

Justice Institute of British Columbia
COURSE OUTLINE**Course Code: CY104****Course Title: Expressive Play Therapy Methods – Level 1****Prerequisite Courses:****School: School of Health, Community and Social Justice****Division/Academy/Centre: Centre for Counselling and Community Safety****Previous Course Code & Title:****Course First Offered: Oct 2001**

# of Credits:	1.0
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Course Description:

This introductory course is for counsellors, social workers, child care workers and mental health professionals working with children 3-12 years old. The course focuses on expressive play therapy methods and examines the function of art and play through the development stages. Learners will have the opportunity to become familiar with the toys and art therapy exercises used in working with children in this age group. Levels 1 & 2 are designed to be taken together. Combined they provide an introduction to the why and how of play therapy, and more specifically expressive play therapy as a holistic and integrative practice which addresses in concrete terms the physical, emotional, cognitive and spiritual needs of children in therapy. This course also incorporates the relationship, the milieu, a wide variety of expressive therapies, and whenever possible, family therapy.

Course Goal(s):

By the end of this 2 day, 14 hour course, learners will be able to discuss practical and compassionate ways of understanding children's therapeutic needs and will be exposed to the many ways children can be helped.

Learning Outcomes:

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

1. Describe the crucial role of play in the child's emotional, cognitive, behavioral development and why play therapy is the preferred mode of therapy to help children address emotional/cognitive/behavioral issues.
2. Recognize the stage of a child's emotional and cognitive development by observing the child's drawings and the child's play.
3. Describe various approaches to play therapy.
4. Develop a basic understanding of expressive play therapy and its major components.
5. Discuss a variety of expressive therapies available to help children who do not respond to more traditional play therapy approaches.

Course Topics/Content:

- Function and description of children’s art and play through developmental stages
- Approaches to play therapy
- Expressive Play Therapy, A holistic and integrative approach
- Basic theoretical concepts
- Major components of this approach: relationship, the milieu, expressive therapies, and family therapy
- Expressive therapies available in a play session

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	7.0			
Simulation/Lab	7.0			
Praxis Exercise	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:	
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	50%	Other	%
Quizzes/Test	%	Simulations	50%	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/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 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.