

Therapeutic Care of Children

Louisville Seminary (PC 3163)
Fall 2015: 1:30-2:50 Tuesday/Thursday
Room 123, Schlegel Hall
Instructors: Bradley Wigger and Jennifer Schiller

Description

This course provides theological, theoretical, and practical foundations for a comprehensive exploration of the world of children. Assessment of children is seen through the lens of pastoral care and counseling utilizing a systemic approach. Developmental, pastoral, and clinical assessments are incorporated to determine possible individual, family, and community interventions. This multi-dimensional framework provides awareness of societal, familial, cultural, and theological implications for providing therapeutic and pastoral care for children in a variety of settings including church, school, home, agency, and residential placements. Course materials and activities will focus on psychological and spiritual development of children. Relevant theories of Marriage and Family Therapy for use in providing therapy with children such as solution focused, narrative, structural, expressive, and play therapy will be considered in an experiential format.

Specific topics of concern include: attachment, child spirituality, family structure and stressors, grief and loss, anger, depression and anxiety, child abuse and neglect, the impact of trauma, and considerations of diversity.

This course is an MFT elective and a general elective for the Master of Divinity program (it does not fulfill the pastoral care requirement).

Objectives

Objectives and Expected Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC)</u>	<u>Assessment Signature Assignments</u>
Articulate the history and forms of play therapy and how it informs their work with children.	SLO: 1, 2 MDiv SLO: 9 MFTC: 1.1.1 Understand systems concepts, theories, and techniques ...foundational to MFT.	Journal Class Participation
Utilize play therapy techniques for child and family assessment and treatment planning.	SLO: 1, 2 MDiv SLO: 9 MFTC: 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 2.1.5...Understand current models of assessment...	Final Project Class Participation

	2.1.6 -Understand the strengths and limitations of models of assessment and diagnosis... 4.1.1-Comprehend a variety of individual and systemic therapeutic models...	
Articulate and demonstrate at least one evidence-based approach to play therapy.	SLO: 2 MDiv SLO: 9 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 3.1.1 Know which models...are most effective for presenting problems 4.5.3-Articulate rationales for interventions related to treatment...	Final Project Journal Class Participation
Formulate systemic interventions for therapeutic work with children based upon a specific theoretical approach.	SLO: 2 MDiv SLO: 8, 9 MFTC: 1.1.1 Understand systems concepts, theories, and techniques ...foundational to MFT. 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 1.2.1 Recognize contextual and systemic dynamics	Final Project Class Participation
Articulate a basic understanding of child spiritual development in the context of family relationships and develop and integrate a pastoral sense of care of children.	SLO: 5 MDiv SLO: 9, 15, 17 MFTC: 2.1.1: Understand principles of human development, sexuality, gender, ... couple and family processes... 2.2.3: Develop hypotheses regarding relationship patterns and their bearing on the presenting problem... 5.4.2 Monitor attitudes...personal issues...to ensure they do not impact therapy adversely or create vulnerability to misconduct	Theology of Care Statement Class Participation Journal
Recognize specific childhood areas of concern and how these are evident in child play, family interaction, and school/community experiences	SLO: 2 MDiv SLO: 5, 9 MFTC: 1.4.1 Evaluate case for appropriateness... 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes... 2.3.2 Provide assessments and deliver developmentally appropriate services...	Final Project Journal
Establish a culturally sensitive response to issues of gender, race, ethnicity, class, and poverty and articulate awareness of the impact of these differences in the lives of children.	SLO: 1, 4 MDiv SLO 5, 6, 7, 8, 9 MFTC: 2.4.3...Evaluate accuracy and cultural relevance of...diagnosis 4.3.1 Match treatment modalities...to client's needs, goals and values 4.3.2 Deliver interventions in a way that is sensitive to special needs of 4.5.1 -Respect multiple perspectives	Class Participation Journal Final Project
Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) "...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems." Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)		

Evidence-based Practice Definition: EBP is a "...practice-friendly approach to using research to enhance family therapy" (Gehart, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

Requirements

To meet these goals the course relies heavily upon class discussions of readings, reflective exercises, students' writing, presentations, and practice with various forms of play and relational models of therapy. Accordingly, class participation and preparation are crucial. Guidance for weekly assignments and the final project will be given in class.

