
THERAPEUTIC PARENTING
HDCN 6325
Summer Term, 2014

Meeting day/time: Monday and Wednesday 6:00 pm – 10:15 pm

INSTRUCTOR:

Kathy Oden, Ph.D., LPC

E-Mail:

Phone:

Office hours: By appointment only before class

COURSE DESCRIPTION AND OVERVIEW:

This course will teach students how to actively engage parents as partners in play in the therapeutic process in working with minors in a counseling setting. The major emphasis will be on Landreth's 10-week filial/play therapy modality, entitled Child Parent Relationship Therapy (CPR-T). In the CPRT model students will learn to teach parents filial play therapy, a form of play therapy in which parents learn to be therapeutic agents with their children. Additionally in this course, other parenting models and current literature on how brain development can be enhanced by caretakers of children and teenagers will be reviewed. Students will also get exposure to various parenting issues, including developmental concerns and DSM-V diagnoses.

REQUIRED TEXTS:

Nelsen, J., & Lott, L. (2012). *Positive discipline for teenagers: Empowering your teens and yourself through kind and firm parenting (3rd ed.)*. New York: Three Rivers Press.

Bratton, S., Landreth, G., Kellam, T., & Blackard, S. (2006). *Child parent relationship therapy (CPRT) treatment manual: A 10-session filial therapy model for training parents*. New York: Routledge.

Siegel, D., & Bryson, T. (2012). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind, survive everyday parenting struggles, and help your family thrive*. New York: Bantam.

RECOMMENDED/SUGGESTED TEXTS:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.

Clark, L. (2005). *SOS help for parents: A practical guide for handling common everyday behavior problems*. Bowling Green, KY: SOS Programs & Parents Press.

Cline, F., & Fay, J. (2006). *Parenting teens with love and logic*. Colorado Springs, CO: Pinon Press.

Kazdin, A. E. (2008). *The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills*. Boston: Mariner Books.

Killough-McGuire, D., & McGuire, D. E. (2001). *Linking parents to play therapy: A practical guide with applications, interventions, and case studies*. Florence, KY: Brunner-Routledge.

Mash, E. J., & Barkley, R. A. (2003). *Child psychopathology (2nd ed.)*. New York: Guilford Press.

Nelsen, J. (2006). *Positive discipline*. New York: Ballantine.

Simons, R. (1987). *After the tears: Parents talk about raising a child with a disability*. San Diego: Harcourt Brace & Company.

Webster-Stratton, Carolyn. (1992). *The incredible years: A trouble-shooting guide for parents of children aged 3-8*. Toronto, ON: Umbrella Press.

Webster-Stratton, Carolyn. (1999). *How to promote children's social and emotional competence*. Los Angeles: Sage.

COURSE LEARNING OBJECTIVES:

Key Learning Objectives	Method of Achievement	Measurable Outcomes
Students will learn basic play therapy skills imperative for building a relationship with child clients and their caretakers.	Classroom instruction, assigned reading, therapist observation, and group practicing.	Students will demonstrate a proficiency in utilizing basic skills and engendering the therapeutic alliance with child clients as evidenced in their CPRT practice sessions. Students will demonstrate knowledge on exams.
Students will learn objectives of filial therapy and skills for teaching parents and caregivers how to build a relationship with child clients through the CPRT 10 session model of filial therapy.	Classroom instruction, assigned readings, therapist observation, and group practicing.	Students will demonstrate a proficiency in utilizing basic skills and engendering the therapeutic alliance with parents as evidenced in their CPRT practice sessions. Students will demonstrate knowledge on exams.
Students will learn basic group counseling skills necessary for implementing an effective CPRT group, factors relevant to forming effective CPRT groups, and ethical issues related to working with parents and CPRT groups.	Classroom instruction, assigned readings, therapist observation, and group practicing.	Students will demonstrate a proficiency in utilizing basic skills and engendering the therapeutic alliance with parents as evidenced in their CPRT practice sessions. Students will demonstrate knowledge on exams.
Students will learn current research related to the developing brain, other developmental issues, DSM-V diagnoses related to developmental disorders, and other issues related to parenting.	Classroom instruction, class presentations, assigned readings.	Students will demonstrate knowledge through class participation, class presentations, and exams.
Students will demonstrate knowledge of effective consultation, advocacy, and counseling strategies with the significant others in a child's life.	Presentations, handouts, role play, practice sessions, class discussion, and reading assignments.	Degree of participation in class discussion, participation in class role play, participation in CPRT practice sessions, and quality of journal entries.

