

Arizona State University
School of Counseling and Counseling Psychology
CPY691: Counseling Children and Adolescents
Summer A, 2024

Instructor:

Jenn Pereira, Ph.D., LPC, RPT-S, CPT-S
Payne Hall 446K; jkpereira@asu.edu

Office Hours: By Appt

Course Schedule: Tuesdays & Thursdays 1:00pm-4:30pm
LIB C1. (Hayden Library)

Required Reading(s)

Research and conceptual articles will be required for course reading. Please be sure you check the course schedule so you are aware of readings and due dates. Student Folders and information will be available via the class Google Drive. The link will be provided via email.

Suggested Readings(s)

Axline, V. M. (1964). *Dibs in search of self*. New York: Ballentine Books. This is a foundational work and one of the pioneering examples of play therapy.

Landreth, G. (Latest Ed.). *Play Therapy: The Art of the Relationship*. Brunner-Routledge, New York, NY. Dr. Landreth developed Child Centered Play Therapy which is detailed in this book.

Course Description:

This course will be a hybrid format, using both in person and asynchronous formats. Several course meetings in the middle of the term will require students to work through assignments and materials on their own schedule. The remaining course meetings require in person attendance.

This course will explore the use of play, expressive arts, and behavioral methods in counseling children and adolescent clients. Theoretical orientations to play therapy/expressive arts/behavioral interventions, foundations, practice, and assessment/treatment planning for each modality are major areas of focus of the course. Play media such as therapeutic play materials, guided imagery, puppets and dolls, art, creative dramatics, music and movement, games, and sand play will be integrated into the course curriculum. Demonstrations and experiential activities are a primary method of teaching and learning the theory and practice of counseling children and adolescents. Both directive and nondirective experiences are included.

Methods of Instruction:

Class meetings are a time for integration and application of student readings and prior experiences. The class will be primarily an integration of content, small and large group discussion, direct experiences in participating, demonstrating, and/or observing play counseling sessions, and instructor supervision of all in-class demonstrations. Asynchronous portions will engage students in video review, in-field trainings, and review of materials and research to prepare further for in class discussions and presentations. In-class discussion and writings will also address key issues in counseling and practitioner self-awareness. Your professional opinions, personal reactions, and evaluation of play and experiential counseling skills and attitudes will be invited throughout the course. Students are encouraged to play an active role in the organization and facilitation of the course.

For many students, the study of counseling children represents a theoretical and conceptual shift from the counseling orientations with which they are most comfortable. The philosophy of counseling children, and specifically Play Therapy, is based on the idea that children are innately able to grow and heal through the therapeutic relationship, which is based on positive regard, respect, and the genuine interest of the therapist, and the prizing of each child's uniqueness. This creates a foundation for growth and development.

Areas/Outcomes

To identify and describe the major theories and research-based issues in child and adolescent counseling
To identify the etiology, epidemiology, and diagnoses of mental health disorders among children and adolescents
Apply evidenced-based practices in treatment planning and counseling processes to counseling children and adolescents.
Apply ethical standards in mental health counseling research and practice to work with children and adolescents.
Accurately assess and identify child client problems/areas of struggle.
To elucidate treatment modalities such as family therapy, play therapy, and group therapy and their effectiveness in counseling children and adolescents.
To utilize the developmental approach to understanding and working with children and adolescents, including multicultural factors such as gender, sexual orientation, socio-economic status, race, ethnicity, and ability.
Demonstrate ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.

Modes of Instruction

Classroom and small group discussion, asynchronous learning, case study, experiential activities, project preparation and presentation, research, and lecture.

