

COUNSELING 233: SEMINAR IN THERAPEUTIC METHODS WITH CHILDREN, ADOLESCENTS, AND THEIR FAMILIES	
Semester: Fall 2020	Department of Counselor Education and Rehabilitation California State University, Fresno
Instructor:	
Units: 3-Units	Office Location: TBD
Time: Wednesdays 7-9:50PM	E-mail: melaniethao8@mail.fresnostate.edu
Location: Zoom; Virtual Synchronous	Telephone: 559-430-4374
Office Hours: TBD	
Website: http://fresnostate.edu/kremen/graduate-counseling/index.html	

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Dr. Jenelle S. Pitt, Chair of the Department of Clinical Rehabilitation and Mental Health Counseling. jepitt@csufresno.edu 559-278-0304.

COVID-19 Related Provisions:

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past

10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one. Please see university website for the most updated information: www.fresnostate.edu/coronavirus

Course description: Theories and methods for assessing and treating children, adolescents, and their families. Emphasis is placed on strength-based approaches, play therapy, and current issues in child/adolescent treatment. Covers parent education. Meets many of the CACREP 2016 Standards for Marriage, Couple, and Family Counseling (MCFC) specialization and CA CTC Standards.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6-hours outside of class each week.

Type of Instruction: This course is given primarily in lecture format synchronously through Zoom. Experiential learning in the form of play therapy activities will also be incorporated into the curriculum.

Recommended Prerequisites: COUN 206 (Lifespan Development); and COUN 230 (Theories of Marriage and Family Therapy).

REQUIRED COURSE MATERIALS

Required Texts and Readings:

Kaduson, H., & Schaefer., C. (1997). *101 favorite play therapy techniques*. Northvale: Jason Aronson Inc.

Schaefer, C. (2011). *Foundations of Play Therapy*, 2nd ed. Wiley.

Recommended:

** Booth, P.B. & Jernberg, A.M. (2009). *Theraplay: Helping parents and children build better relationships through attachment-based play*. 3rd ed., San Francisco, CA: Jossey-Bass Publishers.

**Bailey, C.E. (2000). *Children in therapy: Using the family as a resource*. New York, NY: W.W. Norton & Co.

- **Drewes, A.A., Bratton, S.C., & Schaefer, C.E. (2011). *Integrative Play Therapy*. Hoboken, NJ: John Wiley & Sons.
- **Kronenberger, W. G., & Meyer, R. G. (2001). *The child clinician's handbook* (2nd Ed.). Boston, MA: Allyn and Bacon.
- **Kalikow, K. (2011). *Kids on meds: Up-to-date information about the most commonly prescribed psychiatric medicines*. New York, NY: W.W. Norton & Co.
- ** Mash, E.J. & Barkley, R.A. (2007). *Assessment of Childhood Disorders*, 4th Ed. New York, NY: Guilford
- **Schaefer, C.E. (2011). *Foundations of Play Therapy*. Hoboken, NJ: John Wiley & Sons.
- ** Sells, Scott P. (1998). *Treating the tough adolescent: A family-based, step-by-step guide*. New York, NY: Guilford
- Bauman, S. (2011). *Cyberbullying: What counselors need to know*. Alexandria, VA: ACA.
- Bronson, P. & Merryman, A. (2009) *NurtureShock: New Thinking about Children*. Twelve. ISBN-13: 978-[0446504126](https://www.amazon.com/dp/9780446504126)
- Davies, D. (2010). *Child development: A practitioner's guide*, 3rd ed. New York, NY: Guilford
- Gass, M.A., Gillis, H.L., & Russell, K.C. (2012). *Adventure Therapy: Theory, Research, & Practice*. New York, NY: Routledge.
- Gil, E. (1994). *Play in family therapy*. New York, NY: Guilford Press.
- Landreth, G. (2012). *Play therapy: The art of the relationship*, 3rd Ed. New York, NY: Taylor & Francis Books.
- Zeanah, Jr., C.H. (2009). *Handbook of Infant Mental Health*. New York, NY: Guilford

COURSE SPECIFICS

Summary/outline of the course: provide a narrative explanation of the course with more details than the catalog description with **the major topics that are to be covered** in the course.

