

OFFICIAL COURSE OUTLINE

Course Code:	COUN-5220
Short Title:	Complex Trauma Project
Long Title:	Complex Trauma Integrated Project
Prerequisites:	Somatics in Complex Trauma (COUN-5215)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT520 – Complex Trauma Integrated Project
Course First Offered:	December 2011

Credits:	1.0
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Course Description

This self-directed 2-day equivalent course is intended to expand and integrate your learning in the Complex Trauma Program. In consultation with faculty members, you will develop a proposal for your own study or research project.

Course Goals

To integrate the learning from the prior courses and apply the learning to a particular topic, issue or population, related of relevance and interest to you.

Learning Outcomes

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

1. Demonstrate skills in researching a topic and writing a paper to post-graduate standards.
2. Demonstrate understanding and integration of course material
3. Show ability to communicate complex trauma theory and practice to a specific application or population.

Course Topics/Content

- To be determined by the student in conjunction with faculty

Text & Resource Materials

To be determined by the student in conjunction with faculty

Equivalent JIBC Courses

None

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

This course is entirely self-study, with instructor contact for direction and support.

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

Comments on Evaluation

100% of the grade is on the final submitted project/paper:

- Project Proposal: 15%
- Project worth 85% includes:
 - i. Comprehension of your chosen topic and of the complex trauma field
 - ii. The scope of research and readings
 - iii. Originality and creativity
 - iv. Presentation (writing, grammar, format)

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