

Date of request: 02-OCT-2018

Request ID: E-2018-FCS-88

College: E

Department: FCS

Initiator name: Karen Blaisure

Initiator email: karen.blaisure@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: B

Proposed course data:

New Course FCS 5540

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

FCS 5540

2. Proposed credit hours:

3

3. Proposed course title:

Therapeutic Play with Pediatric Populations

4. Proposed course prerequisites:

none

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
none

8. Major and/or minor restrictions:
Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
none

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:
Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.
Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Therapeutic Play

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture/Lab/Discussion

20. How many contact hours per week for this course?
3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Both

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

This proposal creates a new course: FCS 5540 Therapeutic Play for Pediatric Populations.

This new course is linked to two other curriculum improvements we are submitting at the same time:

1) changes in credit hours, admission requirements, and adding FCS 5540 to the Child Life concentration in the MA in FCS;

and

2) adding FCS 5540 to the list of Designated Accelerated Degree Program Eligible Family and Consumer Sciences Courses in the Accelerated Graduate Degree Program in the MA in FCS (Child Life Concentration and the Family Life Education Concentration).

A sample syllabus is attached.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

We are proposing this new course in response to upcoming changes for certification as a child life specialist issued by the Child Life Certification Commission of the Association of Child Life Professionals (ACLP). As of January 1, 2019 students seeking certification as a child life specialist must have passed a three credit-hour play course, among other courses and a 600-hour clinical internship, to be eligible to take the Child Life Professional Certification Exam. Passing the exam is the last of many steps necessary to become a Certified Child Life Specialist (CCLS). CCLSs focus on the psychosocial needs of children when experiencing health challenges (e.g., injury, illness, bereavement) and assist children and families with effective coping during these experiences. Child Life Specialists work in most children's hospitals and pediatric facilities and in other settings such as camps and hospice.

To insure current students have this required course, we offered Therapeutic Play for Pediatric Populations as a topics course spring 2018 for students in the Child Life concentration in the MA in Family and Consumer Sciences (MA in FCS). We are offering it again as a topics class Spring 2019. These students will be seeking certification as a child life specialist after January 1, 2019.

There are no prerequisites for this course.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

- Describe foundational theories of play and identify developmental stages
- Identify developmental and play stages using in-class and real-life examples
- Understand the ways in which illness and trauma impact play behaviors and apply trauma-informed care principles to interactions
- Distinguish between attitudes, beliefs, behaviors, and feelings that engender successful therapeutic relationships as well as identify behaviors that are not therapeutic
- Design and implement therapeutic play environments and activities grounded in theory and best practice
- Evaluate the therapeutic play work of peers using theory and in-class learning, and justify one's own therapeutic play work using theory and research

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. This proposed course reflects a CEHD's strategic objective in outcome assessment and program quality: increase program adaptation to changing external trends. The trend, in this case, is the CLCC of the ACLP issuing updated requirements to establish eligibility for the Child Life Professional Certification Exam.

At the program level, one of the student learning outcomes for the Child Life concentration in the MA in FCS is earning Certification as a Child Life Specialist. In order to meet this outcome, students must successfully complete a play course.

As of January 1, 2019 students seeking Certification as a Child Life Specialist must have a three credit hour play course, among other courses and a 600-hour clinical internship, to be eligible to take the Child Life Professional Certification Exam. The exam must be passed to earn Certification as a Child Life Specialist.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. This proposed course, FCS 5540, is not required by other programs, departments, or colleges. FCS 5540 will be open to students from other programs, departments, and colleges.

A search of the 2018-19 Graduate Catalog using the term "play" resulted in a list of 12 courses. Nine courses are in Anthropology, Business, Communication, English, Education Studies, Public Health, Music, Public Administration, Psychology, Special Education, and Statistics. In these courses the word is used to describe playwriting, playing an instrument, key players, and something playing a role in something else.

Three courses are closer to the focus of FCS 5540: 1) ED 6060 Early Childhood Education Methods and Material, HPHE 6480 Advanced Studies in Motor Development, and HOL 5370 Health and Humor. ED 6060 focuses on young children and "play as a medium for learning." HPHE 6480 is "a series of advanced seminars dealing with specific topics in motor development fitness education, and special physical education." HOL 5370 focuses "on the physical, intellectual, emotional and spiritual dimensions of laughter, humor and play."

FCS 5540 differs from these courses through its focus on play developmentally and therapeutically for pediatric populations in early, middle, and later childhood/early adulthood.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Open to undergraduate and graduate students, FCS 5540 is likely to appeal to upper-level undergraduate students in the Child and Family Development major, the Family Studies major, the Youth and Community Development major, and the family science minor. Students may take the course as an elective or in lieu of a related course requirement with an advisor's approval.

FCS 5540 will also serve as one of the FCS graduate courses that can be taken in lieu of an undergraduate course in the Accelerated Graduate Degree Program in the MA in FCS (Child Life Concentration and the Family Life Education Concentration).

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This course, in the form of a topics course, is not adding to the total credit hours for the concentration (currently at 41 credit hours) because students have taken it as an elective or, with the advisor's approval, as a replacement for another course.

We are also submitting a proposal to decrease the total credit hours of the Child Life concentration from 41 to 32 credit hours. FCS 5540 will be included in the 32 credit hours. The course will be offered once a year. We plan to offer it during spring semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Students in the Child Life concentration are the primary audience for this course; students in the Family Life Education concentration in the MA in FCS will be a secondary audience. Another

secondary audience will be students from other departments in and outside the CEHD who are preparing to work with children.

We offered the course under our topics number (FCS 5220) in Spring 2018. Eight students enrolled in the course. We expect 8-10 Child Life students to enroll in Spring 2019 and future years.

We have admitted students to the Child Life concentration since 2015. Our enrollment of students by year:

2015-16: 6 enrolled (5 have graduated; 1 withdrew)

2016-17: 9 enrolled (1 graduated, 7 in process, 1 withdrew)

2017-18: 8 enrolled (7 in process, 1 withdrew)

2018-19: 8 enrolled

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The Graduate advisor for the MA in FCS already has been advising students on the upcoming changes to the CLCC/ACLP course requirements and including the topics course into students' programs of study. The course will be offered once a year.

A part-time instructor who works as a CCLS is teaching this course. We are in an active search for a term faculty member in Child Life who can also teach this course and other Child Life courses, as necessary.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable

O. Current catalog copy:
Not Applicable

P. Proposed catalog copy:
FCS 5540 Therapeutic Play with Pediatric Populations

This course focuses on the study of play theory and its application in relation to child development and diverse pediatric populations. Topics include therapeutic play and: trauma-informed care; family-centered care; health issues; differing abilities; culture; technology; and end-of-life.

Credits: 3 hours

Notes: Open to upperclass and graduate students.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 02-OCT-2018

Department approver: Richard Zinser

Chair comment:

Date: 02-OCT-2018

FCS 5540

Therapeutic Play with Pediatric Populations

Semester _____ 6 - 8:30p.m. Kohrman Hall Rm 3305

Western Michigan University Department of Family & Consumer Sciences

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Contact Information

Professor: Jennifer Armstrong, MA, CCLS, CFLE

Email: jennifer.d.armstrong@wmich.edu

Phone: 616.212.3912 - text preferred

Hours of availability: 9a - 12p by phone or email, M-F

Office hours: Before and after class; by appointment Monday & Tuesday

Catalog Description

This course focuses on the study of play theory and its application in relation to child development and diverse pediatric populations. Topics include therapeutic play and: trauma-informed care; family-centered care; health issues; differing abilities; culture; technology; and end-of-life.

Student Learning Aims

The Importance of Therapeutic Play

This course invites you to explore research and literature in order to gain a deep understanding of play and its role in the lives of children. You will have the opportunity to engage in self-reflection in order to better understand your role in supporting children via therapeutic play relationships. you will gain the ability to identify appropriate uses of therapeutic play and to engage in hands-on application of play theory. The learning and experiences you will have in this class have the power to positively impact the way you engage with children in your personal and professional lives.

Learning activities will include a mix of readings, discussions, videos, podcasts, writing exercises, and applied assignments. You will find that you are both teacher and learner in this classroom, and that your presence is important and influences the wellbeing of others, myself included.

Course Objectives

As a student, you can expect by semester's end to be able to:

- Describe foundational theories of play and identify developmental stages
- Identify developmental and play stages using in-class and real-life examples

- Understand the ways in which illness and trauma impact play behaviors and apply trauma-informed care principles to interactions
- Distinguish between attitudes, beliefs, behaviors, and feelings that engender successful therapeutic relationships as well as identify behaviors that are not therapeutic
- Design and implement therapeutic play environments and activities grounded in theory and best practice
- Evaluate the therapeutic play work of peers using theory and in-class learning, and justify one's own therapeutic play work using theory and research

Family Life Education Content Areas

- **Interpersonal Relationships:** An understanding of the development and maintenance of interpersonal relationships.
- **Families and Individuals in Societal Contexts:** An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society.
- **Internal Dynamics of Families:** An understanding of family strengths and weaknesses and how family members relate to each other, including needs of families with chronic illness.

