

EDC 246: FILIAL AND GROUP PLAY THERAPY

In Workflow

1. GPSE Chair (sarah.jouganatos@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Dean of Undergraduate (gardner@csus.edu)
7. Dean of Graduate (cnewsome@skymail.csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (k.mcfarland@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 25 Aug 2023 16:20:40 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Thu, 14 Sep 2023 23:40:14 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sun, 17 Sep 2023 22:04:03 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

New Course Proposal

Date Submitted: Fri, 04 Aug 2023 22:37:47 GMT

Viewing: EDC 246 : Filial and Group Play Therapy

Last edit: Sun, 17 Sep 2023 22:04:00 GMT

Changes proposed by: Elisabeth Liles-Lourick (212464370)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Elisabeth Liles-Lourick	eliles@csus.edu	916-278-6173

Catalog Title:

Filial and Group Play Therapy

Class Schedule Title:

Filial and Group Play Therapy

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDC - Education - Counselor Education

Catalog Number: (course number)

246

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

EDC 246 will expand students' play therapy skills by teaching them how to implement group play therapy and filial therapy. Therefore, the course will also be offered through CCE to community members who want to become eligible for the RPT and SB-RPT credentials. APT requires applicants for the RPT and SB-RPT credentials to complete education in more than one of ten historically significant play therapy theories, and filial therapy satisfies this requirement. Additionally, teaching parents, guardians, teachers, and caregivers to be therapeutic agents in children's lives is backed by empirical support (Landreth & Bratton, 2020). Group play therapy is an effective way to help children learn all of the skills they learn in play therapy, as well as to enhance their social skills (Sweeney, Baggerly, & Ray, 2014). Group counseling is also an effective way for counselors to serve more clients, especially in school settings.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

EDC 246 is a 3-unit seminar course designed for the advanced study of play therapy and builds upon material taught in EDC 242. Students will study the theory, tenets, and implementation of filial therapy and group play therapy with diverse populations. Students will have the opportunity to apply group play therapy skills with children and adolescents, as well as practice an evidence-based filial therapy model, and receive both instructor and peer feedback.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

This course requires facilitating groups outside of class time.

Does this course have prerequisites?

Yes

Prerequisite:

EDC 242

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Students will analyze the history, development, and objectives of Child-Parent Relationship Therapy (CPRT), including its evidence base, and critique its use as a culturally responsive intervention designed to strengthen the quality of the child-parent attachment bond.	Filial Therapy Case Conceptualization, Final Exam
2	Students will differentiate the objectives and skills of each stage of the 10-session CPRT training process.	Filial Therapy Sessions and Critique, Filial Therapy Case Conceptualization, Final Exam
3	Students will compare and contrast the methods and considerations for implementing CPRT with parents/guardians of different age groups, adoptive families, and teachers.	Filial Therapy Sessions and Critique, Filial Therapy Case Conceptualization, Final Exam
4	Students will analyze theoretical approaches and integrate directive and nondirective interventions to construct a model of group play therapy.	Group Play Therapy Session Critiques
5	Students will differentiate the implementation of group play therapy with young children, preadolescents, and adolescents.	Group Play Therapy Session Critiques, Final Exam
6	Students will demonstrate advanced counseling skills used in filial therapy and group play therapy to facilitate relationships with and among children and reach treatment goals and counseling outcomes.	Group Play Therapy Session Critiques, Filial Therapy Sessions and Critique
7	Students will apply relevant ACA ethical principles, legal considerations, advanced developmental understanding, and multicultural approaches in and outside of the playroom.	Group Play Therapy Session Critiques, Filial Therapy Sessions and Critique, Filial Therapy Case Conceptualization, Final Exam

8	Students will evaluate and integrate issues of diversity and their influence on the CPRT and group play therapy processes.	Group Play Therapy Session Critiques, Filial Therapy Sessions and Critique, Filial Therapy Case Conceptualization, Final Exam
9	Students will demonstrate active involvement in their learning process and have opportunities to engage in a deep level of self-reflection with a focus on how internal experiences and personal and professional value systems interact with one's way of being in the CPRT and group play therapy processes.	Group Play Therapy Session Critiques, Filial Therapy Sessions and Critique, Filial Therapy Case Conceptualization

Attach a list of the required/recommended course readings and activities:

EDC 246 Course Readings and Activities.docx

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Certificate in Play Therapy

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

- Disciplinary knowledge
- Communication
- Critical thinking/analysis
- Information literacy
- Professionalism
- Intercultural/Global perspectives

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 14918