

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-3125
<b>Short Title:</b>	Final Project/Consult Group
<b>Long Title:</b>	Final Project/Consultation Group
<b>Prerequisites:</b>	Expressive Play Therapy for the Grieving Child (COUN-3120)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	COUNS299 – Final Project/Consultation Group
<b>Course First Offered:</b>	May 2011

<b>Credits:</b>	1.5
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### Course Description

Learners will be provided with a unique opportunity to integrate the expressive play therapy theory and practice taught in the program. Each learner will prepare a detailed presentation of a therapeutic session. This will be an in-depth, small-group exploration with feedback given on the clinical work. Full participation in this course is required for candidates to receive the certificate of achievement.

Note: This course is only available to those enrolled in the certificate program.

### Course Goals

To evaluate the integrated learning of each participant.

### Learning Outcomes

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

1. Integrate learning from all courses and effectively present their learning.
2. Adapt expressive play therapy to their specific area of practice.
3. Have a safe supportive forum to explore challenges encountered and find effective ways of dealing with them.

### Course Topics/Content

- Each student will make a presentation of their learning and challenges encountered in adapting this approach to their individual working situation and clientele. Proposal for the project must be submitted at least 1 month prior to the presentation.
- This will be an opportunity for participants to integrate their learning, get feedback and find practical solutions to problems they have encountered.

### Text & Resource Materials

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

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	21

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	80%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	20%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

100% Attendance in all classes

Active contribution in large and small group discussions and activities.

### Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### 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

#### Student Policies:

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

Access Policy  
Harassment Policy – Students  
Student Records Policy

Academic Appeals Policy  
Evaluation Policy  
Grading 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.