

OFFICIAL COURSE OUTLINE

Course Code:	COUN-5215
Short Title:	Somatics in Complex Trauma
Long Title:	Somatics in Complex Trauma
Prerequisites:	Intervention and Skill Building in Complex Trauma (COUN-5210)
Co-requisites:	None
School:	School of Health, Community, & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT504 – Somatics in Complex Trauma
Course First Offered:	2011

Credits:	1.0
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Course Description

This course introduces the foundational principles and practices of somatic work. The focus of this practical and highly participatory course is on further developing skills in containment, facilitation of nervous system regulation, restoration of the defensive orienting response, and somatically resourcing clients in order to work with hyper and hypo arousal. Engagement with several conceptual frameworks including a somatic assessment tool will deepen participants' understanding of the link between nervous system regulation and symptoms of complex trauma. Exploration of the relevance and transferability of this work to diverse populations will be explored. Child and youth material is integrated throughout.

Course Goals

At the end of this 3-day course, the learner will be able to apply somatic interventions from the perspectives of social location and identity, and cultural competence and safety and will practice somatic interventions skills for all stages of treatment.

Learning Outcomes

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

1. Articulate clearly the impact of complex trauma on the body, the basic neuroscience of the body and how 'the body knows the score.'
2. Locate somatic theory and intervention within complex trauma theory and intervention as taught in this program.
3. Name and overview central somatic therapies for complex trauma.
4. Identify a range of somatic interventions for each of the three-phases of trauma intervention.
5. Utilize basic somatic interventions in an appropriate manner in work with complex trauma clients.
6. Demonstrate somatic self-awareness and clinical awareness of resources and vulnerabilities related to doing somatic work.

Course Topics/Content

- Theoretical framework for understanding somatic work in complex trauma intervention
- Somatic empathy and somatic resourcing
- Trauma and neurobiological concepts
- Somatic interventions

Text & Resource Materials

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#)).

Required materials will be 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.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

This course is highly focused on hands on learning. Students work in pairs for counselling intervention practice. There are small group and whole role-playing simulations. Students explore a wide range of interventions, learning from the perspective of both self and complex trauma survivor.

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.)	75%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	25%
Practice Education/Internships	
Total	100%

Comments on Evaluation

100% attendance is required

Active participation in all activities is 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:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing 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
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- 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.
- 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.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.