Course goals:

This course is designed to enable students to do the following:

1. **CTC 2, 7-8** & MCFC 1B-C, 1E, 2A-B, & 3B-D: Develop theoretical foundations and clinical skills for working with children, adolescents, and their families. This course focuses on strength-based systemic and play therapy models for working with children and their families. Course material highlights approaches that emphasize improving family relationships and focus on child/family strengths and resiliencies. Child and family developmental theories are reviewed. Specific clinical issues are addressed; these include divorce/remarriage, child abuse, ADD/ADHD, depression, conduct disorders, gang involvement, and parental/social relationships.
2. **CTC 2, 4, 5, 8, 11**; Human Growth & Development B-C and E-F; MCFC 1E-F, 2C, & 3A-D: Be exposed to child and adolescent assessment, treatment, and collaboration from psychosocial, medical, educational, and familial aspects. They will also explore learning theory for children and adolescents in the context of human development. They are engaged in analysis of live and theoretical case study and also direct observation of children.
3. **CTC 29** & MCFC 3A: Have an opportunity to observe and interact with children in class (and be able to demonstrate specific skills taught in the course). **CTC 25** & MCFC 1B-C & 3C-D: Further explore their preferred approach to child/adolescent therapy, demonstrates the ability to select models or techniques appropriate to families' presenting problems, and know how to write in APA format.
4. **CTC 6, 9** & MCFC 20: Give presentations on safety issues and needs of witness, victims and perpetrators of violence. Students will also demonstrate their ability to assess, report, and treat cases involving child physical abuse, sexual abuse, and emotional abuse/neglect. They will identify their legal mandated reporting duties.
5. MCFC 1D: Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

Student Learning Outcomes:

Student Outcome and Assessment Plan Goals	Objective	Evaluation Method
Goal 1: Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society.		
Objective 1.1	Articulate orally and in written form a theoretical base and rationale for counseling	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
Objective 1.2	Conduct effective individual, couples, marriage, family, child, and group counseling	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
Objective 1.3	Identify the needs of people in a changing society related to human development and human sexuality over the life span	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play

GOAL 5: PROVIDE COUNSELING: OPTION IN MARRIAGE, FAMILY AND CHILD COUNSELING STUDENTS WITH THE ACADEMIC AND PRACTICAL EXPERIENCES THAT SATISFY THE PROGRAM ACCREDITATION STANDARDS SET FORTH BY THE COUNSEL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP) AND SATISFY THE LICENSURE REQUIREMENTS OF THE STATE OF CALIFORNIA'S BOARD OF BEHAVIORAL SCIENCE AS A MARRIAGE AND FAMILY THERAPIST.

Objective 5.1	Monitor and adjust program curricula to comply with regulations of the State of California's Board of Behavioral Science	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
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CACREP 2016 Standard #	Common Core Curricular Category	Standard	Learning Activities & Experiences	Evaluation Method
1A	MCFC - Foundations	history and development of marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
1B	MCFC - Foundations	theories and models of family systems and dynamics	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
1C	MCFC - Foundations	theories and models of marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
1D	MCFC - Foundations	sociology of the family, family phenomenology, and family of origin theories	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
1E	MCFC - Foundations	principles and models of assessment and case conceptualization from a systems perspective	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
1F	MCFC - Foundations	assessments relevant to marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
2A	MCFC – Contextual Dimensions	roles and settings of marriage, couple, and family counselors	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
2B	MCFC – Contextual Dimensions	structures of marriages, couples, and families	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
2C	MCFC – Contextual Dimensions	family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
HGD - B	Human Growth & Development	theories of learning	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play

