

**College of Education
Curriculum Committee Minutes
October 14, 2019**

Members Participating: Dean Bower; Daniel Carter (TLF); Jon Coleman (CHE); Carole Collins-Ayanlaja (EDL); Kristen Holly, Charleston Public Schools; Christy Hooser (SPE); Jim Howley (SEL); Jenny Reid (Student Member); Hannah McMahan (Student Member)

Guests Present: Rick Roberts

Dan Carter called the meeting to order at 2:00 pm.

The minutes from the September 23, 2019 meeting were approved.

COE 19-11, New Course Proposal CHE 5645

Rick Roberts presented the proposal for this course. Jon Coleman moved and Kristen Holly seconded the motion to approve the proposal. Following discussion, the proposal was approved unanimously with minor revision. Effective date is Summer 2020.

Dean's Report/Other

1. Dean Bower shared information about the College fundraiser to be held on November 5, 2019 at Tuscan Hills.
2. The Small and Rural School Networking Night was held October 7th with approximately 50 students attending.
3. Dean Bower and Dr. Lucas presented at the ROE Future Teacher Event for paraprofessionals and teacher aides. Approximately 80 were in attendance.
4. Dr. Collins-Ayanlaja recognized Dr. Howley's work on the RISE conference held last Friday. Also expressed her interest in further efforts to implement cultural competency into educator preparation.

The meeting was adjourned at 2:30 p.m.

Respectfully submitted, Doug Bower

Fall 2019 Meeting Schedule

October 28

November 11

December 9

2:00 – 3:30 p.m.

Room 2444 Buzzard Hall

COE 19-11 (as approved)

Eastern Illinois University
Revised Course Proposal Format

Banner/Catalog Information (Coversheet)

1. New Course or Revision of Existing Course
2. Course prefix and number: CHE 5645
3. Short title: Advanced Play Therapy
4. Long title: Advanced Play Therapy
5. Hours per week: 3 Class Lab 3 Credit
6. Terms: Fall Spring Summer On demand
7. Initial term: Fall Spring Summer Year: 2020

8. **Catalog course description:** This course is designed for the advanced study of play therapy as a developmentally appropriate intervention for children and adolescents and builds upon information taught in the Introduction to Play Therapy course. This course prepares students to work with children and adolescents effectively in school, clinical, and community settings.

9. **Course attributes:**
General education component: None.
 Cultural diversity Honors Writing centered Writing intensive
 Writing active

10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/Clinical Other, specify:

Mode(s) of Delivery:
 Face to Face Online Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction

11. **Course(s) to be deleted from the catalog once this course is approved.** None.

12. **Equivalent course(s):** None.
a. Are students allowed to take equivalent course(s) for credit? Yes No

13. **Prerequisite(s):** Yes. CHE 5640
a. Can prerequisite be taken concurrently? Yes No
b. Minimum grade required for the prerequisite course(s)? B
c. Use Banner coding to enforce prerequisite course(s)? Yes No
d. Who may waive prerequisite(s)?
 No one Chair Instructor Advisor Other (specify)

14. **Co-requisite(s):** None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: x May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: x Standard ___ CR/NC ___ Audit ___ ABC/NC

19. Special grading provisions:

- ___ Grade for course will not count in a student's grade point average.
- ___ Grade for course will not count in hours toward graduation.
- ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____
- ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer:

- ___ A community college course may be judged equivalent.
- X A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ___ Course is required for the major(s) of _____
- ___ Course is required for the minor(s) of _____
- ___ Course is required for the certificate program(s) of _____
- x Course is used as an elective
2. **Rationale for proposal** : To meet current standards to become a Registered Play Therapist.
3. **Justifications for (answer N/A if not applicable)**
- Similarity to other courses: n/a
- Prerequisites: Student must have foundational Play Therapy knowledge before enrolling in the advanced course.
- Co-requisites: n/a
- Enrollment restrictions: 5500 and above level graduate course
- Writing active, intensive, centered: n/a
4. **General education assurances (answer N/A if not applicable)**
- General education component: n/a
- Curriculum: n/a
- Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

- a. CHE 5645, Advanced Play Therapy

2. Catalog description

This course is designed for the advanced study of play therapy as a developmentally appropriate intervention for children and adolescents and builds upon information taught in the Introduction to Play Therapy course CHE 5640. This course prepares students to work with children and adolescents effectively in school, clinical, and community settings.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Learning Objective	Graduate Learning Goals
a) Increase knowledge of play themes and how to apply them in play therapy sessions, as well as parent and teacher consultations and/or family sessions.	1, 2, 3
b) Demonstrate techniques of personal/social counseling in school settings (CACREP 5. G. 3. f)	1, 2, 3
c) Learn and apply skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 5. G.3. h)	1, 2, 3
d) Examine and demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b)	1, 2, 3
e) Examine human development and its impact upon functioning and learn to apply developmental concepts to play therapy.	1, 2, 3
f) Learn and demonstrate professional counseling skills used in play therapy to facilitate helping relationships with children and reach treatment goals and counseling outcomes.	1, 2, 3
g) Examine the evolving body of qualitative and quantitative play therapy research and develop treatment goals and interventions with respect to specific client populations.	1, 2, 3, 4

h) Examine and synthesize knowledge regarding the impact of trauma on the developing brain and how play therapy can best be utilized in cases of trauma.	1, 2, 3,
i) Practice play therapy self-care strategies appropriate to the counselor role.	1, 2, 3

