

**Justice Institute of British Columbia**  
**COURSE OUTLINE****Course Code:** COUNS163**Course Title:** Expressive Play Therapy for the Grieving Child**Prerequisite Courses:** Expressive Play Therapy Methods – Level 1 (CY104) and Level 2 (CY104A) strongly recommended**School:** School of Community and Social Justice**Division/Academy/Centre:** Centre for Counselling and Community Safety – Counselling and Capacity Building**Previous Course Code & Title:** COUNS132 Expressive Therapy to Help the Grieving Child**Course First Offered:** April 2011

<b># of Credits:</b>	<b>1.5</b>
----------------------	------------

**Course Description:**

The content of this course will focus on the use of expressive therapy 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 therapy 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 Goal(s):**

At the end of this one day program, participants will be able to assess the client's needs as related to complicated grief or 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. Analyze the crucial role of the mother-child relationship, the effects of the loss of a primary attachment on the child's emotional well being and the impact of unresolved grief on his/her ability to form satisfying relationships.
2. Outline a theoretical framework of grief and the stages of the grieving process.
3. Interpret children's understanding of, and reactions to various forms of loss (in particular death and divorce) through the developmental stages.

4. Discuss extra considerations that will need to be addressed in the intake process, particularly in the case of children who have experienced complicated traumatic losses.
5. Discuss the needs of grieving children at each stage of their healing process and examine, through a slide presentation, the corresponding expressive play therapy methods that will be used to help such children deal with their issues.
6. Evaluate a slide presentation, which demonstrates the recurring images in the art, play, and sand play of grieving children through the various stages.

**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 and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:**

**Recommended:**

**Course Level:**

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	21.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			

<b>Total Class Hours</b>	21.0			
--------------------------	------	--	--	--

**Comments on Delivery Methods:**
**Course Grading System:**

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
-----------------------	------

**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

100% attendance in all classes.

Active contribution in large and small group discussions and activities.

**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/programs-courses/jibc-calendar/student-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.

**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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.