

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3100
Short Title:	Expressive Play Therapy 1
Long Title:	Expressive Play Therapy 1
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CY104 – Expressive Play Therapy Methods – Level 1
Course First Offered:	October 2011

Credits:	1.0
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Course Description

This introductory course is for counsellors, social workers, child care workers and mental health professionals working with children 3-12 years old. The course focuses on expressive play therapy methods and examines the function of art and play through the development stages. Learners will have the opportunity to become familiar with the toys and art therapy exercises used in working with children in this age group. Levels 1 & 2 are designed to be taken together. Combined they provide an introduction to the why and how of play therapy, and more specifically expressive play therapy as a holistic and integrative practice which addresses in concrete terms the physical, emotional, cognitive and spiritual needs of children in therapy. This course also incorporates the relationship, the milieu, a wide variety of expressive therapies, and whenever possible, family therapy.

Course Goals

By the end of the 2 day, 14 hour course, learners will be able to discuss practical and compassionate ways of understanding children's therapeutic needs and will be exposed to the many ways children can be helped.

Learning Outcomes

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

1. Describe the crucial role of play in the child's emotional, cognitive, behavioural development and why play therapy is the preferred mode of therapy to help children address emotional, cognitive and behavioural issues.
2. Recognize the stage of a child's emotional and cognitive development by observing the child's drawings and the child's play.
3. Describe various approaches to play therapy.
4. Develop a basic understanding of expressive play therapy and its major components.
5. Discuss a variety of expressive therapies available to help children who do not respond to more traditional play therapy approaches.

Course Topics/Content

- Function and description of children’s art and play through developmental stages
- Approaches to play therapy
- Expressive Play Therapy as a holistic and integrative approach
- Basic theoretical concepts
- Major components of this approach: relationship, the milieu, expressive therapies, and family therapy
- Expressive therapies available in a play session

Text & Resource Materials

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	50%
Attendance/Participation (in class or online)	50%
Practice Education/Internships	
Total	100%

Comments on Evaluation

100% attendance in all classes.

Active contribution in large and small group discussions and activities.

Course Grading Scheme*

- JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

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
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/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:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods. <input type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums. <input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. <input type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies. <input type="checkbox"/> Globally minded: Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically | <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities. <input type="checkbox"/> 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. <input type="checkbox"/> 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. |
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across cultures; value multiple perspectives;
utilize curiosity to learn with and from others.