

Justice Institute of British Columbia COURSE OUTLINE

Course Code: CY104A

Course Title: Expressive Play Therapy Methods – Level 2

Prerequisite Courses: Expressive Play Therapy Methods - Level 1 (CY104)

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

This course is a continuation of level 1 and focuses on the play therapy process. It is part of the basic foundation needed for practitioners who want to use expressive play therapy in their work with children. The course includes guiding principles of child-centred play therapy, the intake process, setting up a playroom, how to structure the session, when to lead and when to follow, permissiveness, and limits. You will have the opportunity to view and discuss video excerpts of sessions illustrating the lecture material. The afternoons will be spent practicing the material learned in the morning through role-playing. Levels 1 & 2 are designed to be taken together.

Course Goal(s):

By the end of this 2 day, 14 hour course, participants will be able to use practical and solid tools and techniques to assist them with their work in expressive play therapy.

Learning Outcomes:

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

1. Upon successful completion of this course, the learner will be able to:
2. Describe the basic guiding principles of conducting a play therapy session centered on the present needs of the child.
3. Describe the crucial role of attunement in creating safety and establishing rapport.
4. List the important questions to ask during the intake meeting with the child's caregiver.
5. Set up a play room and choose therapeutic materials conducive to creating a safe and therapeutic space.
6. Practice reflecting and interacting with children in the symbolic language of play.

Course Topics/Content:

- Guiding principles of child -centered play therapy.
- The How To's of expressive play therapy.
- Videotapes of sessions illustrating the lecture material.
- Creating a safe space
- Reflecting and establishing rapport in the play language through role-playing.
- Debrief role plays as an opportunity to a more concrete and specific understanding and integration of the material presented.

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	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Course Grading System:

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

Passing Grade:	Pass
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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.