

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-3105
<b>Short Title:</b>	Expressive Play Therapy 2
<b>Long Title:</b>	Expressive Play Therapy 2
<b>Prerequisites:</b>	Expressive Play Therapy 1 (COUN-3100)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	CY104A – The Expressive Play Therapy Methods – Level 2
<b>Course First Offered:</b>	

<b>Credits:</b>	1.0
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### Course Description

This advanced course is for practitioners who use play and various expressive therapies in their work with children. Learners will discover the guiding principles of child-centered play therapy, the intake process, setting up a playroom, how to structure the session, when to lead and when to follow, permissiveness, and limits. Learners will have the opportunity to view and discuss video excerpts of sessions. The afternoons will be spent practicing the material learned in the morning through role-playing.

### Course Goals

By the end of this 2 day, 14 hour course, participants will be able to use practical and solid tools and techniques to assist them with their work in expressive play therapy.

### Learning Outcomes

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

1. Describe the basic guiding principles of conducting a play therapy session centered on the present needs of the child.
2. Describe the crucial role of atonement in creating safety and establishing rapport.
3. List the important questions to ask during the intake meeting with the child's caregiver.
4. Set up a play room and choose therapeutic materials conducive to creating a safe and therapeutic space.
5. Practice reflecting and interacting with children in the symbolic language of play.

### Course Topics/Content

- Guiding principles of child-centered play therapy
- The How-To's of expressive play therapy
- Videotapes of sessions illustrating the lecture material

- Creating a safe space
- Reflecting and establishing rapport in the play language through role-playing
- Debrief role plays as an opportunity to a more concrete and specific understanding and integration of the material presented

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

#### 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:

- 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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.