

OFFICIAL COURSE OUTLINE

Course Code:	COUN-5210
Short Title:	Skill Building Complex Trauma
Long Title:	Intervention and Skill Building in Complex Trauma
Prerequisites:	Assessment & Treatment Planning in Complex Trauma (COUN-5205)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT503 – Skill Building in Complex Trauma
Course First Offered:	2011

Credits:	2.5
-----------------	-----

Course Description

The focus of this practical and highly participatory course is on identifying, practicing, and developing competency in specific skills for each stage of intervention with complex trauma survivors. Specific focuses include: safety and containment skills, managing in-session dissociation and flooding, supporting survivors to stay in the present including mindfulness approaches, processing and integration of traumatic memory, and building effective clinical relationships, including building connections between therapist and client across differences of social identity and social location. Skills for a systemic approach to family are also important to this course. Child and youth material is integrated throughout. Concepts and approaches explored in the prior two courses related to building meaningful clinical relationships with survivors from diverse social identities and locations are expanded and integrated through skill practice.

Course Goals

The goal of this 5-day course is for the learner to practice skills for addressing relationship issues and in-session dynamics between therapist and client in complex trauma.

Learning Outcomes

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

1. Identify, comprehend and clinically implement intervention skills in all three stages of treatments.
2. Apply theoretical, assessment and treatment planning knowledge from prior courses to the clinical situation and choose appropriate interventions and skills.
3. Articulate an overview of modalities that require specialized training, including somatic approaches.
4. Show skill improvement in the following areas:
 - Safety and containment including tending to internal and external safety
 - Managing self-injuring and suicidal behaviours

- Managing flooding and dissociation in sessions
- Supporting client containment of traumatic material
- Maintaining a present orientation
- Addressing diversity issues
- Understanding and responding to dissociation
- Processing and integration of traumatic material
- Specific techniques for phased intervention
- Building effective clinical relationships, including building relationships across contextual differences, managing transference and counter-transference in complex trauma, dialogues of meaning, etc.
- Non-verbal interventions such as drawing and movement

Course Topics/Content

- Skills for creating safety and trust
- Mindfulness, mindfulness skills and the importance of mindfulness in the treatment of complex trauma
- Creative, non-verbal methods for exploring emotional and somatic states
- Exploration and skill development of non-verbal approaches such as visualization, art, body awareness
- Using expressive therapies with traumatized children
- Trauma processing techniques with children, youth and adults
- Facilitating dialogues of meaning
- Understanding and managing in session presentations related to dissociation and complex Post-Traumatic Stress Disorder (PTSD) such as severe flooding and numbing and dissociation
- Skills for working with dissociation
- Approaches to addressing negative cognitions held by complex trauma clients
- Responding to complex family issues and concerns
- Identifying and practicing specific skills for working with adolescents
- Tracking the counsellors' responses and using these skillfully in clinical interventions when appropriate.
- Overview of diverse approaches to complex trauma within the phased model

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 checked="" 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 course is highly focused on hands on learning. Students work in pairs for Counselling intervention practice. There are small group and whole role-playing simulations. Students explore a wide range of interventions, learning from the perspective of both self and complex trauma survivor.

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.)	70%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	30%
Practice Education/Internships	
Total	100%

Comments on Evaluation

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

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students

Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

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.