HGD –E&F	Human Growth & Development	<p>E. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p> <p>F. systemic and environmental factors that affect human development, functioning, and behavior</p>	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
2O	MCFC – Contextual Dimensions	ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
3B	MCFC – Practice	fostering family wellness	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
3C	MCFC – Practice	techniques and interventions of marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play
3D	MCFC – Practice	conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Readings, Discussions, Lecture	Readings, Class Discussion, Quiz, Mid-term, Presentations, and Final Observation/Child Role Play

Course requirements/assignments:

Assignments:

Points: Due:

Below are listed the general descriptions of the assignments for this course. Specific instructions and directions regarding each item will be given to the students at the appropriate time during the course. Late work will not be accepted. The percentages are as follows:

Role Plays/Inner Child Work	35	
Quiz	20	10/14/20
Child Abuse Exam/Midterm	30	11/4/20
Group Presentation	30	12/2/20, 12/9/20
Child Interview/Final	30	12/16/20
Online Course Discussions	30	8/26/20, 10/7/20, 11/4/20
101 Techniques/Games Presentation	15	
Attendance, Readings & Class Participation	10	

Overall grades will be determined as follows:

A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; F=59% and below.

Role Plays/Inner Child Work: (CTC 2 & 4- Practice)

You will assemble a play therapy tool kit. Kits can be assembled for under \$10 and can be used throughout the professional careers of students. You will present on your kit in small group discussions on Zoom. You will utilize your kit and participate in short role-play play therapy sessions inside and outside of your class meeting with another peer or a child (a relative, one of your children etc.). In addition, you will be assigned to 2 inner child exercises. You will turn in a short reflection after every role play/inner child exercise summarizing your overall experience on Canvas.

Quiz: (CTC 2- Assessment)

The quiz will consist of 10 multiple choice questions stemming from the materials from the course (readings and lectures) up to that point. It will be given at the beginning of the class and will be approximately 30 minutes long. Lecture will follow.

Child Abuse Exam/Midterm: (CTC 2, 6, 11- Assessment)

The professor will provide you with a clinical vignette regarding child abuse and you will be required to respond to the clinical vignettes in a comprehensible essay. You will be expected to demonstrate competency with the relevant Child and Play Therapy theories and approaches taught to that point in the course. The entire class period will be devoted to the midterm.

Group Presentation: (CTC 2, 4, 6, 8, 14, 26- Practice and Assessment)

The group theory presentation will ask you to examine in depth issues related to children/adolescence where issues of violence (i.e. child abuse, children & domestic violence, adolescents & gangs etc.) are present in their lives. Each group will select a topic to be approved from the professor prior to the date of presentation. In addition, the group will present on at least two techniques/games from the Kaduson & Schaefer book *101 Favorite Play Therapy Techniques*. The group presentation should last 15-20 minutes.

Child Interview/Final: (CTC 2, 3, 4, 6, 29- Practice and Assessment)

You will be expected to demonstrate competency with the relevant Child and Play Therapy theories, approaches, and interventions acquired from the course. A short film will be presented to you of a child who is struggling with mental health issues. You will be required to respond in a comprehensible essay in how you would work with this child. The entire class period will be devoted to the final.

101 Techniques/Games Presentation: (CTC 2, 4, 8- Introduction)

You will be expected to sign up for and present one technique or game from the Kaduson & Schaefer (1997) book *101 Favorite Play Therapy Techniques* to the whole class during the semester (if there are extra spots/time slots available extra credit opportunities may exist). There will be designated sections of the book to choose from for the available dates. Please coordinate with other students who sign up for the same date so that duplication of techniques/games does not occur. You will be expected to provide the materials and/or supplies for the technique yourself. You can role play in front of the class or simply demonstrate the activity as would be most appropriate for the technique.

Online Course Discussions: (CTC 2, 3, 4, 6- Introduction)

You are required to actively participate in the 3 discussions on Canvas. You will respond initially to the question(s) with a minimum of 500 words in an original thread by 11PM on Wednesday. In addition, you are expected to contribute to the discussion by responding to at least 2 of your peers' original thread while the discussion board is active until 11PM the next Wednesday.

