

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: SPE156
Course Title: An Introduction to Land-Based Aboriginal Focusing-Oriented Intergenerational Therapy
Prerequisite Courses:
School: Community and Social Justice
Division/Academy/Centre: Centre for Counselling and Community Safety
Previous Course Code & Title:
Course First Offered: 2012

# of Credits:	0.5
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Course Description:

Focusing is a body-centred and person-centred approach to healing, developed two decades ago at the University of Chicago by Eugene Gendlin. Aboriginal Focusing-Oriented Therapy (AFOT) is a land-based adaption of Focusing-Oriented Therapy, steeped in 'all my relations' philosophy allowing clients control of the pace and the direction in their healing journey. It is particularly effective in the treatment and healing of complex trauma and post-traumatic stress caused by: colonization, residential school, family violence, addictions, loss and grieving, suicides, and sexual, physical and emotional abuse. AFOT techniques are applicable to all cultures and age groups. AFOT, land-based therapy, can be used alone or integrated into a variety of other treatment methods.

This introductory course is intended for counsellors, social workers, crisis teams, healers and therapists, restorative justice workers, doctors, teachers and nurses, who work in/with Aboriginal agencies and/or communities or in various other cross-cultural situations/settings. You will explore the dynamics of trauma-based families and the relationships between the body, land, intergenerational and vicarious memories and leave with practical skills you can put into practice immediately.

Course Goal(s):

This course will provide participants with an introduction to land-based, Aboriginal Focusing-Oriented therapy approaches to complex trauma.

Learning Outcomes:

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

1. Describe the key aspects and benefits of land-based Aboriginal Focusing Oriented Therapy.
2. Describe complex trauma and post-traumatic stress disorders.

3. Describe trauma in families, abusive relationships.
4. Describe the impact of trauma.
5. Describe some of the coping mechanisms demonstrated by those who have experienced complex trauma.
6. Articulate the relationship between the body and memory of trauma survivors from an Aboriginal 'all my relations' perspective.
7. Incorporate and demonstrate story and experiential activities in the therapeutic context to illustrate the teachings.

Course Topics/Content:

- intergenerational exploration of trauma in families and communities
- traumatic bonding and collusion
- the impact of trauma: loss of identity, post-traumatic stress disorder
- the relationship between the body and memory of trauma survivors: understanding and management of post-traumatic stress disorder symptoms such as flashbacks, rage, numbing, self-inflicted injury
- use of land-based Aboriginal Focusing-Oriented Therapy in working with Complex Trauma Survivors
- demonstration in the effective use of Focusing-Oriented Therapy methods and techniques
- the role of spirituality in healing, ceremonies and rituals

Text and Resource Materials:

N/A

Required:

N/A

Recommended:

Gendlin, Eugene. (2007) Focusing.

Stapert, Marta and Eric Verliefde. (2008) Focusing with Children - The art of communicating with children at school and at home.

Goleman, Daniel. (2007) Social Intelligence: The New Science of Human Relationships.

Course Level:

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

Equivalent Course(s) within the JIBC:

N/A

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	5.0			
Simulation/Lab	2.0			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	7.0			

Comments on Delivery Methods:
Course Grading System:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	75%	Other	%
Quizzes/Test	%	Simulations	25%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:
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:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy

Academic Appeals Policy
Evaluation Policy
Grading 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.