Course Policies

1. Attendance: Class sessions will be comprehensive in the topics and materials discussed. Because the modes of instruction will vary, learning acquired in class will be difficult to duplicate by another method. If you do miss a class, you are responsible for obtaining class notes, handouts, class activities, and any other pertinent information from classmates and/or instructor. Students are allowed one excused absence (Inform instructor prior). **Students who need to miss two or more instructional periods are encouraged to drop the course and take it again at a more suitable time.**
2. Participation: The effort that we put into our awareness, education, and personal growth is a choice each one of us must make. We are all responsible for establishing an optimum learning environment by coming to class prepared, participating in activities and discussions, listening and learning from others, working collaboratively with others, and being present and on time for class. *What you get out of this class is predominantly dependent on what you are willing to put into it!*
3. Professionalism: You are expected to conduct your work in an ethical, legal, and professional manner, adhering to the ACA Code of Ethics and Standards of Practice (American Counseling Association) and to the NBCC Code of Ethics (National Board for Certified Counselors). I have a zero-tolerance policy for unprofessional conduct; unprofessional conduct has no place in a community learning environment, will be addressed directly, and may result in student removal from class.
4. Readings: Readings will be assigned each week. Students are expected to attend each class session prepared to discuss the assigned readings for the week. The aim is to enhance your understanding and skills related to these materials and enable you to share your understanding with class members. Reading checks via activities will be conducted throughout the semester.
5. Writing: Assignments must be typewritten following the most recent edition of the **APA style** manual, using 12 point font, and double-spaced.
6. Cell Phones: Our class is a cell phone free/text free zone. As courtesy to your classmates and instructor, please excuse yourself from class for urgent communication needs. Phones should be off and stored in your belongings. Inappropriate use of cell phone will result in a written notice of the issue, followed by a drop in letter grade of one letter.

7. Academic Integrity: Academic dishonesty is taken seriously. Please consult the Academic Integrity Code for policies concerning these acts.

8. Course Topic Dates: A tentative class schedule and topic guideline is provided for this course. Given the changing needs of students (and instructors), varying lengths of lectures/class discussions, and guest speaker availability, it occasionally becomes necessary to adjust the schedule to best fit the needs of the class. Adjustments will be announced during class, and it is each student's responsibility to note changes.

9. Assignment Due Dates: Due dates are listed in the course schedule. Due dates for this course are firm. Should you have an issue with the timing of an assignment please speak with your instructor prior to the due date to allow for the potential to extend the deadline. If not discussed with instructor ahead of time, late assignments will not be accepted. Due dates tied to asynchronous assignments and projects are also firm. Late assignments will not be accepted.

10. Incompletes: A grade of Incomplete will be available only under extraordinary circumstances, with completion of over 50% of the course requirements, and only with approval of the instructor.

Course Community

This course is an opportunity to reframe your thinking on coursework: this should not be approached as a class but as a component of your professional growth. As such:

- Awareness of Diversity/Courageous Conversations/Professionalism:
 - Be aware that your colleagues are all at different developmental levels academically, clinically, and regarding awareness of multicultural issues. Your professors are also always developing and furthering their awareness.
 - Your colleagues (and professors) may use language, terms, wording that you feel could be expressed differently. Understand that this is not intentional engagement in microaggression and could be an excellent growth opportunity.
 - You will hear opinions that you do not agree with, opinions that run counter to your beliefs. Understand that people hold different beliefs, were raised differently, come from different environments than you, and are working on their own development. Differing opinions are not only growth opportunities but a chance to better understand yourself and other people. Embrace these and be open to discussions.
 - You may engage in microaggressions yourself, be open to this as a learning opportunity. Note your error, apologize as appropriate, and discuss what you can do to engage in your own development and learning.
- Having courageous conversations. You have chosen a career that requires open and empathetic connection and conversation – the skills you are learning are not just for counseling sessions. This is not just something we do closed in a room with a client – this is a lifestyle commitment.
 - It is important to acknowledge that you may feel hurt, upset, or misunderstood by a microaggression.
 - If something comes up in the course that impacts you personally, 1. develop a personal space where you can regulate and take care of yourself, 2. Understand that people are at different developmental levels, 3. Engage in a courageous and gentle conversation about what you heard, how it impacted you, and check in with your colleague. Your management of these conversations in this program, professionally and with care, will provide valuable practice for your upcoming professional career.
- Comments/Discussion/Feedback:
 - Part of growth is recognizing when we are responding in a way that is not conducive to relationship building, does not allow another view, or shuts down conversations and people. You are responsible for being aware of your tone and the tenor of your exchanges with your instructor and others.
 - Should this be an issue I will discuss it with you personally with the expectation that this will be a growth-oriented conversation.

