



Justice Institute of British Columbia COURSE OUTLINE

Course Code:	CT501
Course Title:	Theoretical Foundation in Complex Trauma (Online)
Prerequisite Courses:	None
School:	School of Community and Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Course Code & Title:	
Course First Offered:	Sept 2011

# of Credits:	3.0
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Course Description:

This 6-day equivalent online course will orient you to the theory, literature, philosophy, evidence-based research and central working models for recovery that inform the current approach to the field of complex trauma. You will locate yourself within the social movement underpinning the field of traumatic stress, the changing theoretical assumptions and the growth of new clinical perspectives. Models of healing include Aboriginal approaches, and the needs of survivors of diverse social locations (ethnicity, culture, age, sexuality, gender, etc.) are explored throughout the course. The impact of the work, and the need for practitioner self-care, threads throughout this course. The course is one online session per week for 12 weeks.

Course Goal(s):

The goals of this online course include:

- To provide the learner with a strong theoretical grounding necessary for clinical intervention with child, adolescent and adult complex trauma survivors
- To provide the learner with a working knowledge of current neuroscience as it relates to the developing brain, attachment, trauma and memory
- To enhance the learner's knowledge and skills in identifying, reviewing, and applying models for healing and best practices in working with child, adolescent and adult survivors of complex trauma across diverse social locations and identities
- To enable the learner 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. Identify the theoretical underpinnings of complex trauma
2. Comprehend the range of complex trauma experiences and symptoms
3. Explain a wide range of factors that contribute to how an individual experiences and internalizes complex trauma
4. Comprehend the role of witness and describe the need for an increased empathy for survivors
5. Summarize the evolution of the complex trauma field and its relationship to the evolution of PTSD as a 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 articulate concepts of cultural competence, cultural safety, social location and social identity
8. Distinguish the basic concepts of neuroscience as it relates to the developing brain, attachment, trauma and memory
9. Explain the centrality of attachment to complex trauma, and complex trauma related attachment presentations
10. Distinguish between traumatic memory and non-traumatic memory
11. Explain best practices for working with child, youth and adult survivors of complex trauma
12. Distinguish a range of models for healing and best practices relevant to Aboriginal communities and survivors
13. Detail models for building safe relationships with complex trauma survivors, and to understand the necessity of doing so
14. Explain the dynamics and challenges common in the therapeutic relationships with complex trauma survivors
15. Comprehend 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. Explain the necessity for clinician self-awareness

Course Topics/Content:

- Week 1: Course orientation and the task of witness
- Week 2: Setting the context
- Week 3: Understanding complex trauma
- Week 4: Attachment
- Week 5: Trauma and neuroscience
- Week 6: Memory
- Week 7: Complex trauma and disassociation
- Week 8: Best practices for complex trauma
- Week 9: First Nations models of healing



- Week 10: Diverse approaches to the three-stage model
- Week 11: Therapeutic relationship models of healing
- Week 12: Integration

Text and 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:

The required textbook for this certificate program is:

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

Course Level:

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

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	N/A			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	6 days/42 hrs			
Correspondence	N/A			
Total Class Hours	6 days/42 hrs			

Equivalent class time: one session per week over 12 weeks considered equivalent to 6 days

Comments on Delivery Methods:



This on-line 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 Grading System:

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

JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grades	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

Evaluation Activities and Weighing:

Final Exam	%	Assignments	35%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	30%	Journal Entries	15%
Quizzes/Test	20%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighing:

The evaluation breakdown is as follows:

Journal entries: 15%

Contribution to discussion boards: 30%

Quizzes: 20%

Final Assignment: 35%

Other Course Guidelines, Procedures and Comments:

100% attendance is required

Active participation in all activities is expected

View the Justice Institute of BC Policies listed below at:

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

Access Policy

Academic Appeals Policy



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Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

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