

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code: CY265**

**Course Title: Sand Play Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times – Level 1**

**Prerequisite Courses: Expressive Play Therapy Methods – Level 1 (CY104) and Level 2 (CY104A)**

**School: School of Health, Community & Social Justice**

**Division/Academy/Centre: Centre for Counselling and Community Safety**

**Previous Course Code & Title:**

**Course First Offered:**

<b># of Credits:</b>	<b>1</b>
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**Course Description:**

Based on a holistic approach to the self-healing process (Holistic Expressive Therapy), this two-day course will focus on using the healing power of imagery through the medium of Sand Play Therapy to safely facilitate symbolic expression and transformation of painful experiences, and also provide ways of creating healing images in order to help children, youth, and adults face the challenges of their daily lives. Topics of discussion will include the therapeutic properties unique to Sand Play Therapy, setting up a Sand Play area, the many ways Sand Play Therapy (dry sand, wet sand, and water play) can be used to help children, youth, and adults heal themselves (illustrated by slides). Each afternoon, participants will be given the opportunity to make and witness sand play images as related to the information discussed in the morning. For this purpose, participants are asked to bring a small tray filled with sand, corn flour, or birdseed and a minimum of 15 to 20 of their favorite figurines/small objects.

**Course Goal(s):**

To give participants the opportunity to explore, experience and practice using sand play therapy to help children, youth and adults draw on its healing capacities to cope with the challenges in their lives.

**Learning Outcomes:**

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

1. Describe the theoretical principles of Holistic Expressive Therapy at the basis of using imagery and Sand Play Therapy as a therapeutic tool.
2. Describe the therapeutic properties unique to Sand Play.
3. Set up a sand play area.
4. Be familiar with the guiding principles of conducting a sand play session.

5. Describe various ways sand play can be used to help children and adults heal themselves while engaged in spontaneous play.
6. Gain insights through a first hand experience of the sand play process.

**Course Topics/Content:**

- Overview of basic theoretical principles of Holistic Expressive Therapy, its approach to sand play therapy and the context within which sand play is used.
- The therapeutic properties of sand play
- Setting up a sand play area in various settings according to client population.
- Discussion of when and for whom sand play is most beneficial
- Conducting a sand play session
- Guiding and following the image making process for children and adults who are engaged in spontaneous play (illustrated by slides)
- Afternoons will be spent making, witnessing and debriefing sand play images as related to the information discussed in the mornings

**Text and Resource Materials:**

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:**

**Recommended:**

**Course Level:**

	First Year	<input checked="" type="checkbox"/>	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	<u>7.0</u>			
Simulation/Lab	<u>7.0</u>			
Praxis Exercise	<u>n/a</u>			
Practicum/Fieldwork	<u>n/a</u>			

Online	<u>n/a</u>			
Correspondence	<u>n/a</u>			
<b>Total Class Hours</b>	<u>14.0</u>			

**Comments on Delivery Methods:**

**Course Grading System:**

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only		

<b>Passing Grade:</b>	
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	<u>100%</u>	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:**

This course is only an introduction to the use of sand play therapy, as based on the principles of Holistic Expressive therapy. Although this approach uses a variety of structured interventions, these will not be addressed in this course.

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->

**Student Policies:**  
<http://www.jibc.ca/about-jibc/governance/policies>

[calendar/academic-regulations](#)

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

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.

#### **Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

#### **Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

#### **Interpersonal relations**

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

#### **Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

#### **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.

#### **Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

#### **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.

#### **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.