

## Justice Institute of British Columbia COURSE OUTLINE

<b>Course Code:</b>	CT302
<b>Course Title:</b>	Basic Focusing Oriented Therapy and Complex Trauma
<b>Prerequisite Courses:</b>	CT301 – Complex Trauma
<b>School:</b>	School of Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling and Community Safety
<b>Previous Course Code &amp; Title:</b>	

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

You will consider neurological research and its implications on trauma treatment from Aboriginal Indigenous perspectives. You will learn about the resilience of our brains and bodies to hold and release trauma and how to approach trauma experiences from a Post Traumatic Growth perspective. The Medicine Wheel /Circle is used to demonstrate ways of working with clients to recognize and unravel trauma and basic Focusing-Orientated Therapy (FOT) therapy techniques are introduced. The importance of building respectful relationships with local Indigenous elders and experience how ceremony is used as a safety containment process will be demonstrated.

### Course Goal(s):

The goal of this course is to enable participants to identify the complexities of memory. From this module participants will be able to recognize the layering of memory and the 'shattering' of traumatic experiences. Participants will be able to watch for 'false memory, intergenerational memory, vicarious memory, suppressed and repressed memory. Participants will learn how the brain stores traumatic memory and why it is necessary to navigate slowly through trauma without making assumptions. Participants will be introduced to the Medicine Wheel/Circle for treatment assessment and identifying where and how to approach trauma in a safe, productive and culturally appropriate way.

### Course Learning Outcomes:

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

1. Identify the differences between declarative and non-declarative memory.
2. Identify and learning to work within the window of tolerance in treatment.
3. Recognize the reliability of memory.
4. Develop skills in building an observer in your therapy client to manage trauma affect.
5. Assess where and when and how much FOT is appropriate from assessing where your therapy client is on the medicine wheel/circle.
6. Identify when a client is having or is in flashbacks and how to help.
7. Develop a therapeutic 'eye' for identifying regression, dissociation, flashbacks, vicarious and intergenerational affect and memory.
8. Develop FOT skills in managing trauma affect.

9. Further develop FOT listening skills and introduce client –centered/ therapist driven trauma specific FOT asking questions and safety questions in therapy sessions to start interrupting traumatic bonding and separating the human being from the traumatic experience (you are not what happened).
10. Demonstrate working with local Indigenous Elders to begin to address the guiding threads: Building Respectful Relationships and to develop skills to work within an Indigenous Knowledge Framework of Responsibility, Reciprocity, Relationship, Respect, Reverence, and Balance.
11. To experience how ceremony is a central part of the building Respectful Relationships and functions to restore balance to relationships. By framing the workshops in ceremony, wholistic dimensions of Indigenous ways of knowing are incorporated – the emotional, spiritual, physical and the mental.

**Text and Resource Materials:**

**Required: Study DVD will be included**

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
X	Other (describe):						

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

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	21.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	21.0			

**Comments on Delivery Methods:**

The course will include some lecture style presentation outlining theoretical frameworks experiential exercises, and group discussion.

**Related Program(s):** (where applicable)

**Credit Transfer exists at:** (List Institutions with official transfer agreements and name equivalent courses)

**Course Grading System:**

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail	<input type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighing:** (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation:**

100% attendance in all classes required.

Active contribution in large and small group discussions and activities expected.

**Other Course Guidelines, Procedures and Comments:**

**View the Justice Institute of BC Policies listed below at:**

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy  
Harassment Policy  
Prior Learning Assessment Policy  
Student Code of Conduct

Academic Appeals Policy  
Intellectual Property Rights Policy  
Research on Human Subjects: Ethics  
Student Records