Association of Child Life Professionals Value Statement

Play is an essential, natural part of childhood, important in its own right. Play facilitates healing, coping, mastery, self-expression, creativity, achievement, and learning, and is vital to a child's optimal growth and development. Play is an integral aspect of child life practice with infants, children and youth of all ages.

Student Supports

If you have a documented disability that may impact your participation in this course, please talk with me so that we can develop a plan to effectively support your learning.

If you have an undocumented disability you'd like me to know about, are opting not to register your disability with the university, or just want to talk privately about your situation, you are invited to set up a conversation so we can plan for ways to maximize your success and learning.

- Disability Services for Students: <http://www.wmich.edu/disabilityservices>
- LGBTQ Student Services: <https://wmich.edu/lgbt>
- Office of Diversity and Inclusion: <https://wmich.edu/diversity>

- Sindecuse Counseling: <http://www.wmich.edu/healthcenter/counseling>
- Center for Academic Success: <http://wmich.edu/academicsuccess>
- For assistance with technology, contact WMU's Technology Helpdesk at www.wmich.edu/helpdesk or (269) 387-4357 (HELP), option 1.
- Writing support: Purdue OWL: APA Formatting and style guide: <http://bit.ly/1hxWXt>

You are encouraged to keep a copy of the syllabus for future needs.

Classroom climate

- You are encouraged to attend all classes, as your input is vital to your learning and ours; if you must miss a class, contact me as soon as possible to discuss.
- We will be learning about and discussing play - but we will be doing so in serious contexts, such as illness and end-of-life. We can expect to have different experiences and different beliefs. You can expect to disagree with, identify with, and learn from one another.
- As your instructor, you can expect that I will honor your experiences and your voice, and that I will be learning, too. You can expect that I will guide you through this class in ways that support personal and professional growth through the building of communication and conflict resolution skills, alongside the important work of play.
- You can expect that I will communicate clearly and regularly about assignments and expectations. Check your wmich.edu email account and e-learning daily during the week.
- As professionals, you will be required to protect the privacy of the families with whom you work. Please afford your classmates the same respect. Due to the personal nature of discussions, it is assumed that you will adhere to standards of confidentiality. Information shared by fellow class members is to be kept private.

Course Materials

This course requires extensive reading and focused study. The readings, resources, and assignments are structured to assist in your development as a future professional.

Required Texts

1. Hughes, F. (2010). *Children, Play, and Development*, (4th ed.). Thousand Oaks, CA: Sage Publishing.
2. Landreth, G. (2012). *Play therapy: The art of the relationship*, 3rd ed. New York, NY: Taylor & Francis Group, LLC.

Other Readings

1. Gil, E. & Drewes, A. (Eds.)(2005). *Cultural issues in play therapy*. New York, NY: The Guilford Press. (Recommended, not required)
2. Hart, R. & Rollins, J. (2011). *Therapeutic activities for children and teens coping with*

health issues. Hoboken, NJ: Wiley. (Recommended, not required)

3. Handouts and links to websites and other readings are posted in e-learning.
4. Some readings are listed in Course Reserves. Go to <http://www.wmich.edu/library/reserves> Sign-in using your Bronco Net and ID. Then choose FCS 5540 (password = *play*). Problems? Contact the Library at 269-387-5712.

Class Policies

Attendance

- You are required to attend 85% of the class sessions to earn class participation points. If you think or know you will miss more than two class sessions, you should consider taking this course at another time.
- If you know you will miss a class, please contact me ahead of time.

Late work

- Students must submit all six assignments: Play observations, culture & play paper, video game paper, bibliotherapy paper, play plan assignment, and the final project, in order to be considered for a passing grade.
- Late work automatically receives a 5% point deduction for each day late up to one week (e.g. if 100 point paper is 2 days late (5 pts. X 2 days), 10 pts will be deducted).
 - After one week, assignments must still be submitted for you to be considered for a passing grade and feedback, but no points will be given.

