

OFFICIAL COURSE OUTLINE

Course Code:	COUN-1032
Short Title:	Indigenous TiP with Youth: 1
Long Title:	Indigenous Trauma-informed Practice (TiP) with Youth: 1
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	COUNS255 - Indigenous Trauma-informed Practice with Children and Youth & COUN-1032 Indigenous Trauma-informed Practice with Youth
Course First Offered:	December 2014

Credits:	1.0
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Course Description

This course will assist the learner to develop a trauma informed framework that supports rather than pathologizes Indigenous children and youth. Learners will examine Indigenous trauma informed practices that assist children, youth and their families and communities in understanding and improving their coping and responses to daily triggers including the impact of experiences of racism, poverty, sexism and colonialism. The learner will begin to develop a trauma practice framework that is Indigenous, intersectional and holistic and that considers how experiences of trauma and of healing are shaped by the interlocking impacts of colonization, age, gender, sexuality, and (dis) ability.

Course Goals

By the end of the 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 and behavioural development and why play therapy is the preferred mode of therapy to help children address emotional, cognitive and behavioural 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 as 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 & Resource Materials

None

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 type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

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 (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	40%
Attendance/Participation (in class or online)	60%
Practice Education/Internships	
Total	100%

Comments on Evaluation

100% attendance in all classes is required.

Active contribution in large and small group discussions expected.

All activities must be completed.

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
 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.
- 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

- 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.

critically, and use information effectively and ethically.