4. Course materials.

- a. Ray, D. (2011). *Advanced play therapy: Essential conditions, knowledge, and skills for child practice*. New York: Routledge.
- b. Crenshaw, D., & Stewart, A. (2016). *Play Therapy: A comprehensive guide to theory and practice*. New York: The Guilford Press.
- c. Homeyer, L., & Sweeney, D. (2016). *Sandtray therapy: A practical manual*. New York: Routledge.
- d. APA Publication Manual, 6th Edition
- e. ACA Code of Ethics (downloadable from www.counseling.org)
- f. ASCA Ethical Standards (downloadable from <http://www.schoolcounselor.org>)

5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
Week 1	Review of Child-Centered Play Therapy	150 minutes	Ray (Chapter 3)
Week 2	Advanced Child-Centered Play Therapy Child development and the need for play	150 minutes	Ray (Chapters 2,4,5)
Week 3	Advanced Child-Centered Play therapy topics Play therapy in school and community settings Rationale for play therapy and research support	150 minutes	Ray(Chapter 12, 13,15) Crenshaw & Stewart (17) Poster Proposals due
Week 4	Documentation of play therapy Developmental history/Intake Progress notes, treatment planning Consultation with parents	150 minutes	Ray Appendix and Chapter 9 Homeyer & Sweeney Appendix D2L article
Week 5	Advanced therapeutic limit setting Aggression	150 minutes	Ray (Chapters 6 & 10)
Week 6	Play Themes and stages in Play therapy	150 minutes	Ray (7,8) Poster Presentations due

	Progress and termination Creative expression		
Week 7	Advanced Sandtray Therapy	150 minutes	Homeyer & Sweeney (1-4)
Week 8	Advanced Sandtray Therapy	150 minutes	Homeyer & Sweeney (10, 11, 12 & 7) Video 1 due
Week 9	Child-Parent Relationship Therapy	150 minutes	Crenshaw & Stewart (9)
Week 10	Play in family therapy	150 minutes	Crenshaw & Stewart (13) Video 2 due
Week 11	Cultural issues in play therapy Trauma and neglect and impact on the brain	150 minutes	Crenshaw & Stewart (Chapter 34)
Week 12	Integration of nondirective and directive play therapy theories with trauma	150 minutes	Crenshaw & Stewart (7,18) Special Project due
Week 13	Neurosequential model of therapeutics and neurobiologically informed counseling interventions	150 minutes	Online article Crenshaw & Stewart (15, 36)
Week 14	Play Therapy with clinical populations/ DSM diagnosis Student Presentations	150 minutes	DSM-V online Crenshaw & Stewart (15-18) Play therapy Presentation Due
Week 15	Play therapy with clinical populations/ DSM diagnosis Student Presentations	150 minutes	DSM-V online Crenshaw & Stewart (20,21) Play therapy Presentation Due
Week 16	Student Presentations		

6. Assignments and evaluation, including weights for final course grade.

Class Attendance & Participation- 30 pts

Quizzes-35 pts

Professional Poster Presentation Assignment - 50 pts

Play Therapy Presentation - 30 pts

Play Therapy specific counseling demonstrations - 45 pts

Special Project - 35 pts

Total Points = 225 points

- a. Attendance and Class Participation: Attendance and class participation is crucial to learning and is required. Students are expected to attend class having completed required readings

- and to regularly engage in class discussion
- b. Quizzes: Students will have regular quizzes in order to be tested over the assigned readings and the lecture material. The quizzes will have multiple choice, essay and short answer type questions.
 - c. Poster Presentation Assignment: Students will choose a topic for a creative activity/literature review poster to be presented at a professional conference. They will learn to develop a poster proposal and advocate for a population in a professional setting by outlining research regarding play therapy and recommending interventions in a poster format.
 - d. Play therapy presentation: Students will choose a clinical population and present a play therapy, creative expression, art therapy, or sandtray treatment intervention. It is expected that students will discuss diversity issues, as well as legal and ethical issues that may arise. Students must be familiar with associated DSM diagnoses for this presentation, including differential diagnosis and research related to treatment interventions.
 - e. Play therapy specific counseling demonstrations: Students will choose a theoretical model to apply in 3 separate play therapy sessions. They will videotape each session for feedback, and provide a critique of their work.
 - f. Special project: Students will select an issue directly impacting a child of focus, select a play therapy theory to utilize, identify and describe the play therapy or creative expression activity, discuss how the intervention is expected to benefit the child of focus, discuss developmental history and background of child of focus, identify goals, identify any accommodations or modifications the child may need at home or school, and identify resources to provide to teachers and parents, as well as any community resources that they may refer to the family.

7. Grading scale.

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

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Learning Objectives
Quizzes	Course objectives a, e. g. h. i
Class Attendance & Participation	Course objectives a-i
Professional Poster Presentation	Course objectives c-g
Play therapy sessions	Course objectives a-f.

Play therapy clinical population presentation	Course objectives b.,c.,d.,g.
Special project	Course objectives a,c,d,e,f.

Date approved by the department or school: 9/25/19

Date approved by the college curriculum committee: 10/14/19

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: