

<b>Course Code:</b>	COUN-3140
<b>Short Title:</b>	Play Therapy 1
<b>Long Title:</b>	Play Therapy 1: The Therapeutic Power of Play
<b>Prerequisites:</b>	N/A
<b>Co-requisites:</b>	N/A
<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>	None
<b>Course First Offered:</b>	October 2019

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

The learner will gain an understanding of the underlying foundation of play therapy, the intake and assessment process, how to set up a playroom and the rationale for toys in the playroom. We will explore how to establish rapport with the child and parents, the approaches to play therapy, directive versus non-directive, as well as attachment in play therapy and family play therapy.

This introductory course is for mental health therapists, psychologists, clinical social workers, family therapists, school counsellors, and child care workers working with children and youth between 3-17 years old. The teaching modalities include didactic material, video demonstrations, live demonstrations, case studies, and experiential role-plays.

## Course Goals

To explain the underlying theoretical foundation, processes, approaches and the efficacy of play therapy in resolving children's presenting issues.

## Learning Outcomes

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

1. Describe language as images and how children communicate their internal experiences through play in symbols and metaphors
2. Demonstrate approaches to play therapy
3. Identify how to incorporate directive and non-directive approaches
4. Explain how to utilize play therapy for assessment
5. Discuss the setup of a playroom and the selection of therapeutic toys and art materials

## Course Topics/Content

- Language as images
- Role of play in a child's development
- Children's art through developmental stages

- Children’s play through developmental stages
- History and theoretical foundation of play therapy and overview of approaches
- Setting up the playroom, selection of therapeutic toys and art materials
- Establishing rapport
- Assessment in play therapy and understanding the child in context of the family
- Play therapy approaches
- Directive play therapy approaches
- Play therapy for attachment
- Family play therapy

### Text & Resource Materials

All materials will be provided in class.

### Equivalent JIBC Courses

N/A

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

### Comments on Evaluation

### 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:

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

across cultures; value multiple perspectives;  
utilize curiosity to learn with and from others.

**(INTERNAL USE ONLY – not for distribution to students)**

**Primary Registration Mode (Credit Type)**

- Program Management (RG) – program based registration through website
- Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- Instant Enrolment (CS) – anytime web based course enrollment

**CIP Code:** 51.1599 (Confirmed by IR)

**Course Level**

- |  |                                 |                                  |
|--|---------------------------------|----------------------------------|
| <b>Undergraduate Course</b>  | <b>Graduate Course</b>          | <b>Continuing Studies Course</b> |
| <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 3 | <input type="checkbox"/> Year 1 | <input type="checkbox"/>         |
| <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 4            | <input type="checkbox"/> Year 2 |                                  |

**Approvals Tracking**

SCC Chair:	Name:	Date:
_____	_____	_____
School Dean:	Name:	Date:
_____	_____	_____
Program Council Chair: (where required)	Name:	Date:
_____	_____	_____
Entered into SIS by:	Name:	Date:
_____	_____	_____

**Approvals Forwarded To:**

- School       Registrar’s Office       Institutional Research       Program Council

**Credit Calculation**

Instructional method	Hours/Wk		Credit hour factor	Total factored hours		#wks/14 weeks		Factored instructional hours	Total academic credit as per the band*
Direct Instruction	14	X	1	=	X	/14	=		
Supervised practice		X	.5	=	X	/14	=		
Practice Education, Field Placement, Internship or Co-op		x	.33	=	X	/14	=		
<b>Credits-&gt;</b>									<b>1</b>

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf)