

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

HDFS402

Course Summary

Course : HDFS402 **Title :** Benefits of Therapeutic Play

Length of Course : 8 **Faculty :**

Prerequisites : HDFS401 **Credit Hours :** 3

Description

Course Description:

This course provides an overview of the principles of therapeutic play, including history, theories, techniques, applications and skills. The content focuses on basic therapy skill development within the context of ethical and cultural diversity-sensitive practice. Attention is given understanding the role of therapeutic play in the context of the participant's clinical (medical treatment) and non-clinical system (family, school, community). Participants learn strategies for engaging children in art, music, and other alternative therapeutic play to educate them on an adult's diagnosis or on their own diagnosis. Participants are introduced to a variety of online resources available for further support. Interest in or pursuit of Child Life certification is not required. (Prerequisite: HDSFS401)

Course Scope:

Students will gain knowledge of the history and theoretical foundations of therapeutic play. In addition, students will gain an understanding of both the role and the importance of therapeutic play in a child's life. Therapeutic strategies such as art, music and other alternative therapeutic play methods will be covered. Therapeutic play will be examined across culture and ethnicity as well as all aspects of the child's life to include the medical setting as well as home, school and the community.

Objectives

After successful completion of HDFS402 students will be able to:

1. Demonstrate understanding of the history and theoretical foundations of therapeutic play.
2. Explain basic therapy skill development.
3. Examine abilities within ethnically and culturally diverse contexts.
4. Distinguish the role of therapeutic play in the context of the participant's clinical and non-clinical system.

Child Life Competencies

I. Care of Infants, Children, Youth and Families

- A. Competency-The ability to assess the developmental and psychosocial needs of infants, children, youth and families.
- A. Competency-The ability to initiate and maintain meaningful and therapeutic relationships with infants,

children, youth and families.

- A. Competency-The ability to provide opportunities for play for infants, children, youth and families.
- B. Competency-The ability to provide a safe, therapeutic and healing environment for infants, children, youth and families.
- A. Competency-The ability to support infants, children, youth, and families in coping with stressful events.
- A. Competency-The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants and children.
- A. **Professional Responsibility**
 - A. Competency-The ability to practice within the scope of professional and personal knowledge and skill base.
 - A. Competency-The ability to continuously engage in self-reflective professional child life practice.
 - A. Competency-The ability to function as a member of the service team.
- A. **Education and Supervision**
 - A. Competency-The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth, and families to others.
 - A. Competency-The ability to supervise child life students and volunteers.
- A. **Research Fundamentals**
 - A. Competency-The ability to integrate clinical evidence and fundamental child life knowledge into professional decision-making.
- A. **Administration**
 - A. Competency-The ability to develop and evaluate child life services.
 - B. Competency-The ability to implement child life services within the structure and culture of the work environment.

(From <https://www.childlife.org/files/ChildLifeCompetenciesJune2016.pdf>)

Outline

Week 1: Introduction to Therapeutic Play in Pediatric Care

Topic(s)

- Play with Purpose
- History of the Profession
- Implementations

Course Objective(s)

CO1

Reading(s)

Chapter 1 (Green/Drewes) p1-16

Chapter 8 (Thompson) - p136-159

Assignment(s)

Week 1 Discussion

Week 2: Meaning of Play/ A View of Children/ Therapeutic Play

Topic(s)

- Feeling in Control
- Meaning in Play
- Children vs Adults

Course Objective(s)

CO1; CO3

Reading(s)

Chapters 2 & 4 (Landreth) - p7-25, 45-51

Assignment(s)

Assignment: Benefits of Play

Week 2 Discussion

Week 3: Cultural Awareness & Education

Topic(s)

- Self-Awareness
- Resolving Differences
- Success at Home

Course Objective(s)

CO3

Reading(s)

See Required Readings in the Classroom

Assignment(s)

Week 3 Discussion

Week 4: Playroom and Materials / Parents (&Medical Staff) as Partners in Therapeutic Play

Topic(s)

- Creating an Environment
- Focus on Coping

Course Objective(s)

CO4

Reading(s)

Chapters 7-9 (Landreth) - p125-210

Assignment(s)

Week 4 Discussion

Week 5: Working with Children using Art Therapy

Topic(s)

- Choosing Materials
- Expressing & Being Understood
- Finding New Mediums

Course Objective(s)

CO2

Reading(s)

Chapter 3 (Green/Drewes) - p41-66

Assignment(s)

Assignment: Evidence-Based findings for Children and Technology

Week 5 Discussion

Week 6: Working with Children using Dance/Movement, Drama & Music Therapy

Topic(s)

- Mindfulness & Movement
- Guided Imagery

Course Objective(s)

CO2

Reading(s)

Chapters 4, 6-7 (Green/Drewes) - p67-99, 125-179

Assignment(s)

Week 6 Discussion

Week 7: Relaxation & Breathing Techniques/Role of Play in Successful Coping In & Out of the Hospital / Role of Wish Granting in Pediatric Care

Topic(s)

- Changing Focus to the Positive
- Make-A-Wish & Other Programs

Course Objective(s)

CO2; CO4

Reading(s)

See Required Readings in the Classroom

Assignment(s)

Assignment: Critical Analysis of Web-based Play Resources

Week 7 Discussion

Week 8: Therapeutic Role of Photography in Play Therapy / Poetry Therapy, and Role of Technology in Therapeutic Play

Topic(s)

- Storytelling as a Way to Cope
- Adapting Current Trends

Course Objective(s)

CO2

Reading(s)

Chapters 8-9 (Green/Drewes) - p181-230

Assignment(s)

Assignment: Therapeutic Activity Presentation Due

Week 8 Discussion

Evaluation

Grading:

Name	Grade %
Discussions	35.00 %
Week 1: Modifying Play to Hospital Settings	4.38 %
Week 2: Using Developmental Theory to Plan and Implement Group Sessions	4.38 %
Week 3: Culturally Sensitive Play	4.38 %
Week 4: The Experience of Creating	4.38 %
Week 5: Images and Storytelling	4.38 %
Week 6: Movement and Music Therapy	4.38 %
Week 7: Wish Programs	4.38 %
Week 8: Mobile Technology	4.38 %
Assignments	45.00 %
Benefits of Play	15.00 %
Evidence-Based Findings for Children and Technology	15.00 %
Critical analysis of web-based play resources	15.00 %
Final Presentation	20.00 %
Therapeutic activity presentation	20.00 %

Materials

Book Title: Integrating Expressive Arts and Play Therapy with Children and Adolescents - e-book available in the APUS Online Library

Author: Green, Eric

Publication Info: Wiley Lib

ISBN: 9781118527986

Book Title: Play Therapy: The Art of the Relationship, 3rd. ed. - e-book available in the APUS Online Library

Author: Landreth, Garry

Publication Info: Routledge Lib

ISBN: 9780415886819

Book Title: The Handbook of Child Life: A Guide for Pediatric Psychosocial Care - e-book available in the APUS Online Library. Please visit <http://apus.libguides.com/er.php> to locate the eReserve by course #.

Author: Thompson, Richard

Publication Info: Lib

ISBN: 9780398078324

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

There are three texts for this course. Information about accessing each of them is listed within your classroom:

Integrating Expressive Arts & Play Therapy with Children and Adolescents, edited by Eric

A. Green & Athena A. Drewes, Wiley Publishing, 2014

Play Therapy: The Art of the Relationship, 3rd edition, by Gary L. Landreth, Routledge Publishing, 2012

The Handbook of Child Life: A Guide for Pediatric Psychosocial Care, edited by Richard H. Thompson, Charles C. Thomas Publishing, 2009

Course Guidelines

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you

must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
 - **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.
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Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.