Attendance, Participation, & Readings:

Attendance at all class sessions is expected. Excused absences under the university's policies for excused absences will be honored. Please call or notify the professor *in advance* of an excused absence. Unexcused absences will adversely affect your grade. Each unexcused absence will cost 3 percentage points from your grade. After two unexcused absences, you will not be able to complete the course. Additionally, you are expected to come to each class session with questions and comments from the materials. Vocal participation from everyone is expected. Such participation should reflect that you have read the material and are prepared to participate.

COURSE POLICIES & SAFETY ISSUES

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT* be available for your viewing.**

UNIVERSITY POLICIES AND SERVICES

Intellectual Property Provision: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” (**not** "vibrate mode"- though in Dr. Weir’s classes vibrate mode is acceptable if a student is “on call” or has other emergency needs) upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** Due to this course occurring remotely through Zoom, a computer will be required. The use of computers during class is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of

such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Theme	Leadership for Diverse Communities
Vision	The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs
Mission	The Kremen School of Education and Human Development’s mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

COURSE CALENDAR

Schedule*:

Lecture	Date	Topic/Assignment	Readings
1	8/19/20	Course Introduction/Let the Play Begin! Assemble Play Therapy Tool Kit	Syllabus Group Games
2	8/26/20	History & Overview of Play Therapy Models Play in Different Cultures Play Therapy Tool Kit Online Discussion 1	S: 1-2 K&M Ch. 1-2 (Bailey: 12 Recommended)
3	9/2/20	Child Development Common Childhood Disorders (Overview) ADHD Infant-Preschool Mental Health	S: 3 (Zeanah: Recommended)

4	9/9/20	Client Centered Play Therapy <i>Role Plays (In Class)</i>	S: 8-9
5	9/16/20	Psychoanalytic Play Therapy (including Adlerian and Jungian) Group Project Intro 101 Techniques/Games Presentation <i>Role Plays (Out of Class)</i>	S: 4-6
6	9/23/20	Theraplay® Reactive Attachment Disorder/Disinhibited Social Engagement Disorder 101 Techniques/Games Presentation <i>Role Plays (In Class)</i>	S. 15 (Jernberg & Booth: Recommended)
7	9/30/20	Children of Divorce (including DV) Puppets/Story-telling/Family Play Therapy 101 Techniques/Games Presentation <i>Inner Child Exercise</i>	
8	10/7/20	Release Play Therapy Self-harm <i>Role Plays (Out of Class)</i> <i>Online Discussion 2</i>	S: 12 (Gil: Recommended & Bailey: Ch.10,13)
9	10/14/20	Quiz Trauma Informed Care Practice Mindfulness Based Stress Reduction Trauma Stress Disorders	Study!
10	10/21/20	Child Abuse/Crisis Management Anxiety Disorders 101 Techniques/Games Presentation	S. 17 (Bailey Ch. 6-7: Recommended) K&M Ch. 6 (Bailey: 8 Recommended)

11	10/28/20	Filial Therapy/Ecosystemic Play therapy Depression (Mood Disorders) 101 Techniques/Games Presentation Role Plays (In Class)	S: 12-14 K&M Ch.5 (Bailey: 9 Recommended)
12	11/4/19	Child Abuse Midterm Due! Motivational Interviewing Oppositional Behavior/Conduct Disorder/Gangs Online Discussion 3	Handouts
13	11/11/20	Holiday/Veteran's Day	
14	11/18/20	Children in Poverty Inner Child Exercise	
15	11/25/20	Thanksgiving Break	
16	12/2/20	Group Presentations	
17	12/9/20	Group Presentations	
18	12/16/20	Final	Prepare!

* Schedule is a flexible guide or approximation. Changes may occur.

Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities

REFLECTION

Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.

<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i>Valuing diversity</i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity..
<i>Collaboration</i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i>Life-long learning</i>	Candidates demonstrate a commitment to life-long learning □ about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.