
HDCN 6391: SPECIAL TOPICS-FAMILY PLAY THERAPY
Inter-term, 2013 (Between Fall and Winter Terms)
(October 12-October 19, 2013)

INSTRUCTOR:

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Dr. Misty Solt is currently serving as a Clinical Assistant Professor on faculty in the SMU Dispute Resolution and Counseling Department. Previously, she served for over three years as the Clinic Director of the SMU Center for Family Counseling. Dr. Solt is a Licensed Professional Counselor-Supervisor, Registered Play Therapy Supervisor, and National Certified Counselor. Dr. Solt received her Doctorate at the University of North Texas and her Master's at Eastern Illinois University. Dr. Solt has been working in the field of Counseling since 1998 as a counselor in the following areas: school crisis counseling, in-home counseling, agency counseling, general crisis counseling, and private practice. Dr. Solt has served on the Frisco ISD Hope Rising Trauma and Loss Team and is serving a second term on the Board of Directors for Camp COPE. Dr. Solt was the Assistant Director of the Center for Play Therapy in Denton, TX for three years. Dr. Solt has served as an Adjunct Professor for the Department of Counseling at both Southern Methodist University and the University of North Texas. Dr. Solt is published in the area of counseling and has a private practice in Frisco, TX.

COURSE PURPOSE AND GOALS:

Welcome to Family Play Therapy! The intent is to make this course informative, challenging, and worthwhile in helping you learn how to work with children and families in a counseling context using play. A variety of learning activities have been structured to provide you with opportunities designed to encourage your growth as a counselor across family settings in using play techniques to help assess and counsel families with minor children. The degree to which you perceive this experience enhancing your personal and professional growth will largely be a function of your own goals for this experience, as well as the responsibility and initiative you assume in achieving these goals.

COURSE DESCRIPTION

Overall, this course is designed to (1) help students to learn the clinical importance of relating to and working with families through play; (2) assist those who work with families in obtaining an understanding of the various dynamics to observe with families and individuals in a play therapy context; (3) increase students' understanding of the variety of play therapy techniques available; teach basic family play therapy skills imperative for building a relationship with the families with children; and (4) promote self-exploration and self-understanding.

COURSE LEARNING OBJECTIVES

Key Learning Objectives	Method of Achievement	Measurable Outcomes
Help students to learn the clinical importance of relating to and working with families through play therapy in a family context.	Classroom instruction via lecture, article reviews, videotapes, text reading, and DVDs will be utilized. Journaling and quizzes will also be implemented.	Students will keep a journal illustrating their integration of apposite classroom learning, readings, discussion, and critical thinking. Students will also score high on the daily quizzes, demonstrating content understanding.
Assist those who work with families in obtaining an understanding of the various dynamics to observe with families and individuals in a play therapy context	The designated class textbooks and related supplemental activities will be utilized to facilitate classroom discussions.	Students will demonstrate content mastery based on class exercises, journal entries that reflect synthesis, and daily quizzes.
Increase students' understanding of the variety of family play therapy techniques available.	DVD, Internet, and live examples will be presented for the purposes of illustrating interventions. Students will also conduct a class presentation of an activity of their choice, undergo daily quizzes for to assess for knowledge assimilation and content mastery.	Students will manifest synthesis of information by generating high scores on their quizzes and demonstrating the ability to conduct activities through practice in class.
Promote self-exploration and self-understanding relating to the family play therapy context.	Journal, classroom discussions, and small group activities	Students will articulate areas of strength, concern, and growth through the process or introspective work and discussion.

REQUIRED TEXT(S)

Lowenstein, L. (2010). Creative family therapy Techniques: Play, art, and expressive activities to engage children in family sessions. Toronto, Canada: Champion Press

Gil, E. (1994). Play in family therapy. New York: The Guilford Press.

COURSE ITINERARY:

10/12/13: Saturday- Depart Galveston
10/13/13: Sunday-At Sea
10/14/13: Monday- Key West, Florida
10/15/13: Tuesday- Castaway Cay, Bahamas
10/16/13: Wednesday- Nassau, Bahamas
10/17/13: Thursday- At Sea
10/18/13: Friday- At Sea
10/19/13: Saturday- Arrive back in Galveston