Primary Texts (all are on library reserve)

Axline, Virginia M. *Dibs in Search of Self*, New York: Ballantine, 1964/1986.
 Coles, Robert. *The Spiritual Life of Children*. New York: Mariner Books, 1991
 Combrinck-Graham, Lee, ed. *Children in Family Contexts: Perspectives on Treatment*, Second Edition. New York: The Guilford Press, 2006
 Kadohata, Cynthia. *Kira-Kira*. New York: Aladdin Paperbacks, 2006, 2004.
 Schaeffer, Charles, ed. *Foundations of Play Therapy*. Hoboken, NJ: Wiley, 2011.
 Woodson, Jacqueline. *Brown Girl Dreaming*, New York: Nancy Paulson Books/Penguin, 2014.

Additional Resources

Carmichael, Karla D. *Play Therapy: An Introduction*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2006
 Davies, Douglas. *Child Development: A Practitioner's Guide*, 3rd Edition. New York: The Guilford Press, 2010. ISBN: 978-1606239094
 Gibbs, Jewelle Taylor, and Larke Nahme Huang. *Children of Color: Psychological Interventions with Culturally Diverse Youth*. San Francisco: Jossey-Bass, 2003. ISBN: 787962686
 Gil, Eliana. *Helping Abused and Traumatized Children: Integrating Directive and Nondirective Approaches*. New York: The Guilford Press, 2006. ISBN: 9781593853341
 Minuchin, Patrica, Jorge Colapinto, and Salvador Minuchin. *Working with Families of the Poor*, Second Edition. New York: The Guilford Press, 2006.
 Wigger, J. Bradley. *The Power of God at Home: Nurturing Our Children in Love and Grace*. San Francisco: Jossey-Bass, 2003. ISBN: 0787955884
 Wigger, J. Bradley. "Understanding the Many Ways We Learn," *The Thoughtful Christian*, 2008
 Yust, Karen Marie. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. San Francisco: Jossey Bass, 2004. ISBN: 0787964077

Grading

Course Engagement 50% (Weekly assignments plus participation)
 Theology of Care Statement 10%
 Final project 40%

Course Engagement

Journal: Every week students will have a journal assignment related to the reading. Ordinarily these will be short 1-3 pages or the equivalent in some cases, answering questions or completing tasks (e.g. draw a picture, invent a simple game) provided by the teacher. These assignments should demonstrate a thorough understanding of the reading and express thoughtful engagement with the task/question. Late assignments will not ordinarily be accepted—in rare cases they may be, with prior permission, but the grade may be lowered at the teacher's discretion. Journals will be collected periodically throughout the semester.

Class participation:

- Weekly attendance and class preparation are assumed. Unexcused absences and other manners of nonparticipation (e.g. checking email, texts, phone) will result in a lowering of the course grade at the professor's discretion. See technology policy below.
- Each class will begin with a picture book devotion led by students (five minutes maximum).

Theology of Care Statement

Students will write a 2-page paper (approximately 500-600 words) describing their understanding of care theologically. That is, who and/or where is God in relation to practices and acts of care. More guidance will be given in class.

Final Project

Students will design their own final projects, with various options available. The projects must be of obvious relevance to the course. The work involved should be roughly the equivalent of the time and energy involved in a 20-page research paper, but practice-oriented projects are highly valued as well. The time could be spent teaching, writing, interviewing, organizing, creating, or providing resources for your project. Typically a 20-page paper is calculated at approximately 20 to 30 hours of work. Some possibilities are:

Constructing a workshop integrating play therapy

(for example, a parenting workshop; training module for other therapists or clergy, play therapy for adults or teens, how to talk/listen to children)

Writing a research paper on a relevant subject

(for example, psychological theories of play, a theology of play, a theology of childhood, multiple intelligences and play, play and religious education, play and creativity, play and healing)

Conducting qualitative research

(for example, interview several children, teachers, parents, or therapists, artists, novelists, or musicians about play or creative processes)

Designing and or actually implementing a church educational event

(for example, a Sunday school series on caring for children, an inter-generational retreat focused on playing in God's grace or a spirituality of play)

Designing a group therapy plan

(for example, a six week grief group for children 5 to 8 years old, a family group series, or family-related series)

Students must get approval for their projects, submitting a brief provisional plan by **October 15** with a progress report due **November 17**. Final project is due **December 17**.

Electronic Technology Policy

This is a low-to-no technology course during class time. There will rarely, if ever, be a need for using laptops, tablets, phones, or any other technology that takes attention away from the classroom. A paper notebook will be sufficient. If there is an overwhelming need for use of a laptop, please request permission from the professor. You may use such technology for homework.

School Policies (excerpted from The Faculty Handbook)

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for more information, see:

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.
The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Missing 1/4 or more of the course may result in a low or failing grade in the course.

