

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3110
Short Title:	Sandplay Therapy 1
Long Title:	Sandplay Therapy: Using the Healing Power of Imagery 1
Prerequisites:	Strongly recommended: Expressive Play Therapy 1 (COUN-3100); Expressive Play Therapy 2 (COUN-3105)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CY265 - Sand Play Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times – Level 1

Course First Offered:

Credits:	1.0
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Course Description

Based on holistic approach to the self-healing process (Holistic Expressive Therapy), this two-day course will focus on using the healing power of imagery through the medium of Sandplay Therapy to safely facilitate symbolic expression and transformation of painful experiences, and also provide ways of creating healing images in order to help children, youth and adults face the challenges of their daily lives. Topics of discussion will include the therapeutic properties unique to Sandplay Therapy, setting up a sand play area, and the many ways Sandplay Therapy (dry sand, wet sand, and water play) can be used to help children, youth, and adults heal themselves (illustrated by slides). Each afternoon, participants will be given the opportunity to make and witness sandplay images as related to the information discussed in the morning. For this purpose, participants are asked to bring a small tray filled with sand, corn flour or birdseed and a minimum of 15 to 20 of their favourite figurines/small objects.

Course Goals

To give participants the opportunity to explore, experience and practice using play therapy to help children, youth and adults draw on its healing capacities to cope with the challenges in their lives.

Learning Outcomes

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

1. Describe the theoretical principles of Holistic Expressive Therapy at the basis of using imagery and Sandplay Therapy as a therapeutic tool.
2. Describe the therapeutic properties unique to Sandplay.
3. Set up a sand play area.
4. Be familiar with the guiding principles of conducting a sand play session.

5. Describe various ways sand play can be used to help children and adults heal themselves while engaged in spontaneous play.
6. Gain insights through a first-hand experience of the sand play process.

Course Topics/Content

- Overview of basic theoretical principles of Holistic Expressive Therapy, its approach to sand play therapy and the context within which sand play is used.
- The therapeutic properties of sand play.
- Setting up a sand play area in various settings according to client population.
- Discussion of when and for how sand play is most beneficial.
- Conducting a sand play session.
- Guiding and following the image making process for children and adults who are engaged in spontaneous play (illustrated by slides).
- Afternoons will be spent making, witnessing and debriefing sand play images as related to the information discussed in the mornings.

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	
Attendance/Participation (in class or online)	100%
Practice Education/Internships	_____

	100%
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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

This course is only an introduction to the use of sand play therapy, as based on the principles of Holistic Expressive therapy. Although this approach uses a variety of structured interventions, these will not be addressed in this course.

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 | <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 |
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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.

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.