ASSIGNMENTS, EXPECTATIONS, & GRADING

1. **Family Play Therapy Observational Journal:** A journal will be kept throughout the week and will be turned in the last day of class. Journals must be brought to every class and must be maintained on a daily basis (several times in a day if needed). Daily journal entries should contain the following headings (with emphasis on the first two areas): (1) what am I noticing about children and families? (2) in what way do children and caretakers seem to communicate their needs to each other? (3) what impacted me the most about class today/tonight (e.g., concepts I learned, something that surprised me, etc.); (4) what am I learning about myself; (5) what am I learning about my own family?; and (6) what am I learning about becoming a counselor. **Worth 20 points; Due 10/19/2013.**
2. **Family Play Therapy Activity Presentation:** A chosen activity (either created or research outside of the texts used in class) will be presented to the class. The a specific list of subjects must be addressed and the outline must be emailed to the professor (who will email students a copy once back on shore). Presentations are to extend thirty minutes in time, without going over. A demonstration of the activity and practice of the activity is expected within the class presentation (and to yield the majority of the presentation time). **Worth 10 points; Due: Depending upon sign up in-class or on-line.**

Subjects to Include (not necessarily in this order):

- Name of Activity
- Author
- History of Activity
- Purpose/goals of Activity
- Developmental Modifications
- Description of Activity
- Activity Preparation and Props
- References

Grading Rubric:

- ___/ 4 points: Covered all subject areas required
- ___/3 points: Visual demonstration and practice ability with the group
- ___/2 points: Overall organization and ability to answer questions from peers
- ___/1 points: Handout copy emailed and confirmed

3. **Activity Quizzes:** There will be five, 10 question quizzes over the Family Play Therapy activities learned in the class. Quizzes will be held the following day (starting on Sunday) and will cover all classroom lectures and readings. It may be comprised of multiple-choice and/or short answer. It is worth 50 points in total. **Due: 10/13/13-10/18/13**

4. **Class Attendance, Participation, and Attitude:**

a. Participation and Attitude in class includes actively volunteering for and participating in activities such as role-play, contributing to class discussions, actively contributing to supervision experiences, and completing additional in-class activities and reflective assignments. Demeanor, attitude, and overall disposition toward peers, professor, and mock clients will be GREATLY taken into consideration.

Additionally, students must notify the Professor preferably before the first two weeks of the term starting (due to the inner-term nature) if there is any circumstance that would create a hardship for participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.).

1-2 pts.	Participates rarely and/or reluctantly
3-5 pts.	Participates inconsistently (abstains from participation or must be persuaded to participate on more than 2 occasions)
6-8 pts.	Participates consistently (always participates with little or no coaxing)
9-10 pts.	Participates consistently & Exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers).

b. Attendance: Final grade can 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)).

A 24-hour notice of any absence should be given. Furthermore, if a student must miss one class, it is the student's responsibility to contact a classmate to get all the material and assignments covered during their absence. Should a student miss more than two classes (i.e., one day), his/her final grade will be impacted. 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 at <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.)

Point Rubric:

- Approved circumstance + advance notice = 10 point reduction (regardless of participation level)
- Emergency + ASAP notification = 10 point reduction
- Approved circumstance + no advance notice = 15 point reduction
- Non-approved circumstance + advance notice = 20 point reduction
- Non-approved circumstance + no advance notice = 25 point reduction
- More than one non-approved circumstance without advance notice = conference with Professor and Program Director + 50 point reduction
- Late arrival (after class has started or resumed following a break) 2 = no penalty; Thereafter, 5-point reduction for each occurrence.

In summary, the final grade can 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)). Demeanor, attitude, and overall disposition toward peers, faculty, and travelers will be GREATLY taken into consideration. **Worth 20 points; Viewed over the Inter-term, Fall, 2013.**

Grade Composition			
Assignment	Possible Points	%	Week Due
Family Play Observational Journal	20 pts.	20%	10/19/13
Family Activity Presentation	10 pts.	10%	TBA
Activity Competency Quizzes	50 pts.	50%	Daily
Attendance, Participation, and Attitude	20 pts.	20%	Spans throughout Week
TOTAL	100 pts.	100%	

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+	Failure, any C or below	77 – 79	2.3	6.9
C		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.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

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.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

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.

Emergency Preparedness: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

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 have a high degree of familiarity 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*.

Travel Waiver:

Although this is a Disney Cruise, SMU is not selling or endorsing any products related to Disney. Furthermore, the responsibility of the tour operator, Southern Methodist University is limited. They act only as agents for the passenger in regard to travel, whether by railroad, motor coach, private car, boat, aircraft or any other conveyance. They assume no liability for injury, damage, loss, accident, delay or irregularity which may be occasioned either by reason of defect in any vehicle, or through the acts or default of any company or person engaged in conveying passengers, or in carrying out the arrangements of the tour. The operator can accept no responsibility for loss or additional expenses due to the delay or changes in schedules or other causes. The right is reserved to decline, accept or retain any person as a member of any tour, in the interests of the passengers, as circumstances demand it.