COURSE REQUIREMENTS:

(Grading rubrics for graded activities are included in Appendices of this syllabus.)

- 1. Classroom Attendance, Participation, and Attitude:** All three are imperative for successful completion of this course. Attendance is imperative in this course. Any known absences should be reported to the Instructor in advance. Final grade will be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e.,

showing up to class late, returning from breaks late, or missing a day(s). Participation in class includes actively volunteering for activities such as role-play, contributing to class discussions, engaging in supervision experiences, and completing additional class assignments. It is not acceptable if a student participates in class while also doing outside-related activities, such as web-browsing, texting, etc. This is not acceptable and will have direct consequences on the final classroom grade. Demeanor, attitude, and overall disposition toward peers and the Instructor will be GREATLY taken into consideration. **(10 pts). Viewed over the course of the Summer, 2013 term.**

2. **Classroom Presentation and Handout:** Students are required to choose from a list of current parenting issues.
 - A. A 30-minute in-class presentation must be given addressing a parenting issue you have chosen. A demonstration of the modality (or skills in the modality) must be shown in class via live demonstration, video clip(s), etc. **(25 pts). Due: Depending upon sign up circulated in class.**
 - B. A 6-8 page paper will be turned in along with the class presentation discussing the chosen parenting issue. Further rubric will be rendered in class. **(5 points). Due: Depending upon sign up circulated in class**

3. **Child and Parent Relationship Enhancement Participation and Journal:**
 - A. **Group Participation:** You will be required to attend/lead a filial/CPR-T group in the SMU Center for Family Counseling. In this group, you will be required to attend/lead 8 sessions and find a child (i.e., preferable someone you know well) to implement and practice what you are learning in group. **The group time will span 1.25 hours and will be held from 8:45pm to 10:00 pm at SMU in Plano Center for Family Counseling, starting June 19, 2013 (second meeting of the course). (8 points; 2 points/group).**
 - B. **Journal:** You will be required to create and maintain a journal regarding your experience(s) during the CPR-T group. There will be an entry after each group, consisting of 8 entries in total. Each journal entry should consist of four parts: (1) Your reactions to what you learned in group and its impact on you; (2) How this might impact parents you work with someday; (3) What you have learned about children through this experience, and; (4) Your reaction to the group leaders and other members in the group. **(8 points; 2 points/entry). Due 7/17/2013.**

4. **Mid-term Examination:** This exam is will cover all classroom readings assignments in texts and articles up to that point in the classroom. It is comprised of 48 multiple-choice questions. **Held at the Beginning of Class on 7/1/2013. You will have 1.5 hours to complete the exam (20 points).**

5. **Final Examination:** This exam is comprehensive and will cover all classroom readings assignments from after the midterm on. It is comprised of 40 multiple-choice questions. **Held at the Beginning of the Last Class on 7/17/2013. You will have 1.5 hours to complete the exam (24 points)**

Graded Activity Delineation:

Assignment	Points	Percentage of Grade
Attendance/Participation/Attitude	10	10%
Filial Group Participation	8	8%
Filial Group Journal	8	8%
Paper	5	5%
Presentation	25	25%
Mid-term	20	20%
Final Exam	24	24%
-----	100 Point/Total	100% Total

SMU GRADE SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+		77 – 79	2.3	6.9
C	Failure, any C or below	73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 \geq	0.0	0.0

ADDITIONAL POLICIES

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Statement on Attendance:

Instructors should be given 24 hours' notice of any absence whenever possible.

If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.

A student's final grade will be impacted if two absences occur.

A student missing more than two classes may, at the instructor's discretion:

- receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found in the [2013-14 Academic Calendar](#) then consult with the Program Specialist if they believe this option is a possibility.)

Statement on Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at: http://www.smu.edu/studentlife/PCL_05_HC.asp

Disability Accommodations: Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Plagiarism Policy: Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

To represent ideas or interpretations taken from another source as one's own is plagiarism.

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an “F” grade for the class. Please reference the SMU honor code.

