

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3210
Short Title:	Focusing Oriented Therapy 2
Long Title:	Focusing Oriented Therapy & Complex Trauma 2
Prerequisites:	Focusing Oriented Therapy 1 (COUN-3205)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT303 - Intermediate Focusing Oriented Therapy
Course First Offered:	May 2011

Credits:	1.5
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Course Description

You will learn how to work more deeply with regression, dissociation and ego states; how to ground clients from psychotic breaks and/or out of control emotions; and self-injury from Aboriginal /Indigenous perspectives. The importance of nature and animals in treatment is also introduced. You will continue to practice and deepen your skills in Focusing-Orientated Therapy (FOT). You will deepen your own implicit skills using Aboriginal Indigenous teachings of respectful engagement and balance with all of the relationships in nature. How Indigenous Knowledge as framework is central to consider when working within Aboriginal contexts will be demonstrated.

Course Goals

Participants will learn about the ways in which people are different in various settings and people constellations. Participants will learn how to move through various aspects of the client self and reach more deeply into the areas that clients do not necessarily present right up front. They will learn how to ground clients who are 'loosing' their ground and how to stabilize a client who is 'out of control'. Participants will learn how to integrate nature and animals as helpers in affect regulations and keeping company with complex trauma areas. Participants will learn how to move away from self-injurious behaviors in helpful ways. Learning how to witness from culturally appropriate distances/places will also be explored.

Learning Outcomes

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

1. Learn about the brain's executive operating system.
2. Recognize the layering of ego states and where the trauma pieces may be presenting.
3. Strengthen awareness of regressed childlike states and softening the defenses in a safe manner.
4. Practice grounding people who are in overwhelmed emotional states and losing ground.

5. Select the appropriate FOT response to trauma by continually assessing where the client is at developmentally and on the medicine wheel/circle.
6. Develop deeper 'crux' questions and deepening the FOT connection with the client.
7. Further notice where the trauma place may be a collective, intergenerational or vicarious symptom that the client is holding.
8. Learn more deeply how to separate the person from the experience to interrupt traumatic bonding.
9. Help to create appropriate boundaries between the client and the client's traumatic experiences, the client's family and intergenerational complexities.

Course Topics/Content

- Regression, dissociation and ego states
- Importance of nature and animals in treatment
- Further skills and practice of FOT
- Aboriginal Indigenous teachings of respectful engagement
- Indigenous knowledge as framework for Aboriginal contexts

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 <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	100%
Practice Education/Internships	

	100%
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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 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 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 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, | <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input 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 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 |
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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.

need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.