

Syllabus

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.

Objectives and Expected Student Learning Outcomes

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<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 2, 9 Developmental COAMFTE Competency Component: (1) Knowledge of Profession (2) Practice of tjera[u	Journal Class Participation

Utilize play therapy techniques for child and family assessment and treatment planning.	SLO: 1, 2 MDiv SLO 9 Developmental Competency Component: Practice of Therapy.	Final Project Class Participation
Articulate and demonstrate at least one systemic, evidence-based approach to play therapy.	SLO: 2 MDiv SLO: 9 COAMFTE Developmental Competency Component: Research and Evidence-based practice.	Final Project Journal 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 COAMFTE Developmental Competency Component: (1) Knowledge of the Profession, (2) Human Diversity and Social Structures;	Theology of Care Statement Class Participation 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 SLOs, 5, 6, 7, 8, 9 COAMFTE Developmental Competency Component: Human Diversity and Social Structures	Class Participation Journal Final Project

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)

Adler-Tapia, R. (2012). *Child psychotherapy: Integrating developmental theory into clinical practice*. Springer Pub. Co.

Axline, Virginia M. *Dibs in Search of Self*, New York: Ballantine, 1964/1986.

Bryant-Davis, T. (2019). *Multicultural feminist therapy: Helping adolescent girls of color to thrive*. American Psychological Association.

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

Gil, E. (2015). *Play in family therapy* (Second). Guilford Publications.

Kadohata, Cynthia. *Kira-Kira*. New York: Aladdin Paperbacks, 2006, 2004.

Mahoney, A. (2021). *The Science of Children's religious and spiritual development*. Cambridge University Press.

Payne, R. K., DeVol, P. E., & Smith, T. D. (2009). *Bridges out of poverty: Strategies for professionals and Communities*. Aha! Process.

Schaeffer, Charles, ed. *Foundations of Play Therapy*. Hoboken, NJ: Wiley, 2011.

Shapiro, J. P. (2015). *Child and adolescent therapy: Science and art*. Wiley.

Straus, M. B. (2017). Including Parents and Families in Treatment. In *Treating trauma in adolescents: Development, attachment, and the therapeutic relationship* (pp. 202–233). essay, The Guilford Press. (provided on class site)

Wigger, J. Bradley. "Understanding the Many Ways We Learn," *The Thoughtful Christian*, 2008 (provided on class site)

Woodson, Jacqueline. *Brown Girl Dreaming*, New York: Nancy Paulson Books/Penguin, 2014.

Additional Resources

Carr, A. (2017). *The handbook of child and adolescent clinical psychology: A contextual approach* (Third). Taylor & Francis Ltd.

Charde, S. L. (2020). *I am not a juvenile delinquent: How poetry changed a group of at-risk young women*. Mango Publishing Group.

Cochran, Jeff L., Nancy H. Cochran, and William J. Nordling. *Child-Centered Play Therapy: A Practical Guide to Developing Therapeutic Relationships with Children*, Hoboken, NJ: John Wiley & Sons, Inc, 2010.

Davies, Douglas. *Child Development: A Practitioner's Guide*, 3rd Edition. New York: The Guilford Press, 2010. ISBN: 978-1606239094

Eastvold, J. N. (2014). *The Boys On The Porch, An Allegory: Bridges from Fear to Faith*. HenschelHAUS Publishing, Inc.

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

LaVigne LCSW RPT, Melissa. *Play Therapy Activities: 101 Play-Based Exercises to Improve Behavior and Strengthen the Parent-Child Connection* (p. 248). Rockridge Press. Kindle Edition.

Minuchin, Patrica, Jorge Colapinto, and Salvador Minuchin. *Working with Families of the Poor*, Second Edition. New York: The Guilford Press, 2006.

Theodore, L. A. (2017). *Handbook of evidence-based interventions for children and adolescents*. Springer Publishing Company.

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%

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.

Course Engagement

Journal: 3 Journal assignments due by Sunday night midnight each week Sunday, January 9, by midnight and Sunday, January 16, by midnight. Journals will be one page or the equivalent in some cases, answering questions or completing tasks (e.g. draw a picture, invent a simple game) provided by the professor. These assignments should demonstrate a thorough understanding of the reading and express thoughtful engagement with the task/question.

Class participation:

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

Theology of Care Statement

Students will write a 2-page paper (approximately 250-500 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 10-12 page paper is calculated at approximately 10 to 15 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 are allowed to partner with a classmate for a joint project in some cases (with each still fulfilling the required hours). Students must get approval for their projects, submitting a brief provisional plan **Friday, January 7, 2022**. Final project is due Sunday, **January 23 by midnight**.

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.

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 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, 2019.

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.

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

*MFT students are required to follow APA.

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 (January 3-23, 2022)

Zoom meetings Monday-Friday, January 3-7 and

Monday-Friday January 10-14 from 4:30-7:00pm.

Office Hours: Tuesday, January 18 from 4:30-7:00pm

(30 minute appointments, additional time will be offered if needed)

January 3 (Monday):

Course Introduction

Reading Corner (and sign up)

Hopes and Expectations

Journal Instructions

Sign up for office hours

3 Journal assignments due by Sunday night midnight each week Sunday, January 9, by midnight and Sunday, January 16, by midnight.

Reading assignments are due the day of class they are listed for discussion.

First Journal Assignments:

Page 1: create a reading log: identify the reading, date of completion. Be honest.

Page 2: 10-15 one liners

In your notebook, write 10-15 one-line statements answering this question:

What do we learn about children (or care of children) from the book, Kira, Kira? Over and over simply write:

We learn that (e.g. children appreciate beauty).

