

**Justice Institute of British Columbia**  
**COURSE OUTLINE****Course Code: COUNS155****Course Title: Stronger Together: Groups for Women****Prerequisite Courses:****School: School of Community and Social Justice****Division/Academy/Centre: Centre for Counselling and Community Safety- Counselling and Capacity Building****Previous Course Code & Title:****Course First Offered:**

<b># of Credits:</b>	<b>1.0</b>
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**Course Description:**

Supporting women in a group setting can connect women and break the isolation of an abusive relationship. Women's groups are a powerful means to assist women who have experienced abuse to gain new insights and strength from one another. True transformation often occurs once women have the opportunity to share their stories. Whether you are currently running support groups or considering it for your community, this course will inspire you with helpful insights and fresh thinking. Based on the highly-effective methodology outlined in the best-selling book, *"When Love Hurts: A Woman's Guide to Understanding Abuse in Relationships"*, you will gain skills, tools and knowledge to infuse your work with new meaning.

**Course Goal(s):**

To provide advocates and other professionals working in the anti-violence field with the necessary concepts, skills, perspective and curriculum needed to facilitate women-centred support groups in their organization and/or community.

**Learning Outcomes:**

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

1. Facilitate support groups for women who have experienced abuse in their relationship using a women-centred framework
2. Create a safe group environment for women impacted by abuse
3. Reframe women's perceptions about blame and responsibility to safety strategies and strengths
4. Describe the sequential building blocks necessary for women to understand the dynamics and impacts of their abusive relationship
5. Apply the sequential building blocks for women to gain new insights about the dynamics and impact of their abusive relationship

6. Effectively use new tools and approach in their individual and group counselling work.

**Course Topics/Content:**

- What is the philosophy of Women-Centred Group Counselling?
- How to facilitate a women-centred group process and facilitation skills
- Is there a pattern to the Abuse? A new interpretation of the Cycle of Abuse
- Power and Control: Expanding the power and control wheel
- What is the Impact of Abuse on Women?
- “First Voice”: Supporting women to rediscover themselves
- Central, Superior and Deserving: Introducing a belief paradigm of abusive men
- Grief and the Healing Process: A two-part process

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([Style](#) )

**Required:**

**Recommended:** *When Love Hurts: A Woman’s Guide to Understanding Abuse Relationships* (second edition), Cory, Jill and Karen McAndless-Davis (Book will be provided in class); *Why Does He Do That: Inside the Mind of Angry and Controlling Men* Bancroft, Lundy

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	x	Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	14.0			

**Comments on Delivery Methods:**

The co-facilitators' approach to delivering this curriculum is highly interactive, modeling the principles of a women-centred approach to group facilitation. The building blocks, concepts and tools will be introduced to the group in powerpoint format and then the group will have the opportunity to explore the concepts through group exercises, group simulation and discussion.

**Course Grading System:**

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	80%	Other	%
Quizzes/Test	%	Simulations	20%	Practicum	%	<b>TOTAL</b>	<b>100%</b>

**Comments on Evaluation Activities and Weighting:**

Evaluation will be based on participation along with an ability to demonstrate a firm grasp on the concepts presented in class.

**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:**

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

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.

**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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.