



Justice Institute of British Columbia COURSE OUTLINE

Course Code: CT503
Course Title: Intervention and Skill Building in Complex Trauma
Prerequisite Courses: CT501 and CT502
School: School of Community and Social Justice
Division/Academy/Centre: Centre for Counselling & Community Safety
Previous Course Code & Title:
Course First Offered: September 2011

# of Credits:	2.5
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Course Description:

Building on the theory, assessment and treatment planning knowledge gained in the previous two courses, this 5-day course offers you very practical and highly participatory classroom sessions for learning the skills and competencies necessary for each stage of intervention with complex trauma child, youth and adult survivors. Specific focuses include safety and containment skills, processing and integration of traumatic memory, interventions to manage dissociative processes and building effective clinical relationships, across differences of social identity and social location.

Course Goal(s):

The goal of this 5-day course is for the learner to develop and practice intervention skills in all three stages of treatment for complex trauma.

Learning Outcomes:

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

1. Distinguish and clinically implement intervention skills in all three stages of treatment
2. Apply theoretical, assessment and treatment planning knowledge from prior courses to the clinical situation and demonstrate appropriate interventions and skills
3. Summarize an overview of modalities that require specialized training, including somatic approaches
4. Demonstrate competency in the following areas:
 - Safety and containment including tending to client's internal and external safety
 - Client self-injuring and suicidal behaviours
 - Client flooding and dissociation in sessions
 - Client containment of traumatic material
 - Ensuring clients maintain a present orientation

 - Respond appropriately to diverse locations and identities
 - Identify and respond to dissociation



- Process and integration of the traumatic material of a client
- Application of specific techniques for phased intervention
- Establishment of effective clinical relationships, including building relationships across contextual differences, managing transference and counter-transference in complex trauma, dialogues of meaning, etc.
- Use of non-verbal interventions such as drawing and movement

Course Topics/Content:

- Skills for creating safety and trust
- Mindfulness, mindfulness skills and the importance of mindfulness in the treatment of complex trauma
- Creative, non-verbal methods for exploring emotional and somatic states
- Exploration and skill development of non-verbal approaches such as visualization, art, body awareness
- Using expressive therapies with traumatized children
- Trauma processing techniques with children, youth and adult
- Facilitating dialogues of meaning
- Understanding and managing in session presentations related to dissociation and complex PTSD such as severe flooding and numbing and dissociation
- Skills for working with dissociation
- Approaches to addressing negative cognitions held by complex trauma clients
- Responding to complex family issues and concerns
- Identifying and practicing specific skills for working with adolescents
- Tracking the counsellors' responses and using these skillfully in clinical interventions when appropriate.
- Overview of diverse approaches to complex trauma within the phased model

Text and Resource Materials:

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



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 (including at least 60% experiential)	35.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	35.0			

Comments on Delivery Methods:

This course is highly focused on hands on learning. Students work in pairs for counselling intervention practice. There are small group and whole role-playing simulations. Students explore a wide range of interventions, learning from the perspective of both self and complex trauma survivor.

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
A+	4.33	90-100
A	4.00	85-89
A-	3.67	80-84
B+	3.33	76-79
B	3.00	72-75
B-	2.67	68-71

Letter Grade	Grade Points	% Range
C+	2.33	64-67
C	2.00	60-63
C-	1.67	56-59
D	1.00	50-55
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: 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

Journal Entries: 25%

Skill Assessment: 30%

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