Working Calendar (2015)

Sept. 10 (Thursday)

Course Introduction

Reading Corner (and sign-up)
Hopes and Expectations
Journal Instructions

Sept. 15-17

The World of Children

Reading: *Kira, Kira* (all)
Journal

Reading and journal assignments to be done by Tuesday of each week

Sept. 22-24

Introduction to Play Therapy

Reading: Schaeffer, chs. 2, & 8
Carmichael, ch. 2
Start reading Axline for Sept. 29 discussion
Journal

Sept. 29-Oct. 1

Dibs and the Power of Play

Reading: Axline, all
Carmichael, ch. 14
Combrinck-Graham, ch. 3

Journal
Turn in journal

Oct. 6-8

Childhood Spirituality

Watch: [Coles and Ruby Bridges](#) (YouTube clip—5 minutes)
Reading: Coles, Intro. and chs. 1-4; 8.
Journal

Oct. 13 (Tuesday)

Black Church Studies Seminar

Class will meet at the BCS lecture

Oct. 15 (Thursday)

Narrative and Therapy

Read: Carmichael, ch. 16

Schaeffer, ch. 18

Coles (TBA)

Journal

Submit a brief project proposal/idea (one paragraph)

Oct. 20-22

Brown Girl Dreaming: Race and Culture

Read: Woodson, all

Journal

Oct. 27-29

Research and Study Week (no class)

Nov. 3-5

Theology of Care

Read: Combrinck-Graham, Part III

Theology of Care Statement

Journal

Nov. 10-12

Therapeutic Approaches: Adlerian, Filial, Group Play Therapy

Read: Schaefer, chs. 6, 9, 13

Journal

Turn in journal

Nov. 17-19

Therapeutic Approaches: Theraplay, Solution-Focused, Cognitive-Behavioral Play Therapy

Read: Schaefer, chs. 15, 16, 17

Journal

Submit a progress report for final project

Nov. 24

Multiple Intelligences, Play, and the Self of the Therapist

Read: Wigger, "Understanding the Many Ways We Learn."

Carmichael, ch. 13

Combrinck-Graham, ch. 2

Journal

Nov. 26

Thanksgiving Holiday

December 1-3

Young Spirituality

Read: Coles, chs. 5-7

Journal

Dec. 8-10

Wrap Up: What Have We Learned?

Read: Carmichael, ch. 15

Additional reading TBA

Turn in Journals

December 17: Project due

Comprehensive Rubric

Scoring Directions: Mark or highlight observations in each area. Complete rating score at the end of the rubric.

Scoring: 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student's level of training.

Assignment I: Journal & Class Participation				
Directions: Every week students will have a journal assignment related to the reading. Ordinarily these will be short 1-3 pages or the equivalent in some cases, answering questions or completing tasks (e.g. draw a picture, invent a simple game) provided by the teacher. These assignments should demonstrate a thorough understanding of the reading and express thoughtful engagement with the task/question. (See syllabus)				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category:
1-Journal entries and discussion demonstrate exceptional understanding of the origins and practice of play therapy.	Journal entries and discussion demonstrate effective understanding of the origins and practice of play therapy.	Journal entries and discussion demonstrate marginal understanding of the origins and practice of play therapy.		SLO: 1, 2 MFTC: 1.1.1, 2.1.1 Score:
2-Classroom activities demonstrate exceptional ability to utilize play therapy techniques as outlined in reading and class lecture.	Classroom activities demonstrate good ability to utilize play therapy techniques as outlined in reading and class lecture.	Classroom activities demonstrate marginal ability to utilize play therapy techniques as outlined in reading and class lecture.		SLO: 1, 2 MFCT: 1.1.2, 2.1.5, 2.1.6 Score:
3-Journal and classroom activities demonstrate exceptional ability to think systemically and critically about therapy with children.	Journal and classroom activities demonstrate good ability to think systemically about therapy with children.	Journal and classroom activities demonstrate marginal ability to think systemically about therapy with children.		SLO: 1, 2 MFTC: 1.1.1, 1.1.2, 1.2.1 Score:

4-Journal and classroom activities demonstrate deep, critical understanding of at least one evidence-based theoretical approach to therapy with children.	Journal and classroom activities demonstrate effective understanding of at least one evidence-based theoretical approach to therapy with children.	Journal and classroom activities demonstrate some understanding of one evidence-based theoretical approach to therapy with children.		SLO: 1, 2 MFTC: 2.1.6, 3.1.1, 4.1.1, 4.5.3 Score:
5-Journal and classroom activities demonstrate exceptional understanding of child developmental tasks, spiritual development and how these are integrated into care of children	Journal and classroom activities demonstrate good understanding of child developmental tasks, spiritual development and how these are integrated into care of children	Journal and classroom activities demonstrate marginal understanding of child developmental tasks, spiritual development and how these are integrated into care of children		SLO: 2, 5 MFTC: 2.1.1, 2.2.3 Score:

Assignment II: Theology of Care Statement

Directions: Students will write a 2-page paper (approximately 500-600 words) describing their understanding of care theologically. That is, who and/or where is God in relation to practices and acts of care. More guidance will be given in class.

