

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: SPE161
Course Title: Working with Dreams, Fantasies and Twisted Thoughts
from an Aboriginal Focusing-Oriented Therapy Approach

Prerequisite Courses:

School: Health, Community and Social Justice
Division/Academy/Centre: Centre for Counselling and Community Safety

Previous Course Code & Title: N/A

Course First Offered: N/A

# of Credits:	0
----------------------	----------

Course Description:

In this course you will examine current western and Indigenous concepts of why we dream. Using Aboriginal Focusing-Oriented Therapy (AFOT) perspectives and approaches, you will look at the importance of dreams when unraveling trauma and intergenerational wounds as well as places to open to healing resiliencies. You will explore ways of noticing within dreams, trauma flashbacks, visits, strengths and how dreams can be stepping-stones into health. You will also explore how the same tools used in working with night dreams are useful in working with daydreams, fantasies and twisted thoughts. A full understanding of AFOT is not required to benefit from this course. This introductory, hands-on, experiential course is intended for counsellors, social workers, crisis teams, healers and therapists, doctors, teacher and nurses who work in/with Aboriginal agencies and/or communities or in other cross-cultural situations/settings.

Course Goal(s): This course will provide participants with an introduction to the therapeutic use of dreams in helping to unravel complex trauma from an Aboriginal Focusing Oriented Therapy, land-based perspective.

Learning Outcomes:

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

1. Describe the possible reasons why we dream, fantasize and think twisted thoughts.
2. Identify memories, trauma flashbacks and ‘visits’ layered within a dream.
3. Describe the possible ways of using dreams as stepping stones for unraveling unresolved trauma and identifying forward moving steps to healing.
4. Describe Indigenous ways of allowing a dream, fantasy or twisted thought to ‘live’ and ‘grow’ in order to access the intergenerational and ancestral knowing that comes along with it.
5. Incorporate and demonstrate story and experiential activities in the therapeutic context to illustrate the teachings.

Course Topics/Content:

- Exploration of why we dream, fantasize and have twisted thoughts
- Exploration of how trauma experience and life themes are layered within a dream, fantasy or twisted thought
- Use of land-based Aboriginal Focusing-Oriented Therapy in working with dreams, fantasies and twisted thoughts
- Demonstration in the effective use of Focusing-Oriented therapy methods and techniques
- The role of spirituality in working with dreams, fantasies and twisted thoughts

Text and Resource Materials: N/A

Required: N/A

Recommended: *Let Your Body Interpret Your Dreams* – Eugene Gendlin

Emerging Practice in Focusing-Oriented Psychotherapy - ISBN 9781849053242

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		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			
Simulation/Lab	2			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	7			

Comments on Delivery Methods: N/A

Course Grading System:

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

Passing Grade:	Pass
-----------------------	------

Evaluation Activities and Weighting:

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

Comments on Evaluation Activities and Weighting: N/A

Other Course Guidelines, Procedures and Comments: N/A

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
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

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

Access Policy
Harassment Policy – Students
Student Records 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.

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.