*A note on the above: If you can strive to provide “Grace”, empathy, genuineness, and unconditional positive regard to clients, we should see you providing this to yourself and each other in and out of class as well. This is a life skill. If we leave people behind in this space of learning and developing, we all lose.

****Professional Disposition Evaluations:** Students who are unable to engage peers and faculty in professional, constructive ways, and who are unable to receive and respond to feedback in professional ways, may be referred to the Clinical Training and Evaluation Committee for a Professional Development or Remediation Plan.

Student Evaluation/Grading

The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives listed above. Your performance will be evaluated and your course grade determined by considering each of the following areas:

Engagement in the Course

Your engagement in this course will be evaluated by your attendance, participation in group discussion and role plays, professionalism, and preparedness. Please see #s 1-4 in the *Course Policies* section above for more details.

Small Group Discussion/Role Plays

Each week we will use time in class to role-play new skills, reflect on the readings, and process new knowledge together. You are expected to utilize process skills, observational skills, offer feedback, use immediacy, sensitivity and empathy. You are expected to be professional and engage others respectfully.

Assignments:

Adverse Childhood Experiences study (ACES) Videos and Discussion: (20+10 = 30pts) (This assignment takes place during the Asynchronous weeks). A critical component to understanding our clinical work with children is knowing the research around trauma, childhood experiences, and the impacts these have across the lifespan. Students will work at their own pace through three video modules, review ACES information sheets, and respond to a reflection (Google) form.

Materials Website: <https://vetoviolence.cdc.gov/apps/aces-training/#!/mhp> (OR).
<https://vetoviolence.cdc.gov/apps/aces-training/#!/resources#module-one>

If the individual module links below don't work – go to the main page,

(<https://vetoviolence.cdc.gov/apps/aces-training/#!/overview>)

click “Take the Trainings” on the next page click “Begin”, scroll through the directions box, click “start”

****You may also want to create a profile so you have access to all the amazing resources!**

1. Complete the following ACES Training Modules: Preventing ACES

Module 1. (<https://vetoviolence.cdc.gov/apps/aces-training/#!/training/1-0-1>)

Module 2 (NOTE: M1 & M2 videos are 90 min) <https://vetoviolence.cdc.gov/apps/aces-training/#!/training/2-0-1>

Mental Health Provider Module (60 Min video) (<https://vetoviolence.cdc.gov/apps/aces-training/#!/mhp/3-1-1>)

2. Go to the “Resource Center”, (<https://vetoviolence.cdc.gov/apps/aces-training/#!/resources>) review the ACES Infographic
3. Respond to the Google form: ACES Reflections
4. You can also schedule a time to meet via zoom with your group and respond to the questions the google form if you prefer a discussion (you will still each need to complete your own form)

***School Counselors:** there is a 90 min educator module if interested, this will be helpful to complete for internship.

<https://vetoviolence.cdc.gov/apps/aces-training/#!/edu#top>

***Are you Interested in faith-based communities?** there is a 60min Faith, Spiritual, and Religious Community Module

<https://vetoviolence.cdc.gov/apps/aces-training/#!/fsr#top>

(this will be helpful to ALL counselors regardless of your beliefs and what population you think you will work with right now...)

Informational Consultation Project (30pts): Presentation should be 20 minutes. (This project is completed during the Asynchronous weeks). This project is designed to assist students in understanding the critical element of consulting with stakeholders in children's lives. Students are required to choose a topic about which they will **create** an informational take away (i.e.: pamphlet, brochure, flyer, booklet, youtube video, short film clip, slide presentation) that could be provided to parent or school personnel to inform them about the chosen topic. Topics may be from the following list (but do not need to be limited to): Why play therapy is effective and the play therapy process, a specific childhood or adolescent diagnostic disorder and ideas for assessment, and treatment, the role of caregivers in therapy (do's/don'ts/helpful/unhelpful/FAQ's), nutrition and fitness in children, dealing with grief and loss in children/adolescents, dealing with trauma in children/adolescents, ethical issues in counseling children/adolescents, multicultural awareness in counseling children/adolescents, etc.

