

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3225
Short Title:	Spirituality & Complex Trauma
Long Title:	Clinical Spirituality & Complex Trauma
Prerequisites:	Depression, Grieving and Complex Trauma (COUN-3220) or Dreams & Complex Trauma (COUN-3230)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT306 - Clinical Spirituality and Complex Trauma
Course First Offered:	October 2011

Credits:	1.5
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Course Description

This course introduces you to spiritual healing techniques and boundaries for working with complex, intergenerational and vicarious trauma. Whole Body Focusing-Oriented Therapy (FOT) techniques are also introduced. Aboriginal Indigenous Knowledge cosmology such as ancestral knowledge and connection to ancestors will be explored where appropriate.

Course Goals

Participants will be able to support their clients through physical movements within an FOT session. Often clients, who have experienced significant traumatic events will often have 'stuck places' within their body and may want to physically move through and release stuck places from an earlier time. Aboriginal Indigenous knowledge frameworks introduced previously will continue inform our relationships and our practice skills in FOT.

Learning Outcomes

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

1. Develop ways of supporting safe physical movements within FOT sessions.
2. Determine how boundaries required when considering whole body FOT sessions with a client.
3. Determine how to work with regression and flashbacks within whole body FOT sessions.
4. Recognize how to stay within the window of tolerance to ensure safety in whole body FOT sessions.
5. Select age appropriate movements depending on the age of your client.
6. Determine how to place your own therapist self so that you do not amplify or create unnecessary transference issues that can interrupt the client needs.
7. Apply the use of clearing space and creating the right environment for whole body FOT session.
8. Determine when the client is initiating whole body FOT.

9. Identify in the body what the body needs now and determine how to let go and receive what is needed.
10. Recognized how ceremony, creativity & witnessing are critical elements for client centered grief expression.

Course Topics/Content

- Spiritual healing techniques
- Whole body FOT
- Cosmology and ancestral knowledge

Text & Resource Materials

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.)	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	
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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| <ul style="list-style-type: none"> <input checked="" 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 checked="" 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 checked="" 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, efficient and appropriate applied learning, research and problem solving strategies. <input checked="" type="checkbox"/> Globally minded: Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input checked="" 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 checked="" 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 need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically. |
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across cultures; value multiple perspectives;
utilize curiosity to learn with and from others.