

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

**Course Code: CY266**

**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 2

**Prerequisite Courses:** Sand Play Therapy: Expressive Play Therapy Methods – Level 1 (CY265). Also strongly recommended: 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:**

Level 2 will explore further the sandplay therapy process introduced in Level 1 and will go into more depth into the use of this approach to sandplay with adults, children and their families. We will discuss and explore further witnessing and facilitating the making of a spontaneous sandplay image, what to take note of during this process, and consider the use of structured interventions when needed. Children's process and imagery will be addressed through viewing and discussing slides of case examples and a video taped session; adult imagery and process will be addressed through viewing slides of case examples and exploration and debriefing of participant's imagery in the afternoons. There will be time for questions in order to address the individual needs of participants. As the afternoons will be a time to make and witness sand play images as related to the information discussed in the morning, 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 further 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 what to take note of when witnessing the sand play therapy process
2. Be familiar with witnessing, following and guiding the making of a spontaneous sandplay image with children and adults.
3. Be familiar with helping clients, whether children or adults explore their images,
4. Be familiar with when and how to safely use structured interventions to help children and adults who have lost access to their creativity, feel stuck in repetitive play or talk, regain access to the healing power of the imaginative process.

5. Be familiar with using sand play therapy with child and parent/family.
6. Gain further insights into the benefits of sand play therapy through a first hand experience of the image making process and its debriefing.

**Course Topics/Content:**

- What to take note of when witnessing the sand play therapy process.
- View and discuss slides illustrating the process and evolution of imagery of an older child and an adult.
- View and discuss a video taped session, focusing on the process as well as themes in the imagery of a young child.
- When and how to safely use structured interventions to help children who have lost the ability to play or are stuck in repetitive, dissociated play, access the healing power of the creative process.
- Using sand play structured interventions with children and family.
- Using sand play structured interventions with adults.
- Afternoons will be spent making, witnessing, exploring 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	x	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			
<b>Total Class Hours</b>	14.0			

**Comments on Delivery Methods:**

**Course Grading System:**

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

<b>Passing Grade:</b>	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:**

This course is based on the principles of Holistic Expressive therapy and addresses only this particular approach to sandplay. This approach is client- centered in the sense that, whether it is non directive or uses structured interventions, it is adapted to the age, natural inclination and the unique struggles, needs and life circumstances of the individual.

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 Policies:**

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

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.

#### **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.