1. Review narrated powerpoint presentation
2. Develop material for parents OR school-based personnel (teachers, staff, school counselors, etc)

(be clear on who you chose and on the age range of children/teens – choose a range)

- a. Each student will develop an outline of ideas (uploaded into group drive) for chosen group of stakeholders, upload all resources used
- b. meet with your group via zoom to discuss ideas, develop a take-away product (informational packet or presentation i.e., slide show, something you can present to the group of stakeholders)
- c. the week of 6/6 you will schedule with a partner group via zoom to present your projects, partner group members will provide feedback both verbally and uploaded to google drive (see 6/6 below)
- d. ALL presentations (and feedback discussions) must be recorded via zoom and uploaded to google drive to receive credit. All presentations should be done in Gallery View at all times
- e. present your projects via zoom to partner group,
- f. Partner groups will provide feedback uploaded to google drive
- g. Presentation and group follow up discussion should be recorded and uploaded into Google drive (ALL in Gallery View)

Video and Article Review reflections: You will note in the course schedule that there are 4 video/article listings that correspond to a Google Reflection Form. You will respond to each of these forms, the forms are graded.

Grading for Course

Every effort will be made to ensure that your grade adequately reflects the quality of your involvement in this course. Your work should be completed and submitted on the due date; late assignments are not accepted.

Professional Disposition: As your faculty, we are charged with supporting your personal and professional development as well as gatekeeping for the field. Therefore, your level of professionalism is considered an essential component to successful completion of course and program. Should issues with your professionalism arise, these issues will be discussed with you, reflected in your grade, and addressed as per program policy. Components of professionalism in this (and all) courses:

- Timely work submission and high quality of work
- Attendance to class meetings and active participation
- Ability to listen to, accept, and assimilate critical feedback
- Respect for colleagues and faculty in word and action
 - Respect for others values, beliefs, and active participation in creating an inclusive and growth-oriented environment
 - Use of positive communication and listening skills
- Open and respectful communication when addressing concerns or questions

NOTE: For group projects, each group member is expected to contribute equally to the preparation of the project, and each group member must present a portion. Points will be deducted if group members read from powerpoint slides prepared rather than coming prepared to speak to the information. Group members may receive different scores based on their individual portion of the presentation.

The point values and grading scale are as follows:

Assignment	Points
Attendance and Engagement in Course	Expected
ACES Modules: Video Review and Review of information resources	20
ACES Modules: completion of Google Form	10
Informational Consultation Presentation Project	30
Consultation Presentation Feedback to partner group	10
Individual Consultation Outline and resources	10
Video/Article Review Reflections (4 @ 5pts each)	20
Total	100

Course Outline and Proposed Schedule of Topics
Summer 2024 (Please note: topics may change as we move through the course)

Asynchronous Classes:

5/30: Consultation/Collaboration with parents/caregivers, fellow clinicians, school personnel:

The focus of this module is critical to successful clinical work with children, adolescents, families, and their stakeholders. Primarily, clinicians work closely with other clinical care providers, caregivers, and school-based personnel, on a number of levels – one of which being to provide psychoeducation to these groups to better assist them in supporting children/teens.

In this module you will:

- decide your topic area,
 - develop (individually) and upload to your groups Google Drive folder an outline of what information may be helpful to share with your chosen stakeholder group,
 - work with your group over the course of the week to review everyone's outlines and develop a "take away" for the stakeholders. This finished product should be of a quality that it could be shared professionally (the course has sent past finished products to schools, clinicians, and parent groups as informational resources...).
- Your use of time to complete this assignment is at your discretion – however your individual outlines are due to be uploaded on 5/30 EOB, your final product is due to be uploaded by 6/6 at noon (as timestamped by the Google folder upload).
- you will have scheduled a time during the week of 6/6 to present this product to your 'partner group', and they will present theirs to you.

Note: No group members should read their portion of the presentation from a script, this will cost you points overall. This is an opportunity for you to have researched, learned about, and be proficient at sharing information with stakeholders on a chosen topic. When you are in the field and serving in an "expert" capacity, stakeholders want to feel comfortable with your displayed level of knowledge.

6/4: ACES (Adverse Childhood Experiences):

An understanding of Adverse Childhood Experiences is critical to successful work with clients of all ages. From initial assessments, to treatment planning, conceptualizing, and provision of services to children and their families, knowledge of the clients background, experiences and historical context shape our work. The research being done on ACES informs our clinical work and consultation – therefore this module focuses on providing you with training in ACES, the effects and impacts of ACEs, the historical and generational context of these experiences, health outcomes and disparities, and treatment/management ideas and opportunities.

