HDFS502

Course Summary

Course : HDFS502 **Title :** Therapeutic Play
Length of Course : 8 **Faculty :**
Prerequisites : HDFS501 **Credit Hours :** 3

Description

Course Description:

This course will cover the history, theories, techniques, applications, and skills as they relate to therapeutic play. Students will develop therapeutic strategies for meeting children's emotional needs and helping them to cope during times of acute and chronic illness, bereavement, and trauma. (Prerequisite: HDFS501)

Course Scope:

Students will gain knowledge of the history and foundations of therapeutic play as well as the benefits of therapeutic play. They will also learn strategies for helping children to understand and cope with illness, surgery, hospitalization, and trauma through the use of play and/or the creative arts. Techniques of therapeutic play will be examined across developmental and multicultural considerations.

Objectives

Upon successful completion of the course, student will be able to:

CO1: Summarize the history and theories of therapeutic play
CO2: Investigate the role of therapeutic play in supporting children experiencing medical and traumatic issues
CO3: Plan therapeutic activities that are developmentally, ethnically, and culturally appropriate
CO4: Utilize various forms of therapeutic play in medical settings

---

Outline

Week 1:

Learning Outcomes

1. Students will explore the definitions, purpose and benefits of play.

---

2. Students will examine the differences between play and therapeutic play.

3. Students will gain an understanding of various categories of play and the theories of therapeutic play.

Required Readings

Please read the Week 1 Readings and Resources located in the eReserves of the APUS Library

Assignments

Week 1 Discussion - participation in this discussion is a required by 11:59 PM Sunday ET in order to remain enrolled in the course.

Assignment: What Do We Know About Play/Therapeutic Play

Week 2:

Learning Outcomes

1. Students will review children's understanding of illness

2. Students will explore variables which affect the hospital experience

3. Students will examine techniques and therapeutic goals for special populations

Required Readings

Please read the Week 2 Readings and Resources located in the eReserves of the APUS Library

Assignments

Week 2 Discussion

Week 3:

Learning Outcomes

   1. Students will review the history of therapeutic play
   2. Students will explore techniques used with children experiencing medical challenges
   3. Students will gain an understanding of Child Centered Play Therapy (CCPT)

Required Readings

Please read the Week 3 Readings and Resources located in the eReserves of the APUS Library

Assignments

No Discussion This Week

Assignment: Reflection Paper on Landreth

Week 4:

Learning Outcomes

1. Students will gain an overall understanding of how the use of "loose parts" benefit children's play and development.

2. Students will explore the Medical Maker Movement

3. Students will learn about the positive use of loose parts in an outdoor environment

Required Readings

Please read the Week 4 Readings and Resources located in the eReserves of the APUS Library

Assignments

Week 4 Discussion

Week 5:

Learning Outcomes

1. Students will demonstrate the ability to plan and execute a therapeutic activity for a specific age and diagnosis.

2. Students will incorporate a developmental theoretical perspective in the therapeutic play activities

3. Students will explore the availability and variety of you.tube videos related to therapeutic play techniques

Required Readings

Please read the Week 5 Readings and Resources located in the eReserves of the APUS Library

Assignments

Week 5 Discussion

Assignment: Therapeutic Play Activity

Week 6:

Learning Outcomes

1. Students will examine the definition and examples of trauma focused medical play

2. Students will review factors to consider before moving forward with an intervention

3. Students will explore ways to cope with witnessing trauma play as a clinician

Required Readings

Please read the Week 6 Readings and Resources located in the eReserves of the APUS Library

Assignments

Week 6 Discussion

Week 7:

Learning Outcomes

1. Students will explore using the VILAS to rate/evaluate a playroom in a children's hospital

2. Students will collaborate with a CCLS in a children's hospital to observe and discuss a playroom on a

pediatric unit

3. Students will analyze the results of the playroom assessment and identify areas of strength as well as areas that could be improved

Required Readings

Please read the Week 7 Readings and Resources located in the eReserves of the APUS Library

Assignments

No Discussion This Week

Assignment: Final Project - Vilas Playroom Assessment

Week 8:

Learning Outcomes

1. Students will explore the use of Child Centered Play Therapy as a responsive approach to use with terminally ill and dying children (as well as participating in an example of a therapeutic activity)

2. Students will examine the key losses for parents and other family members of terminally ill children

3. Students will review the understanding of children and teens regarding the concepts of death

Required Readings

Please read the Week 8 Readings and Resources located in the eReserves of the APUS Library

Assignments

Week 8 Discussion

Evaluation

Grade Item	Percentage
Discussions	40%
Assignments	40%
Final Project	20%

Grading:

Name	Grade %

Materials

Book Title: Handbook of Medical Play Therapy and Child Life : Interventions in Clinical and Medical Settings (Ebook available through the APUS Online Library)

Author: Rubin, L.

Various resources from the APUS Library & the Open Web are used. Required resources for your course are provided in a course eReserve.

Course Guidelines

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
Attention Please: 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 theDiscussion 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. Discussions 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 Discussion of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual

effects will not translate in your e-mail messages.

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:

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 can get expert tutoring whenever you need help and work one-to-one with your tutor on your specific problem.

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.

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.