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student’s responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement of Class Decorum: Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessitates last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines: Students are expected to become familiar with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual, 6th Edition*. Some general guidelines include:

- Always cite the source of a quote or paraphrase
- When quoting:
 - Copy the original material word-for-word
 - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text
 - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.
- The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Appendix A: Rubric for Graded Activities

A. Attendance, Participation, and Attitude Grade Criteria Rubric

	Needs Improve. 0-4	Developing 5-7	Accomplished 7-8	Exemplary 9-10
Attitude	Does not ask questions or make comments that indicate reflection, self-awareness, and insight. Inconsiderate and disrespectful of others. Does not facilitate emotional safety within the class or group experience.	Rarely asks questions or makes comments that indicate reflection, self-awareness, and insight. Occasionally considerate and respectful of others.	Occasionally asks questions or makes observations that indicate reflection, self-awareness, and insight. Regularly considerate and respectful of others.	Regularly asks questions or makes observations that indicate reflection, self-awareness, and insight. Considerate and respectful of others. Facilitates emotional safety within the class setting.
Participation	Neither participates in class or group discussions nor contributes feedback in class.	Does not actively participate in large group discussions or contribute feedback in the classroom setting.	Participates actively in class and group experiences. Actively provides feedback to others and to Instructor.	Participates actively and contributes feedback frequently to classmates and Instructor.
Attendance	Misses class often, arrives late, cancels sessions frequently. Texts and/or engages in other inappropriate behavior in class.	Misses no more than 2 classes and/or group sessions w/o prior arrangement. Tardiness occurs less than two times.	Misses 1 class with prior arrangement, tardiness occurring less than once.	Attends class regularly, prompt and prepared arrival, no missed classes.

B. Classroom Presentation Grade Guidelines (200 points total):

1. 30-minute time-frame: ____ (25 points)
2. Active Demonstration/visualization: ____ (25 points)
3. Articulate and Professional Presentation style: ____ (30 points)
4. Organized Presentation: ____ (30 points)
5. Involvement of the Group: ____ (25 points)
6. Knowledge over Content in Topic Area: ____ (25 points)
7. Accuracy of Concepts Presented: ____ (25 points)
8. Answering Questions: ____ (15 points)

C. Parenting Issue Paper Guidelines (50 points total):

1. Content: ____ (40 points)
2. Grammatically Sound and Overall Organization: ____ (10 points)

COURSE SCHEDULE

Week	Date	Class Activity/Topic(s) Covered:	Required Readings
#1	June 16	<ul style="list-style-type: none"> · Syllabus · Review of the Importance of Play · Filial Play Therapy Overview 	<ul style="list-style-type: none"> · Landreth & Bratton Directions
#2	June 18	<ul style="list-style-type: none"> · Filial Play Therapy Session 1 · Parent Interviewing & Goal Setting 	<ul style="list-style-type: none"> · Landreth & Bratton Session 1 · WBC - Ch. 1 & 2
#3	June 23	<ul style="list-style-type: none"> · Filial Play Therapy Session 2 · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 2 · WBC Ch. 3 & 4
#4	June 25	<ul style="list-style-type: none"> · Filial Play Therapy Session 3 · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 3 · WBC Ch. 5 & 6
#5	June 30	<ul style="list-style-type: none"> · Filial Play Therapy Session 4 · Midterm Exam · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 4 · PDT Ch. 1, 2, & 3
#6	July 2	<ul style="list-style-type: none"> · Filial Play Therapy Session 5 · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 5 · PDT Ch. 4, 5, & 6
#7	July 7	<ul style="list-style-type: none"> · Filial Play Therapy Session 6 and 7 · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 6-7 · PDT Ch. 7, 8, & 9
#8	July 9	<ul style="list-style-type: none"> · Filial Play Therapy Session 8 · Parent Consultations/Feedback · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 8 · PDT Ch. 10, 11, & 12
#9	July 14	<ul style="list-style-type: none"> · Filial Play Therapy Session 9 · Parenting Pre-teens and Teenagers · Class Presentation 	<ul style="list-style-type: none"> · Landreth & Bratton Session 9-10 · PDT Ch. 13 & 14
#10	July 16	<ul style="list-style-type: none"> · Filial Play Therapy Session 10 · Turn in Journal · Final Exam 	<ul style="list-style-type: none"> · Landreth & Bratton Session 10

*Course Outline is scheduled to change per Instructor's discretion.

WBC = The Whole Brain Child

PDT = Positive Discipline for Teenagers