



## Justice Institute of British Columbia COURSE OUTLINE

**Course Code:** CT502  
**Course Title:** Assessment and Treatment Planning in Complex Trauma  
**Prerequisite Courses:** CT501  
**School:** School of Community and Social Justice  
**Division/Academy/Centre:** Centre for Counselling & Community Safety  
**Previous Course Code & Title:**  
**Course First Offered:** July 2011

<b># of Credits:</b>	2.5
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### Course Description:

This 5-day course provides you with detailed and practical explorations of current best practices in assessment and treatment planning with child, youth and adult complex trauma survivors including standardized assessment instruments, informal assessment interviewing and the therapeutic relationship as an assessment tool. Assessment of the multiple dimensions of family and social identity, including Aboriginal approaches to assessment and the systems within which the child, youth or adult survivor lives are also emphasized. You will find the course rich in diverse case examples, hands-on practice and therapist self-awareness.

### Course Goal(s):

The goal of this 5-day course is for the learner to apply assessment and treatment planning approaches to diverse clients and situations in a culturally competent and safe manner, including application to Aboriginal communities.

### Learning Outcomes:

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

1. Summarize the material from CT501
2. Comprehend the role of assessment and treatment planning with child, youth and adult survivors of complex trauma
3. Distinguish key aspects of assessment
4. Use a wide range of assessment approaches, both structured and unstructured, and identify the applicability of each approach to the three-staged model and specific situations
5. Apply initial and on-going assessments into a treatment plan and comprehend the role of assessment as an on-going part of treatment planning
6. Apply in an appropriate manner a range of structured assessment tools applicable to children, youth and adults including scoring and interpreting



7. Use a range of informal assessment approaches and integrate these into treatment planning
8. Select the appropriate assessment approach that will locate the survivor within family, community and cultural systems
9. Comprehend the use of cultural genograms as a tool for understanding the survivors social identity
10. Distinguish specific assessment approaches for specific survivors and situations
11. Demonstrate self-awareness through self-assessment testing and identify the challenges and resources that they bring to complex trauma work
12. Synthesis the critical importance of the therapeutic relationship to both assessment and treatment planning
13. Assess and respond to clients engaged in self-harming behaviour

**Course Topics/Content:**

- Identity and its role in assessment
- Complex trauma symptomology and the three phased approach to treatment
- Assessment approaches
- Informal and formal approaches to assessment
- Tools of assessments
- Assessment and treatment planning

**Text and Resource Materials:**

**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 (includes approx. 50% experiential learning)	35.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	35.0			

**Comments on Delivery Methods:**

This classroom course provides experiential learning supported by presentations, discussions, readings and assessment material. Students experientially engage with a range of assessment material, participate in small group activities and role-playing simulations. Students are expected to engage with the material out of class through journaling and assessment material assignments.

**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	55%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Journal Entries	25%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighing:**

Assignments: 55%

Journal Entries: 25%

Course participation of 20% includes:

Class attendance and participation

Completion of the daily assessment homework activities, and participation in the homework debriefing activities

Demonstration of course material comprehension and skill through classroom participation

**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

Harassment Policy

Prior Learning Assessment Policy

Student Code of Conduct

Academic Appeals Policy

Intellectual Property Rights Policy

Research on Human Subjects: Ethics

Student Records