

OFFICIAL COURSE OUTLINE

| | |
|-----------------------------------|---|
| Course Code: | COUN-3120 |
| Short Title: | Expressive Play/Grieving Child |
| Long Title: | Expressive Play Therapy for the Grieving Child |
| Prerequisites: | 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: | COUNS163 – Expressive Play Therapy for Grieving Child |
| Course First Offered: | April 2011 |

| | |
|-----------------|-----|
| Credits: | 1.5 |
|-----------------|-----|

Course Description

The content of this course will focus on the use of expressive therapies to help children who have suffered the loss of a primary caregiver or family member, whether a temporary loss such as separation, divorce, hospitalization, or incarceration, or a permanent loss due to death, adoption, foster care, and/or immigration. Topics will also include: the crucial role of the mother-child relationship; the effects of the loss of a primary attachment on the child's emotional well-being; the impact of unresolved grief on the child's ability to form satisfying relationships; the grieving process and its stages; the needs of grieving children at each stage of their healing process; and the use of expressive therapies to help children deal with the various stages of the grieving process. You will have the opportunity to experience the image-making process (using metaphors, visualizations, art, assemblage, sewing, and storytelling) as related to the topic of loss.

Course Goals

At the end of this one day program, participants will be able to assess the client's needs as related to complicated grief or Post Traumatic Stress Disorder (PTSD) and can provide effective intervention or appropriate referral if necessary.

Learning Outcomes

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

1. Provide a good working definition of grief, loss, complicated grief and PTSD.
2. Describe how these issues exist along a "Stress Continuum".
3. Work from a relevant model of the "normal" grief process
4. Identify a list of factors which can complicate the grief process.
5. Differentiate between complicated grief and PTSD.
6. Generate a list of effective interventions appropriate to working with complicated grief.

Course Topics/Content

- What are grief and loss “supposed” to look like?
- Factors that complicate the grief process
- What is PTSD?
- How PTSD and complicated grief are different
- Effective interventions using expressive therapies

Text & Resource Materials

None

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.) | 10.5 |
| <input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs) | 10.5 |
| <input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op | |
| Total | 21 |

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.iibc.ca/programs-courses/iibc-calendar/academic-regulations>

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

Student Policies:

<http://www.iibc.ca/about-iibc/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.