You will review several components of the Kaiser Permanente research study on ACEs, fact sheets and informational brochures/packets, and work through several training modules. There are also training modules available that focus on school-based clinicians and those working in a faith-based population. As you will note below, the trainings are lengthy and contain quizzes in the modules – these should not be left until the last moment to complete. Work on this module and the Google Form should be completed by Monday 6/10 9am. **Do not wait until the last few days, the videos will require a time commitment to review. Late uploads will not earn credit.**

Grading: Module = 30 pts

You will respond to a series of questions on a Google Form following the modules and review of information to ensure you have a good sense of the information.

6/6: Consultation:

Your final product(s) should be uploaded to your Google drive by noon 6/6.

You will meet at your scheduled time on ZOOM with your ‘partner group’.

Each group will present their topic (presentation, take away, resource materials, etc).

Presentations should be a min25 – max30 minutes, and recorded on Zoom via Gallery View. **Presentations not in Gallery view will not earn credit, less than 25 minutes will lose an automatic 5 points.**

Each group member will take a few minutes to complete the feedback form/questions (you may mute your camera as you work on this).

Each group member will upload their feedback from to Google Drive (form my review) and will then share thorough, professional, and considerate feedback with the presenting group.

This should be a part of the Zoom video recording – you do not need to stop recording and restart. In total this recording may be 60+minutes long. *One person in the group can upload the presentation to their folder – an email should be sent telling me which folder the project is in – all group members should be cc’d on email.*

Grading: the components being reviewed for a grade are: your individual outline and resources used to look up information (10 pts), your groups final product and resources uploaded along with the presentation video (30 pts), your provision of feedback and feedback uploaded (10 pts).

Date	Topic	Assignments: Due for the day listed unless otherwise noted
5/16	Overview and Syllabus; History of Play Therapy; Culture of Children, CCPT philosophy, skills if time	*NOTE: 1. you will choose a group, 2. your group will choose a stakeholder group and age range, and 3. will then be paired with a partner group. Consultation Project groups will talk for a few minutes today to set up your ZOOM meeting schedules (Sign up on google doc) Read: The Therapeutic Powers of Play: The heart and soul of play therapy Schaefer & Peabody Neuroscience and the Magic of Play Therapy Therapeutic Presence in Play

		Exploring the Impact of Child-Centered Play Therapy for Children Exhibiting Behavioral Problems: A Meta-Analysis
5/21	<p>Child-Centered Philosophy cont. Eight basic principles;</p> <p>Tracking and reflective listening</p> <p>Setting up a session (Opening, timing reminders, closing);</p> <p>Therapeutic limit-setting; Themes in play; Stages in play;</p> <p>practice sessions</p>	<p>Read:</p> <p>Child-Centered Play Therapy: Aggression, Empathy, and Self-Regulation</p> <p>Transgender and Gender-Expansive Affirming Child-Centered Play Therapy</p> <p><u>Optional Reading:</u> The Value and Use of interpretation in play therapy</p> <p>Required viewing: Respond to corresponding Google forms (each video has a form)</p> <p>Trauma & Play Therapy: Holding Hard Stories Paris Goodyear-Brown, MSSW, LCSW, RPTS TEDxNashville: GOOGLE FORM https://youtu.be/SbeS5iezIDA?si=rpS33YTeT5j6TWxx</p> <p>Lisa Dion Podcast: Jodi Mullen: When Sexualized Play Shows Up in the Playroom. GOOGLE FORM https://youtu.be/Gli6Lkz3AI8?si=7W4MzbBNTl8TMr7y</p>
5/23	<p>Adlerian, Gestalt</p> <p>Practice sessions, role plays</p>	<p>Video: (Podcast with Terry Kottman) https://synergeticplaytherapy.com/lfpr-130-exploring-adlerian-play-therapy-with-terry-kottman/</p> <p>Read:</p> <p>Adlerian Play Therapy (FW)</p> <p>(Optional) Effects of Adlerian Play Therapy on Children's Externalizing Behavior</p> <p>Application of Adlerian Play Therapy with Multiracial Children</p> <p>Gestalt Play Therapy (FW) (GESTALT PLAY THERAPY Violet Oaklander, PhD, RPT-S)</p>
5/28	<p>Working with Family Systems</p>	<p>HOMEWORK ACTIVITY due today: take 5-10 pictures (Just snap them on your phone) of things/items/people/places/etc. in your life that are important/meaningful/supportive and bring in to discuss</p> <p>Read:</p> <p>Can We Play Too? Experiential Techniques for Family Therapists to Actively Include Children in Sessions</p> <p>(Optional) Child-Teacher Relationship Training as a Head Start Early Mental Health Intervention for Children Exhibiting Disruptive Behavior</p>

