

COUN 634 Counseling Children: Play Therapy Techniques Spring 2019

Instructor: Gail Rizzo, Ed. D., LPCC-s,
LICDC, CCMHC
Phone Number: 513-376-0230
Email: gail.rizzo@ccuniversity.edu

3 Credit Hours
Meeting dates/times:
February 1st and 2nd 9:00am-5:00pm
March 1st and 2nd 9:00am-5:00pm
April 5th and 6th 9:00am-5:00pm

****This syllabus is a work in progress and is subject to change. The major assignments and meeting dates and times will remain the same.**

Description:

This class will be specific training designed for counselors who work with children. The specific technique that we will focus on will be play therapy and the advantages it has with children. This class will look at children's developmental needs. The focus on play therapy will be based on children's verbal limitations and the fact play is often an effective technique to expand communication and understanding. This class will also examine rationale for, types of and methodologies of play therapy.

Objectives:

As a result of actively participating in this class, the student will:

1. Understand theories of play therapy in counseling children and how to develop interventions based on the theories. (5d)(CHMCF3)
2. Understand developmental and multicultural needs of children in counseling and can adapt theories and interventions to meet those needs.. (2a) (CHMC f3)
3. Develop a bibliography and resource file of play therapy resources and techniques that are evidence based and assist in applying effective strategies and access to community resources for client growth and understanding. (CHMC d40, f1, i3)
4. Understands current literature that addresses theories and approaches of strategies and techniques that are shown to be effective when working with children with emotional and mental disorders and be able to apply this information to working with clients. (CHMC e3, j1, i1) *journal article assignment—critical evaluation
5. Knows public policy on the local, state and national levels that affect the quality and accessibility of mental health services and can articulate how to advocate for their clients for policies, programs and services that are equitable for the needs of their clients. (CHMC e6, f2) *journal article assignment

Requirements:

1. Reading—10%--a single page chapter application for each chapter of the textbook will be the tangible assessment for this part of the reading component. (Objective 1)
2. Book Report on a book of interest in Play Therapy—10%—3-5 pages (Objective 1)
3. Resource File—25%--Resource file of play therapy techniques and examples. This resource file can include topical files of activity instructions, examples of activities, catalogs and lists of places to get supplies, games,etc. Anything that can help you more effectively use play therapy once you leave school can be a part of this project. It is intended to be a resource that you can build on through out your counseling vocation. The goal is to set up a structure that you can build on later. It can be digital & include ideas of how you would like to grow & build it. It must also include a bibliography of play therapy resources. A digital representation of this file will be how the file is turned in (Objective 3)
4. Class presentation—25%--a one hour presentation that will be done on a childhood issue from the list below. The presentation must include theory and DSM information about the issue as well as activities & interventions designed for that issue. The presentation should be approximately one hour. Presentation day and times will be assigned on the first day of class. (Objective 3) (grading rubric will be distributed in class)
5. Journal articles assignments—10% (Objective 4 & 5)
6. Take home final—20%--Take home final on reading materials from class and theory and rationale of play therapy and children's needs. (Objective 1 & 2)

Grade Scale:

This class will use the seminary grading scale. Please refer to the CCU Student Handbook. The final grade will be based on the following percentages:

Reading 10%
Book Report 10%
Resource File 25%
Class Presentation 25%
Journal Article Assignment 10%
Take Home Final 20%

**All assignments will be due the end of April with the exception of the class presentation which will be made during our April class meetings.

Attendance/Tardiness

Your attendance in class is important. You have six hours that are excused without penalty unless you miss an in-class paper or exam. If you miss nine hours an additional assignment will be added. If you miss more than nine hours you will be dropped from the class and will be required to apply for readmission to the class. A decision about your request to return to the class will be decided by the counseling academic committee. This policy will be enforced to encourage students to make their education a priority

Guidelines for Course Work

IT IS YOUR RESPONSIBILITY TO DETERMINE IF THIS IS THE RIGHT TIME TO TAKE THIS COURSE. The course assignments are planned to support your learning and none of them should be dismissed as unimportant.

Guidelines on Missed Work or Exams:

Written assignments, including the take-home exam, will be accepted late but there will be a 10% per day penalty on all late work. Work is due at the beginning of class on the date due.

Policy on Academic Integrity:

If you cheat on an exam or turn in work that is not your own you will receive a 0 for that work, and the academic committee of the Department of Behavioral Sciences may take additional action. Please refer to your seminary Student Handbook for complete details on the seminary policy on academic integrity.

Knowledge Base:

The material in this course is designed to meet the Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters and post-masters. The specific masters (CODE) states that students are required to “have curricular experiences designed to develop an area of professional expertise.” The material also meets requirements for Ohio Administrative Code 4757-13-01(A)(l)(e)(iv) and 4757-13-01(A)(1)(e)(v) which state that persons seeking training for an LPCC must have graduate coursework in methods of prevention, intervention, and treatment of mental and emotional disorders.

Required Text:

Henderson, D. and Thompson, C. (2016) *Counseling Children 5th ed.* Boston, MA: Cengage Publishing. ISBN 978-1-285-46454-1

Methods and Procedures:

The class is designed to provide ample interaction between the instructor and students. Participation in class discussions is an important part of the learning process. Role plays, demonstrations, video vignettes, as well as lecture will be utilized. Assignments are intended to be practical in nature. That is, the work should demonstrate application of principles and techniques in the counseling setting.

Accommodations:

Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at [244-8150](tel:244-8150).

Disclaimer:

The instructor reserves the right to change or amend any part of this course plan as deemed necessary to offer the best possible educational experience for students. Changes to the assignments can only be made with the consensus of the academic committee of the counseling department.

Is it the responsibility of each student to decide whether or not he or she can handle the amount of reading, and other assignments required for this course at this time.

Christian Component

Throughout this course we will evaluate the material presented from a Christian perspective. We expect that you will evaluate all readings and class discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work. We will strive to provide a biblically based approach to ministry.

Course Schedule:

DATE	TOPIC/Objectives covered	Assignments Due
February 1st and 2nd	<ul style="list-style-type: none">● Child Development● Assessment & Diagnosis● Theories● What are Play Therapy and Creative and Expressive therapies	<ul style="list-style-type: none">●
March 1st and 2nd	<ul style="list-style-type: none">● Learning Theories● Attachment Theories● Play Therapy Theories/Creative and Expressive Therapy Theories● Animal Assisted, Horticulture, Ecotherapy	<ul style="list-style-type: none">●
April 5th and 6th	<ul style="list-style-type: none">● Interventions● Art Therapy● Music/Drama Therapy	<ul style="list-style-type: none">● Presentations

Presentation topic list:

- Grief
- Divorce/Family Issues
- Somatic issues such as Enuresis, Encopresis, Sleep Issues
- Sexual Abuse

- Anxiety/school anxiety/social anxiety
- Asperger's/Autism
- Anger
- ADHD
- Attachment Issues
- Depression
- Conduct Disorder/Intermittent Explosive/Oppositional Defiant
- Bullying
- Trauma