

OFFICIAL COURSE OUTLINE

Course Code:	COUN-3115
Short Title:	Sandplay Therapy 2
Long Title:	Sandplay Therapy: Using the Healing Power of Imagery 2
Prerequisites:	Sandplay Therapy: Using the Healing Power of Imagery 1 (COUN-3110)
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 2

Course First Offered:

Credits:	1.0
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Course Description

Level 2 will explore further the Sandplay Therapy process introduced in Level 1 and will go into more depth into the use of this approach to sandplay with adults, children and their families. We will discuss and explore further witnessing and facilitating the making of a spontaneous sandplay image, what to take note of during this process, and consider the use of structured interventions when needed. Children's process and imagery will be addressed through viewing and discussing slides of case examples and a video-taped session; adult imagery and process will be addressed through viewing slides of case examples and exploration and debriefing of participant's imagery in the afternoons. There will be time for questions in order to address the individual needs of participants. As the afternoons will be a time to make and witness sandplay images as related to the information discussed in the morning, 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 further explore, experience and practice using Sandplay Therapy to help children, youth and adults draw on its healing capacities to cope with challenges in their lives.

Learning Outcomes

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

1. Describe what to take note of when witnessing the Sandplay Therapy process.
2. Be familiar with witnessing, following and guiding the making of a spontaneous sandplay image with children and adults.
3. Be familiar with helping clients, whether children or adults explore their images.

4. Be familiar with when and how to safely use structured interventions to help children and adults who have lost access to their creativity, feel stuck in repetitive play or talk, regain access to the healing power of the imaginative process.
5. Be familiar with using Sandplay Therapy with child and parent/family.
6. Gain further insights into the benefits of Sandplay Therapy through a first-hand experience of the image making process and its debriefing.

Course Topics/Content

- What to take note of when witnessing the Sandplay Therapy process.
- View and discuss slides illustrating the process and evolution of imagery of an older child and an adult.
- View and discuss a video-taped session, focusing on the process as well as themes in the imagery of a young child.
- When and how to safely use structured interventions to help children who have lost the ability to play or are stuck in repetitive, dissociated play, access the healing power of the creative process.
- Using sandplay structured interventions with children and family.
- Using sandplay structured interventions with adults.
- Afternoons will be spent making, witnessing, exploring and debriefing sandplay 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

Course work (activities, assignments, essays, reports, etc.)
Quizzes and exams

% of Final Grade
(may be represented as a range)

Simulations/Labs

Attendance/Participation (in class or online)

100%

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

This course is based on the principles of Holistic Expressive therapy and addresses only this particular approach to sandplay. This approach is client- centered in the sense that, whether it is non directive or uses structured interventions, it is adapted to the age, natural inclination and the unique struggles, needs and life circumstances of the individual.

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
- 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

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.
- 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.