

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-3220
<b>Short Title:</b>	Depression, Grief and Cmplx Trauma
<b>Long Title:</b>	Depression, Grieving and Complex Trauma
<b>Prerequisites:</b>	Focusing Oriented Therapy 3 (COUN-3215) or Therapy and Support Groups (COUN-3240)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	CT305 - Depression, Grieving and Complex Trauma
<b>Course First Offered:</b>	September 2011

<b>Credits:</b>	1.5
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### Course Description

You will learn to assess various aspects and complexities of depression and ‘personality disorders’ to determine the best treatment approaches. Suffering, grieving and grief rituals are explored. You will continue to practice and deepen your skills in Focusing Oriented Therapy (FOT) and start learning how to ‘flush’ complex memory and intergenerational trauma in FOT sessions. Indigenous Knowledge frameworks, ceremony, song and connection to land, geography, seasons and elements will be explored as implicit resource development.

### Course Goals

To assess for the complexities of depression to better understand what therapy approach from within the medicine wheel/circle of complex trauma would be best for your client. We will discuss memory depression, intergenerational depression, vicarious depression, and a host of other depressions and the various approaches they can be met with. Participants will learn the ‘movements’ and complexities of grieving, including the differences between grieving and suffering. Participants will be able to assess for intergenerational grief, vicarious grief and complicated grief to help determine what rituals and FOT therapy approaches would be most helpful. We will assess for the developmental approach depending on the age of the client.

### Learning Outcomes

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

1. Learn the depression medicine wheel and what FOT approach would be most effective for the specific depression being presented.
2. Learn to work with the client’s defenses and teaching the appropriate client-centered spiritual rituals that may be helpful in unraveling depression and grieving.

3. Learn to assess for the differences between depression, suffering, and grieving in order to select the appropriate client-centered FOT approach.
4. Learn to take more therapist driven/client-centered risks in the FOT practice sessions to more deeply sit with complex trauma and the flushing of the trauma memories within the therapeutic window.
5. Learn to recognize the stages of grieving and where the client is sitting on the medicine wheel of grieving to assess the appropriate FOT approach specific to the developmental age and grief stage the client is in.
6. Learn to recognize the intergenerational and vicarious impacts of grief and depression.
7. Learn to better understand the therapy supports and availabilities of client-centered spirituality.

### Course Topics/Content

- Complexities of depression and personality disorders
- Treatment approaches
- Suffering, grieving and grief rituals
- Deepen skills in FOT
- How to 'flush' complex memory and intergenerational trauma in FOT
- Connection to land, geography, seasons and elements

### 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	
<b>Total</b>	21

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](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

Course work (activities, assignments, essays, reports, etc.)

Quizzes and exams

Simulations/Labs

**% of Final Grade**  
(may be represented as a range)

Attendance/Participation (in class or online)	100%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### 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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| <input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.                                  | <input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.  |
| <input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums. | <input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.                                 |
| <input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.   | <input type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships. |

- 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.
- 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.