

OFFICIAL COURSE OUTLINE

Course Code:	COUN-5205
Short Title:	Assess & Treat Complex Trauma
Long Title:	Assessment & Treatment Planning in Complex Trauma
Prerequisites:	Theoretical Foundation in Complex Trauma (COUN-5200)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT502 - Assessment & Treatment Planning in Complex Trauma
Course First Offered:	July 2011

Credits:	2.5
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Course Description

This 5-day course provides you with detailed and practical explorations of current best practices in assessment and treatment planning with child, youth and adult complex trauma survivors including standardized assessment instruments, informal assessment interviewing and the therapeutic relationship as an assessment tool. Assessment of the multiple dimensions of family and social identity, including Aboriginal approaches to assessment and the systems within which the child, youth or adult survivor lives are also emphasized. You will find the course rich in diverse case examples, hands-on practice and therapist self-awareness.

Course Goals

The goal of this 5-day course is for the learner to apply assessment and treatment planning approaches to diverse clients and situations in a culturally competent and safe manner, including application to Aboriginal communities.

Learning Outcomes

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

1. Summarize the material from Theoretical Foundation in Complex Trauma (COUN-5200).
2. Comprehend the role of assessment and treatment planning with child, youth and adult survivors of complex trauma.
3. Distinguish key aspects of assessment.
4. Use a wide range of assessment approaches, both structured and unstructured, and identify the applicability of each approach to the three-staged model and specific situations.
5. Apply initial and on-going assessments into a treatment plan and comprehend the role of assessment as an on-going part of treatment planning.
6. Apply in an appropriate manner a range of structures assessment tools applicable to children, youth and adults including score and interpreting.

7. Use a range of informal assessment approaches and integrate these into treatment planning.
8. Select the appropriate assessment approach that will locate the survivor within family, community and cultural systems.
9. Comprehend the use of cultural genograms as a tool for understanding the survivor's social identity.
10. Distinguish specific assessment approaches for specific survivors and situations.
11. Demonstrate the self-awareness through self-assessment testing and identify the challenges and resources that they bring to complex trauma work.
12. Synthesize the critical importance of the therapeutic relationship to both assessment and treatment planning.
13. Assess and respond to clients engaged in self-harming behaviour.

Course Topics/Content

- Identify and understand role in assessment
- Complex trauma symptomology and the three phased approach to treatment
- Assessment approaches
- Informal and formal approaches to assessment
- Tools of assessment
- Assessment and treatment planning

Text & Resource Materials

Required:

Courtois, C., Ford, J. (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. New York: Norton Professional Books.

Other required readings will be included in the course materials.

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.)	35
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	35

This classroom course provides experiential learning supported by presentations, discussions, readings and assessment material. Students experientially engage with a range of assessment material, participate in small group activities and role-playing simulations. Students are expected to engage with the material out of class through journaling and assessment material assignments.

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.)	80%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	20%
Practice Education/Internships	
Total	100%

Comments on Evaluation

100% attendance is required
Active participation in all activities is 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"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> |
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- 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.
- 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.