

OFFICIAL COURSE OUTLINE

Course Code:	COUN-1150
Short Title:	TiP in Addictions
Long Title:	Trauma Informed Practice (TiP) in Addictions
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	TS225 - Trauma and Addictions: Assessment and Treatment Issues
Course First Offered:	February 2010

Credits:	1.0
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Course Description

Examine current theoretical understandings regarding the impact of human responses to traumatic experiences, with particular emphasis on the consequent development of substance use and addictions in some individuals. During this two-day course, the psychobiological and psychosocial processes of both trauma and addictions will be reviewed, and the complications for assessment and treatment of the concurrent disorders (post-traumatic stress disorder-substance use disorder (PTSD-SUD)) will be considered. Gender-specific differences as well as multigenerational issues as they impact patterns of trauma exposure, trauma responses, and substance use will also be reviewed. Available guidelines for best practice approaches in integrative treatment models will be discussed.

Note: Learners will benefit from having completed a basic level of counselling training or COUN-1100 Understanding Substance Use

Course Goals

The purpose of this course is to increase understanding and the ability to respond appropriately to clients who present with combined symptoms of psychological trauma and substance use disorders, and to offer effective psychoeducational interventions to these clients.

Learning Outcomes

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

1. Describe psychological trauma and psychobiological aspects of trauma.
2. Outline the range of human responses to trauma.
3. Discuss relevant gender issues as they relate to trauma and addictions.
4. Relate the impact of multigenerational trauma to trauma and addictions.

5. Explain current research regarding the prevalence of the co-morbidity of trauma and substance use disorder (SUD).
6. Summarize functional models of the relationship between trauma symptoms and SUD.
7. Discuss a trauma based/addiction informed sequence of treatment of co morbid conditions.

Course Topics/Content

- Single episode, multiple, cross-generational traumatic experiences
- Diagnostic and Statistical Manual of Mental Disorders (DSM-5) classifications and symptom criteria
- Variable impacts of trauma: From “normal” to “pathological”
- Gender considerations
- Multigenerational issues
- Trauma and self-harming behaviours
- Psychobiological processes in trauma
- Prevalence of co morbidity of trauma and SUD
- Psychobiology of trauma and SUD
- The “self-medication” hypothesis
- Functional models of interplay of symptoms
- Sequencing of approaches in trauma/SUD treatment
- Special professional dilemmas in dual diagnoses treatment

Text & Resource Materials

All 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.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

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.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

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 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.</p> <p><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.</p> <p><input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing</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 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.</p> <p><input checked="" type="checkbox"/> Inter-professional teamwork: Understand and work productively within and between groups, respect others' perspectives and</p> |
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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.

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.