

Justice Institute of British Columbia COURSE OUTLINE

Course Code: TS126

Course Title: Working With People Who Self-Harm

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	.5
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Course Description:

Cutting and other self-injurious behaviours are on the increase among adolescents and young adults in British Columbia and around the world. These behaviours can be perplexing and frightening to caregivers and family members. The good news is there is a growing understanding of the causes of these behaviours. Most importantly, there are tried and tested helping strategies. This course aims to provide an understanding of the origins and experience of cutting behaviours, as well as practical tools that can be used to help in recovery from self-harm. Content is designed to be of interest to both professionals and lay-caregivers/family members supporting people living with superficial self-harm.

Course Goal(s):

You will develop a greater awareness of the causes of cutting and other superficial self-harming behaviours, including a better understanding of the life-experiences and perspectives of people who practice cutting. Most importantly, you will gain knowledge of practical strategies that have been shown to help in the recovery of people living with self-harm.

Learning Outcomes:

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

1. Understand why people start to cut and why it is so difficult to stop cutting
2. Explain the difference between cutting and suicidal behaviours
3. List distinctions between different types of self-harm and which helping strategies are most useful for each
4. Describe difficulties faced by people who self-harm in finding useful help when they want to stop self-harming.
5. Identify signs that a person may be practicing cutting
6. Explain how family members and helpers can gain the trust of people who cut as a first step in helping them to overcome their behaviour
7. Outline, describe and carry out practical strategies that have been shown to be useful in helping people who cut to recover from their self-harming behaviour

Course Topics/Content:

- Introduction to and definitions of, self-harming behaviours
- Differences between types of self-harm
- Distinctions between cutting and suicidal behaviours.
- Demographics: Who is more likely to cut?
- Why people cut themselves and why it is so hard for them to stop
- Case studies of people living with cutting
- What to do when you discover that a family member/client is cutting themselves
- Practical strategies for helping family members/clients overcome cutting
- Role playing session to practice strategies listed above

Text and Resource Materials: Use APA style; specify chapters where applicable. ([Style](#))

Required:

Recommended: Strong, M. (1999). A Bright Red Scream: Self-Mutilation and the Language of Pain. Penguin: New York

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	x	Other (describe):				

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	7.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	7.0			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		
Passing Grade:		Pass			

Evaluation Activities and Weighting:

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

Comments on Evaluation Activities and Weighting:

100% attendance in the class

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:

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

- 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.

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.