		<p>Collaborating with Parents to Establish Behavioral Goals in Child-Centered Play Therapy</p> <p>Parent Consultation in Child-Centered Play Therapy: A Model for Research and Practice</p>
5/30 Asynchronous	<p>Consultation/Collaboration with parents, caregivers, school personnel</p>	<ol style="list-style-type: none"> 1. Review narrated powerpoint presentation 2. Develop material for <u>parents OR school-based personnel</u> (teachers, staff, school counselors, etc) <p>(be clear on who you chose and on the age range of children/teens – choose an age range or school grade)</p> <ol style="list-style-type: none"> a. Groups will agree on audience and age-range b. Each student will develop an outline of ideas (uploaded into group drive) for chosen group of stakeholders, upload all resources used c. meet with your group via zoom to discuss ideas, develop a take-away product (informational packet or presentation i.e., slide show, something you can present to the group of stakeholders) d. the week of 6/6 you will schedule with a partner group via zoom to present your projects, partner group members will provide feedback both verbally and uploaded to google drive (see 6/6 below) e. ALL presentations (and feedback discussions) must be recorded via zoom and uploaded to google drive to receive credit. All presentations should be done in Gallery View at all times
6/4 Asynchronous	<p>ACES (Adverse Childhood Experiences)</p> <p>If you would like to earn CEU's – finish the Pediatric module along with 1&2</p>	<p>READ: Child-centered play therapy and adverse childhood experiences: A randomized controlled trial</p> <p>Materials Website: https://vetoviolence.cdc.gov/apps/aces-training/###mhp (OR). https://vetoviolence.cdc.gov/apps/aces-training/#/resources#module-one</p> <p>If the individual module links below don't work – go to the main page, https://vetoviolence.cdc.gov/apps/aces-training/###overview click "Take the Trainings" on the next page click "Begin", scroll through the directions box, click "start" **You may also want to create a profile so you have access to all the amazing resources!</p> <ol style="list-style-type: none"> 5. Complete the following ACES Training Modules: Preventing ACES Module 1. https://vetoviolence.cdc.gov/apps/aces-training/#/training/1-0-1

		<p>Module 2 (NOTE: M1 & M2 videos are 90 min) https://vetoviolence.cdc.gov/apps/aces-training/#/training/2-0-1</p> <p>Mental Health Provider Module (60 Min video) https://vetoviolence.cdc.gov/apps/aces-training/#/mhp/3-1-1</p> <ol style="list-style-type: none"> Go to the “Resource Center”, https://vetoviolence.cdc.gov/apps/aces-training/#/resources) review the ACES Infographic Respond to the Google form: ACES Reflections You can also schedule a time to meet via zoom with your group and respond to the questions the google form if you prefer a discussion (you will still each need to complete your own form) <p>-----</p> <p>*School Counselors: there is a 90 min educator module if interested, this will be helpful to complete for internship. https://vetoviolence.cdc.gov/apps/aces-training/#/edu#top</p> <p>*Are you Interested in faith-based communities? there is a 60min Faith, Spiritual, and Religious Community Module https://vetoviolence.cdc.gov/apps/aces-training/#/fsr#top (this will be helpful to ALL counselors regardless of your beliefs and what population you think you will work with right now...)</p>
6/6 Asynchronous	Consultation	<p>Consultation project: present your projects via zoom to partner group, Each member of the partner groups will provide feedback: verbal and uploaded to google drive (use form template provided in folder) Presentation and group follow up discussion/feedback should be recorded and uploaded into Google drive (ALL in Gallery View)</p>
6/11	<p>Reality Therapy and Choice Theory</p> <p>Cognitive Behavioral Approach (CBPT)</p>	<p>Read: Reality Play Therapy: A Case Example</p> <p>Group reality play therapy</p> <p>Review: Reality art therapy sessions (Doc)</p> <p>HOMEWORK ACTIVITY due next class: Take 5 (+ or -) pics of things in your life that cause struggle/stress/disharmony/upset/etc.</p> <p>Take 5 (+ or -) pics of things that would help you to create your IDEAL world – solutions/resolutions to the above issues</p> <p>Please find a way to put these pictures together in separate collages and be prepared to share 6/15 (as comfortable)</p>

