

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-5230
<b>Short Title:</b>	Clinical Consultation
<b>Long Title:</b>	Clinical Consultation in Complex Trauma & Sexual Abuse
<b>Prerequisites:</b>	Child Sexual Abuse Intervention (COUN-5225)
<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>	CTCSA550 – Clinical Consultation in Complex Trauma and Child Abuse
<b>Course First Offered:</b>	2011

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

This course will involve the presentation of detailed assessment and treatment planning for a trauma survivor and the presentation of recorded clinical work by participants.

### Course Goals

For students to demonstrate their ability to integrate course material through presenting a complex trauma case, including assessment, treatment planning and clinical intervention. For students to further integrate course material through observing and participating in the presentations of fellow students

### Learning Outcomes

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

1. Demonstrate the ability to choose specific assessment instruments appropriate to a specific client, and to score, interpret and apply these assessments to treatment planning.
2. Articulate and rationalize their approach to assessments.
3. Demonstrate the ability to develop a treatment plan and to succinctly articulate the reasons for this plan.
4. Model clinical skill including relational attunement, appropriate interventions and cultural competence/safety.
5. Present an integrated approach to complex trauma intervention.

### Course Topics/Content

- This course is a hands-on workshop in which students will each give a presentation and a taped/DVD example of their work.
- Through discussion of the cases and the film clips, students have an opportunity to apply and integrate course material and to demonstrate competence.

### Text & Resource Materials

None

### 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 checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	22.5
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	22.5

### 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	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

The assignment includes a comprehensive assessment of a complex trauma client (25%), a comprehensive treatment plan for that same client (25%) and video/DVD presentation of a complex trauma client (25%). All are to be presented in class.

The remaining 25% for course participation is determined by attendance, the quality of classroom presentations, participation in class discussion and demonstrated capacity for self-awareness.

### 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.