

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> CYC 470		<b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>													
<b>Course Full Title:</b> Play, Expressive, and Nature-Based Practices <b>Course Short Title:</b> Play, Expressive, Nature-Based															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department (or program if no department):</b> Child, Youth, and Family Studies													
<b>Calendar Description:</b> The therapeutic and developmental value of play across contexts is examined. Historical and contemporary play theory, application, and skills/strategies for engaging in play in trauma-informed, inclusive, and culturally relevant ways are explored and experienced. Children's right to play, Indigenous perspectives of outdoor play, nature-based pedagogy, and expressive therapies are highlighted.  Note: Students with credit for CYC 770 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Arts in Child and Youth Care and (45 university-level credits or department head's permission).													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Dual-listed with: <b>CYC 770</b> Equivalent course(s): <b>CYC 360N, CYC 270</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <u>policy 207</u> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>24</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	15	Experiential (cultural/elder learning or participation)	10	Tutorials/workshops	20					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
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<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <u>bctransferguide.ca</u>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <u>transfer credit form</u>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> Oct 19, 2022													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 2, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2023													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Identify historical and contemporary theoretical perspectives on play interventions for infants, children, youth and young adults.
2. Critique play/expressive, and nature-based therapies and their uses with diverse and Indigenous infants, children, youth and young adults.
3. Weave understandings of relationally and culturally safe play, expressive therapies, and outdoor play and nature-based pedagogy into Indigenous, diverse, and inclusive perspectives.
4. Integrate techniques of play/expressive therapy and nature-based practices into their skills.
5. Assess when to use various techniques of play/expressive therapy and nature-based activities in their practice with infants, children, youth, and young adults.
6. Differentiate between a medium such as play, and the therapy it can produce.
7. Design several innovative techniques to engage with infants, children, youth and young adults.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	40%	Project:	40%	Holistic assessment:	20%
	%		%		%

**Details:**

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)* Seminars/tutorials/workshop, experiential and cultural learning activities

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Landreth, G.	Play Therapy: The Art of the Relationship	2012
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Additional play materials/supplies which will be available to order and ship to students from the UFV bookstore.

**Course Content and Topics**

- Historical and contemporary theoretical perspectives of play
- The developmental and therapeutic value of play in the context of growth, development, learning and healing
- Observing and assessing play in infants, children, youth, and young adults
- Play, expressive therapies, outdoor play, and nature-based pedagogy through Indigenous, diverse and culturally relevant perspectives
- Influence of environment on play: children's right to play
- Skills/strategies for engaging in play in trauma-informed, inclusive, and culturally relevant ways
- Guiding infants, children, youth, and young adults to psychological health through the use of play, expressive therapies, outdoor play and nature-based practices