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
1-Paper reflects careful and critical thought about a theology of care	Paper reflects careful thought about a theology of care	Paper reflects marginal thought about a theology of care	UA	SLO: 5 MFTC: 2.1.1, 2.2.3 Score:
2-Paper demonstrates exceptionally well examined critical theological thinking related to caregiving practices as outlined in class discussion, reading and lectures.	Paper demonstrates critical theological thinking related to caregiving practices as outlined in class discussion, reading and lectures.	Paper demonstrates some ability to think theologically about caregiving practices as outlined in class discussion, reading and lectures.		SLO: 5 MFTC: 5.5.2 Score:

Assignment III: Final Project

Directions: Students will design their own final projects, with various options available. The projects must be of obvious relevance to the course. The work involved should be roughly the equivalent of the time and energy involved in a 20-page research paper, but practice-oriented projects are highly valued as well. The time could be spent teaching, writing, interviewing, organizing, creating, or providing resources for your project. See syllabus for examples

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
1-Project demonstrates exceptional understanding of one model of play therapy and how this model's techniques can be applied in at least one situation of care.	Project demonstrates appropriate understanding of one model of play therapy and how this model's techniques can be applied in at least one situation of care.	Project demonstrates marginal understanding of one model of play therapy and how this model's techniques can be applied in at least one situation of care.		SLO: 1, 2 MFTC: 1.1.2, 2.1.5, 4.1.1 Score:
2-Project demonstrates exceptional and nuanced understanding of the benefits and limitations of play therapy or other therapeutic model used to intervene with problems of childhood.	Project demonstrates adequate understanding of the benefits and limitations of play therapy or other therapeutic model used to intervene with problems of childhood.	Project demonstrates marginal understanding of the benefits and limitations of play therapy or other therapeutic model used to intervene with problems of childhood.		SLO: 1, 2 MFTC: 1.1.2, 2.1.6 Score:
3-Project attends appropriately and critically to contextually sensitive assessment and treatment planning	Project attends appropriately to contextually sensitive assessment and treatment planning	Project attends somewhat to contextually sensitive assessment and treatment planning		SLO: 1, 2, 4 MFTC: 1.1.2, 2.1.5, 2.1.6, 2.4.3, 4.3.1

				Score:
4-Project demonstrates excellent ability to match assessment to at least one evidence-based and culturally appropriate intervention strategy	Project demonstrates good ability to match assessment to at least one evidence-based and culturally appropriate intervention strategy	Project demonstrates some ability to match assessment to at least one evidence-based and culturally appropriate intervention strategy		SLO: 1, 2, 4 MFTC: 1.1.2, 1.2.1, 3.1.1, 4.3.1, 4.5.3 Score:
5-Project demonstrates exceptional ability to recognize and evaluate child-specific areas of concern relate these to systemic observations in child play, family interaction, and school/community experiences	Project demonstrates the ability to recognize child-specific areas of concern and can relate these to systemic observations in child play, family interaction, and school/community experiences	Project demonstrates marginal ability to recognize child-specific areas of concern and can relate these to systemic observations in child play, family interaction, and school/community experiences		SLO: 1, 2 2.1.1, 2.3.2, 4.3.2 Score:

Aggregated Rubric Scores for Class

Date:												
Signature Assignment	Jour & Part Assig I.1	I.2	I.3	I.4	I.5	Theo of Care II.1	II.2	Fin Proj Assig III.1	III.2	III.3	III.4	III.5
Student												
1												
2												
3												
4												
5												
6												
Mean Score												
SLOs	1,2	1,2	1,2	1,2	2, 5	5	5	1, 2	1, 2	1, 2, 4	1, 2, 4	1, 2
MFTCs	1.1.1 2.1.1	1.1.2 2.1.5 2.1.6	1.1.1 1.1.2 1.2.1	2.1.6 3.1.1 4.1.1 4.5.3	2.1.1 2.2.3	2.1.1 2.2.3	5.5.2	1.1.2 2.1.5 4.1.1	1.1.2 2.1.6 1.1.6	1.1.2 2.1.5 2.4.3 4.3.1	1.1.2 1.2.1 3.1.1 4.3.1 4.5.3	2.1.1 2.3.2 4.3.2