We learn that (e.g. stuffed animals matter)

We learn that....fill in the blank

You may want to do this as you read—chapter by chapter—or do them all at the end. Some answers may be very general or quite specific. Some may be silly, some very serious. We will share some of these in class to generate discussion.

January 4 (Tuesday):

The World of Children & Introduction to Play Therapy

Reading: **Schaeffer**, chs. 1 (Play Therapy), 2 (The Therapeutic Powers of Play), & 3
(Ethical Issues in Play Therapy)

Gil (2015), pages chs. 2-3 (The Rationale for Integrating Play and Family Therapy, Obstacles and Opportunities in Utilizing Family Play Therapy, & The
Development of Clinical Creativity for Use in Family Play Therapy)

January 5 (Wednesday):

Theology of Care & Childhood Spirituality

Reading: **Coles**, chs. 1 (Psychoanalysis and Religion), 2 (Method), 5 (Young
Spirituality: Psychological Themes), & 6 (Young Spirituality: Philosophical
Reflections)

Mahony, pps. 10-57

Watch:

[Coles and Ruby Bridges](http://www.youtube.com/watch?v=XPk3zQM2dHU) [.\(http://www.youtube.com/watch?v=XPk3zQM2dHU\)](http://www.youtube.com/watch?v=XPk3zQM2dHU)



[.\(http://www.youtube.com/watch?v=XPk3zQM2dHU\)](http://www.youtube.com/watch?v=XPk3zQM2dHU)

(YouTube clip—5 minutes)

January 6 (Thursday):

Dibs and the Power of Play and Family Systems Therapy with Children and Adolescents

Reading: **Axeline** (all)

Shapiro, chs. 7 (Family Systems Therapy)

Straus, chs. 9 (Including Parents and Families in Treatment)

January 7 (Friday):

Solution Focused and Narrative Therapy & Assessment and ACEs

Reading: **Shapiro**, ch. 6 (Constructivism: Solution-Focused and Narrative Therapy)

Schaeffer, ch. 16 (Solution-Focused Play Therapy) & 18 (Narrative Play Therapy)

Adler-Tapia, ch. 7 (Assessment, Diagnosis, Treatment Planning in Psychotherapy With Children and Adolescents)

Online ACEs:

<https://www.pacesconnection.com/g/sonoma-county-aces-connection/fileSendAction/fcType/5/fcOid/452653255952817320/fodoid/452653255952817319/ACES%20handoutJan2015-v1.pdf> [_\(https://www.pacesconnection.com/g/sonoma-county-aces-connection/fileSendAction/fcType/5/fcOid/452653255952817320/fodoid/452653255952817319/ACES%20handoutJan2015-v1.pdf\)](https://www.pacesconnection.com/g/sonoma-county-aces-connection/fileSendAction/fcType/5/fcOid/452653255952817320/fodoid/452653255952817319/ACES%20handoutJan2015-v1.pdf)

<https://www.pacesconnection.com/g/sonoma-county-aces-connection/fileSendAction/fcType/5/fcOid/452653255952816900/fodoid/452653255952816899/ACES%20handoutJan2015-v2.pdf> [_\(https://www.pacesconnection.com/g/sonoma-county-aces-connection/fileSendAction/fcType/5/fcOid/452653255952816900/fodoid/452653255952816899/ACES%20handoutJan2015-v2.pdf\)](https://www.pacesconnection.com/g/sonoma-county-aces-connection/fileSendAction/fcType/5/fcOid/452653255952816900/fodoid/452653255952816899/ACES%20handoutJan2015-v2.pdf)

Due: Theology of Care Statement

January 10 (Monday):

Therapeutic Approaches: Adlerian, Filial, & Group Therapy

Reading: **Schaeffer**, chs. 6 (Adlerian Play Therapy), 9 (Filial Therapy), & 13 (Group Play Therapy)

Discuss **Kira Kira (all)**

January 11 (Tuesday):

Therapeutic Approaches: Child-Centered Play Therapy, Theraplay, and Cognitive-Behavioral Play Therapy

Reading: **Schaeffer**, chs. 8 (Child-Centered Play Therapy), 15 (Theraplay), and 17 (Cognitive-Behavioral Play Therapy)

Discuss **Brown Girl Dreaming (all)**

January 12 (Wednesday):

Multiple Intelligences and the Self of the Therapist (Transference and Countertransference), Ethics, and Understanding Family Contexts and Cultures:

Reading: **Wigger**, "Understanding the Many Ways We Learn."

Adler-Tapia, ch. 6 (The Legal and Ethical Challenges of Providing Child Psychotherapy)

Combrinck-Graham, Pick 2 chapters between Chapter 6 and 21, prepare a 5 min synopsis and personal reflection/application to share in class (please communicate with cohort to cover all chapters)

January 13 (Thursday):

Race, Culture, Diversity, Sexuality, Ageism, Ablism, and Economic Discrimination

Reading: **Bryant-Davis**, chs. 1-6, Pick one chapter to read and prepare a 5-10 minute synopsis and personal reflection/application to share in class. This may be done in groups established at the onset of class-TBD (please communicate with cohort to cover all chapters)

Payne, DeVol, & Smith, chs 1(Definitions), 3 (Hidden Rules Among Classes), & 4 (Patterns in Generational Poverty)

Shapiro, chs. 9 (Cultural Factors in Therapy)

Professor will share excerpts from: Eastvold, J. N. (2014). *The Boys On The Porch, An Allegory: Bridges from Fear to Faith*. HenschelHAUS Publishing, Inc.

Friday, January 14

Virtual Therapy, Wrap Up: What Have We Learned, & Questions/Concerns

Tuesday, January 18

Office Hours, 4:30-7:30pm (*Extended hours if necessary*)