6/15	Working with Adolescents Technique practice	*REVIEW OF COLLAGES : How do you integrate the images? VIDEOS: Dr. Dan Siegel: Hand Model of the Brain https://youtu.be/f-m2YcdMdFw Dr. Dan Siegel: The Teenage Brain AND GOOGLE FORM https://youtu.be/TLULtUPyhog Play Therapy Technique: Life's Ups & Downs: https://youtu.be/kOmkx8AjN44?si=_bNW_NSx_ofcaFX9 Liana Lowenstein
6/18	Grief and Loss in the Culture of Children Technique practice	Read: GOOGLE FORM REFLECTION – both articles included in this form Playing through the unimaginable: Play therapy for traumatic loss Pull article from Library site: Constructing Culturally Sensitive Creative Interventions for Use with Grieving Children and Adolescents: Thanasiu, Page L., and Nicole Pizza. “Constructing Culturally Sensitive Creative Interventions for Use with Grieving Children and Adolescents.” <i>Journal of Creativity in Mental Health</i> , vol. 14, no. 3, 2019, pp. 270–79, https://doi.org/10.1080/15401383.2019.1589402 .
6/20	Sand Tray	Read: A meta-analysis of Sandplay Therapy Treatment Outcomes Video sample: Therapy Technique: Safe Place Sand Tray: https://youtu.be/CRKH4ecZmRU?si=tb8XxO9YCFu6HsxK Theresa Fraser
6/25	Sand Tray	Practice trays, themes, process

Course Rubrics:

Informational Consultation Presentation Project: 30 pts

Students are required to choose a topic about which they will create an informational take away (i.e.: pamphlet, brochure, flyer, booklet, youtube video, short film clip, slide presentation) that could be provided to caregivers, teachers, youth workers, etc. to inform them about the chosen topic. Topics may be from the following list (but do not need to be limited to this list): Why play therapy is effective and the play therapy process, a specific childhood or adolescent diagnostic disorder and treatment, the role of caregivers in therapy (do's/don'ts/helpful/unhelpful/FAQ's), dealing with grief and loss in children/adolescents, dealing with trauma in children/adolescents, ethical issues in counseling children/adolescents, multicultural awareness in counseling children/adolescents, etc. The group will present their consultation material 'take

away' to their partner group as though they are speaking with a group of their intended audience (parents, teachers, therapists, etc.) and are teaching them about the topic.

Consultation Presentation Criterion

1. Presentation _____ (25 points)

- a. (5pts) Topic is clearly outlined, presented in a professional manner, and of a quality appropriate for presentation to an actual group of stakeholders.
- b. (8pts) Thorough information presented on the topic 'take away' item. Information is current, accurate, and sourced and backed by research and resources.
- c. (6pts) Topic adequately addresses the needs of the population being identified.
- d. (6pts) "Take away" consultation item is complete and professionally created. Provides thorough information to targeted stakeholders.

2. Overall Quality _____ (5 points)

- a. Each student played a role in developing and presenting information
- b. Students did not read from the materials, but were able to speak knowledgeably from their reading and research**
- c. Each student was able to respond to questions from instructor/peers
- d. Flow of the Presentation (sequencing & continuity)
- e. Practicality & Clarity of information presented
- f. Student(s) presentation is Clear, Professional, and Knowledgeable

*Entire presentation fell within the time frame (25-30min) _____

Total Points _____ (30 points poss.)

Comments: