

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3205
Short Title:	Focusing Oriented Therapy 1
Long Title:	Focusing Oriented Therapy & Complex Trauma 1
Prerequisites:	Complex Trauma (COUN-3200)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT302 - Basic Focusing Oriented Therapy and Complex Trauma
Course First Offered:	March 2011

Credits:	1.5
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Course Description

You will consider neurological research and its implications on trauma treatment from Aboriginal Indigenous perspectives. You will learn about the resilience of our brains and bodies to hold and release trauma and how to approach trauma experiences from a Post Traumatic Growth perspective. The Medicine Wheel /Circle is used to demonstrate ways of working with clients to recognize and unravel trauma and basic Focusing-Orientated Therapy (FOT) therapy techniques are introduced. The importance of building respectful relationships with local Indigenous elders and experience how ceremony is used as a safety containment process will be demonstrated.

Course Goals

The goal of this course is to enable participants to identify the complexities of memory. From this module participants will be able to recognize the layering of memory and the 'shattering' of traumatic experiences. Participants will be able to watch for 'false memory, intergenerational memory, vicarious memory, and suppressed and repressed memory. Participants will learn how the brain stores traumatic memory and why it is necessary to navigate slowly through trauma without making assumptions. Participants will be introduced to the Medicine Wheel/Circle for treatment assessment and identifying where and how to approach trauma in a safe, productive and culturally appropriate way.

Learning Outcomes

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

1. Identify the differences between declarative and non-declarative memory.
2. Identify and learning to work within the window of tolerance in treatment.
3. Recognize the reliability of memory.
4. Develop skills in building an observer in your therapy client to manage trauma affect.
5. Assess where and when and how much FOT is appropriate from assessing where your therapy client is on the medicine wheel/circle.

6. Identify when a client is having or is in flashbacks and how to help.
7. Develop a therapeutic 'eye' for identifying regression, dissociation, flashbacks, vicarious and intergenerational affect and memory.
8. Develop FOT skills in managing trauma affect.
9. Further develop FOT listening skills and introduce client –centered/ therapist driven trauma specific FOT asking questions and safety questions in therapy sessions to start interrupting traumatic bonding and separating the human being from the traumatic experience (you are not what happened).
10. Demonstrate working with local Indigenous Elders to begin to address the guiding threads: Building Respectful Relationships and to develop skills to work within an Indigenous Knowledge Framework of Responsibility, Reciprocity, Relationship, Respect, Reverence, and Balance.
11. To experience how ceremony is a central part of the building Respectful Relationships and functions to restore balance to relationships. By framing the workshops in ceremony, holistic dimensions of Indigenous ways of knowing are incorporated – the emotional, spiritual, physical and the mental.

Course Topics/Content

- Implication of neurological research on trauma treatment from Aboriginal/Indigenous perspective
- Trauma in the brain and body
- Post Traumatic Growth
- Use of the Medicine Wheel/Circle to unravel trauma
- Basic Focusing-Oriented Therapy techniques
- Ceremony as a safety containment process

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 (may be represented as a range)
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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| <p><input 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.</p> <p><input type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language</p> | <p><input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> <p><input type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those</p> |
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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.

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.