

OFFICIAL COURSE OUTLINE

Course Code:	COUN-5200
Short Title:	Theories in Complex Trauma
Long Title:	Theoretical Foundation in Complex Trauma
Prerequisites:	Acceptance into the Graduate Certificate in Complex Trauma and Child Sexual Abuse Intervention Program or prior approval from Program Coordinator
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CT501 - Theoretical Foundation in Complex Trauma (Online)
Course First Offered:	2011

Credits:	3.0
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Course Description

A core understanding of current conceptualizations of complex trauma will orient you to the theory, literature, philosophy and central working models that underpin the current approach to the field of complex trauma. Also emphasized is strong understanding of the experience of the complex trauma and current knowledge of what is known about healing and recovery, including evidence-based research. Through the study of the historical development of the field, you will locate yourself within the social movements underpinning the field of traumatic stress, the changing theoretical assumptions and the growth of new clinical perspectives. This course includes a class on Aboriginal models of healing and recovery, while the experiences of Aboriginal survivors as well as those of diverse social locations (ethnicity, culture, age, sexuality, gender, etc) is explored throughout the course. Concepts that help make meaning of the experiences of these survivors are introduced. You will also identify the impact of the work and the importance of practitioner self-care threads through this course and those that follow.

Course Goals

The goals of this course is to provide the learner with a strong theoretical grounding necessary for clinical intervention with child, adolescent and adult complex trauma survivors. You will gain a working knowledge of current neuroscience as it relates to the developing brain, attachment, trauma and memory. Knowledge and skills will be enhanced in identifying, reviewing and applying models for healing and best practices in working with child, adolescent and adult survivors of complex trauma as well as models relevant to Aboriginal communities and complex trauma survivors. You will learn how to constructively examine the dynamics and challenges commonly appearing in therapeutic relationships with complex trauma survivors and explore models for building safe relationships.

Learning Outcomes

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

1. Competently to describe the theoretical underpinnings of complex trauma.
2. Name the range of complex trauma experiences and symptoms.
3. Name a wide range of factors that contribute to how an individual experiences and internalizes complex trauma.
4. Articulate the role of witness and demonstrate an increased empathy for survivors.
5. Describe the evolution of the complex trauma field and its relationship to the evolution of Post-Traumatic Stress Disorder (PTSD) as a Diagnostic and Statistical Model (DSM) diagnosis and to social movements.
6. Identify the core features of the proposed complex trauma diagnosis.
7. Situate complex trauma within social and economic contexts, and to articulate concepts of cultural competence, cultural safety, social location and social identity.
8. Explain the basic concepts of neuroscience as it relates to the developing brain, attachment, trauma and memory.
9. Articulate centrality of attachment to complex trauma, and complex trauma related attachment presentations.
10. Understand and explain traumatic memory and how it differs from non-traumatic memory.
11. Articulate best practices for working with child, adolescent and adult survivors of complex trauma.
12. Identify and describe models for healing and best practices relevant to Aboriginal communities and survivors.
13. Identify and describe models for building safe relationships with complex trauma survivors, and to understand the necessity of doing so.
14. Identify dynamics and challenges common in therapeutic relationships with complex trauma survivors.
15. Describe the impact of working with complex trauma survivors on the self of the therapist and demonstrate self-awareness of the impact of this work on themselves.
16. Articulate the necessity for clinician self-awareness.

Course Topics/Content

- Task of witness
- Setting the context
- Understanding complex trauma
- Attachment
- Trauma and neuroscience
- Memory
- Complex trauma and disassociation
- Best practices for complex trauma
- First Nations models of healing
- Diverse approaches to the three-stage model
- Therapeutic relationship models of healing
- Integration

Text & Resource Materials

This online course requires that learners have reliable access to the Internet. The course is delivered through Blackboard and learners can access the course from any computer.

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.

Recommended:

Additional readings are recommended in all courses.

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.)	42
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	42

This online course includes readings, web resources, voice-over power point presentations and DVD material. It includes weekly assignment postings to the discussion groups with instructor interaction. Additionally, students keep an on-going journal, which is posted occasionally to the instructor.

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.)	50%
Quizzes and exams	20%
Simulations/Labs	
Attendance/Participation (in class or online)	30%
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:

- 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
- 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.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

(INTERNAL USE ONLY – not for distribution to students)

Primary Registration Mode (Credit Type)

- Program Management (RG) – program based registration through website
- Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- Instant Enrolment (CS) – anytime web based course enrollment

CIP Code: **51.1599** **(Confirmed by IR)**

Course Level

- | | | |
|---|--|----------------------------------|
| Undergraduate Course | Graduate Course | Continuing Studies Course |
| <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 1 | <input type="checkbox"/> |
| <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 4 | <input type="checkbox"/> Year 2 | |

Approvals Tracking

SCC Chair:	Name:	Date:
_____	_____	_____
School Dean:	Name:	Date:
_____	_____	_____
Program Council Chair: (where required)	Name:	Date:
_____	_____	_____
Entered into SIS by:	Name:	Date:
_____	_____	_____

Approvals Forwarded To:

- School Registrar’s Office Institutional Research Program Council

Credit Calculation

Instructional method	Hours/Wk		Credit hour factor	Total factored hours		#wks/14 weeks		Factored instructional hours	Total academic credit as per the band*
Direct Instruction	42	X	1	=	X	/14	=	3	3
Supervised practice		X	.5	=	X	/14	=		
Practice Education, Field Placement, Internship or Co-op		x	.33	=	X	/14	=		
								Credits->	3.0

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf