are reciprocal and reverent.

Course Goals

Day and Night Dreams, fantasies, 'twisted thoughts' and nightmares are a normal part of the unraveling of complex trauma. The goal of this course is to develop skills to access these fertile areas in order to move through trauma and into wellness. Dreams, good and bad, can be helpers and windows into trauma places that deserve our attention. Some clients do a large bulk of their healing through working with dreams. Be open, curious and friendly to all of the options and resources available to you, the client and the participants.

Learning Outcomes

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

1. Present the dream, fantasy, twisted thought, nightmare, out in front so that it can be 'entered' in a respectful and helpful way.
2. Identify where the dream may be coming from; past, present or future.
3. Identify the theme within its fabric and how it fits into the client's current life.
4. Help the client interpret the meaning and help that is there within the dream.
5. Ground and steady the client in order to navigate nightmares and complex trauma memory dreams.
6. Help the client recognize how the spirit of the dream is useful in their recovery.

7. Understand the symbols and spiritual aspects, including ancestors and animals and nature.
8. Recognize the dream as a helper in unraveling complex trauma in a gentle yet effective and productive way.

Course Topics/Content

- Skills for using dreams and nightmares to unravel trauma
- Synthesize all FOT theory and skills developed in previous classes
- Synthesize and demonstrate all skills and theory

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	
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	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
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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| <ul style="list-style-type: none"> <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. <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. <input checked="" type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. <input type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies. <input checked="" type="checkbox"/> Globally minded: Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <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. <input checked="" type="checkbox"/> Inter-professional teamwork: Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships. <input type="checkbox"/> 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. |
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across cultures; value multiple perspectives;
utilize curiosity to learn with and from others.