

Course Code:	COUN-3150
Short Title:	Play Therapy with Anxious Kids
Long Title:	Play Therapy with Anxious Children: Integrating Approaches
Prerequisites:	Recommended: COUN-3100
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	None
Course First Offered:	2018

Credits:	1.0
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Course Description

This course will highlight the use of play therapy skills in reaching young anxious children, with a focus on the integration of Play Therapy and cognitive behavioural treatment for anxiety. During the course, learners will receive didactic teaching, case presentations, and participate in class discussion. They will also engage in live demonstrations and experiential practice. Knowledge and research in childhood anxiety and treatment for anxiety will be covered and learners will gain an understanding of applying play therapy skills for children struggling with anxiety.

This course in Play Therapy is for counsellors, mental health professionals and social workers working with children 3- 12 years old.

Course Goals

By the end of this 2-day, 14-hour course, learners will be able to demonstrate knowledge of using play therapy in treating anxious children. Learners will also broaden their play therapy skills along the directive and non-directive continuum, with ability to integrate play therapy skills and cognitive behavioural tools.

Learning Outcomes

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

1. Explain childhood anxiety in concepts of thoughts, body and behaviours.
2. Articulate the types of anxiety problems common to children.
3. Have a basic knowledge of the evidence-informed treatment approaches.
4. Broaden their play therapy skills along the non-directive and directive continuum.
5. Apply play therapy skills in serving children with separation anxiety, selective mutism, and posttraumatic stress symptoms.
6. Identify the need to collaborate with parents and other professionals to serve the child client.

Course Topics/Content

- Basic knowledge in childhood anxiety: Generalized Anxiety Disorders, Panic Disorder, Separation Anxiety Disorder, Social Anxiety Disorder, Selective Mutism, Phobias, Obsessive-Compulsive Disorders, and Posttraumatic Stress Disorder
- Play therapy: review of basic knowledge (play is the natural language of a child, symbolic communication, creating a safe and accepting environment, developing child’s capacity, etc.)
- Play therapy: review of basic skills (facilitative responses, limit setting)
- Cognitive-behavioural treatment for childhood anxiety: concepts and application
- Integration of play therapy and cognitive behavioural therapy to reach young anxious children.
- Application for separation anxiety, selective mutism, and posttraumatic stress
- Working with parents to enhance their ability to support the child

Text & Resource Materials

All materials will be provided in class.

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 <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	50%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	50%
Practice Education/Internships	_____

	Total 100%
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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:

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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods. <input checked="" type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums. <input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. <input type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies. <input checked="" type="checkbox"/> Globally minded: Self-aware of own identity and culture, recognize the | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input checked="" type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> Information literacy: Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources |
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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.