Writing

- Written work should reflect your present as scholars and your future as professionals. Family Sciences employers, internship sites, and those seeking child life specialist candidates, are actively seeking students with strong writing skills.
 - See e-learning for more writing resources or visit the Center for Academic Success for further support: <http://wmich.edu/academicsuccess>
 - All work should be:
 - Submitted as a word document, double-spaced, left justified
 - Use 10 or 12 point font with 1 inch margins
 - Include your name, class, date, and assignment title
 - Use APA style for citations and references

University Policies

- General Academic Policies
 - Conduct: www.wmich.edu/conduct
 - Registration: www.wmich.edu/registrar

- Religion/Faith: www.wmich.edu/registrar/policies/interfaith
- Sexual misconduct: www.wmich.edu/equity/sexualmisconduct
- Academic Integrity
 - As scholars, you are expected to turn in original work, creating unique connections between readings, lectures and your experiences. Violations of academic honesty, such as fabrication or plagiarism, will require referral to the Office of Student Conduct. For further information, visit the Office of Student Conduct: www.wmich.edu/conduct
 - See Purdue Online Writing Lab for info regarding in-text citations, quotations, and references: <https://owl.english.purdue.edu/owl/>

Grading System

Incomplete Grades may be assigned:

- If you have a personal or family crisis & have completed a majority of work
- If you provide documentation of crisis, (which does not guarantee incomplete)
- If an incomplete grade is granted, a deadline for completion of work is decided upon and noted on documentation sent to registrar's office.
- You will be responsible for noting deadline and completing work to receive a final grade.

Points	%	Letter Grade
500 - 468	100-94	A Outstanding, exceptional, extraordinary
467 - 443	93 - 89	BA
442 - 418	88-84	B Very good, high pass
417 - 393	83-79	CB
392 - 368	78-74	C Satisfactory, acceptable, adequate
367 - 343	73-69	DC
342 - 318	68-64	D Poor work
317 - 0	63-0	E Failing

General evaluative criteria

Assignments should:

- Demonstrate critical thinking skills when discussing course content and materials
- Convey understanding of course materials and apply materials (with citations)
- Integrate course materials
- Demonstrate an awareness of/reflection on personal beliefs, their origins, and their implications
- Demonstrate respect for others even when disagreeing with ideas
- Write clearly and concisely, following APA guidelines

§ Please see specific assignments for additional evaluation criteria.

Basic Grading Rubrics

Participation

50 points 10%	Play is about engagement: with the world, and with one another. Play happens in relationship and is a form of communication; therefore, participation is highly valued and very important in order to support and demonstrate learning of skills and information.
3 points per class period	
If you are not in class, you do not receive participation points for that day.	

Play Observation Form **DUE January 30**

50 points - 10%	The first three classes will cover the information necessary to complete this assignment. We will discuss the assignment the second week of class.
Due in Dropbox before start of class or in hard copy, at start of class	See rubric in e-learning for more detailed instruction.

Culture & Play paper **DUE February 13**

75 points - 15%	In this paper, you will select and research a culture with which you are not familiar. You will describe play in the selected culture, and how it differs from the culture in which you were raised.
Due in Dropbox before start of class or in hard copy, at start of class	Three page paper, three citations/references required
See rubric in e-learning for more detailed instruction.	

Video Game Paper **DUE March 09**

25 points - 5%	Through hands-on play, this assignment encourages the critical application of readings and in-class learning about technology and its impacts on well-being.
Due in Dropbox	

See rubric in e-learning for more detailed instruction.	
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Bibliotherapy Paper **DUE March 27**

<p>75 points - 15%</p> <p>Due in Dropbox before start of class or in hard copy, at start of class</p> <p>See rubric in e-learning for more detailed instruction.</p>	<p>This assignment encourages the integration of research regarding culture, gender, specials considerations, narrative therapy, and the impacts of illness upon children. You will receive a "pediatric profile" and will select two books, pertinent to that "profile," and review the books, identifying strengths and weaknesses of the chosen literature.</p>
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Case history/play assignment **DUE April 10**

<p>75 points - 15%</p> <p>Due in Dropbox before start of class or in hard copy, at start of class</p> <p>See rubric in e-learning for more detailed instruction.</p>	<p>In this assignment, you will be given a different "pediatric profile." You will identify play tools to support this pediatric individual, using class literature to support your choices. In class, you will role play using these tools with a classmate, and will receive feedback.</p>
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Final Project **DUE April 17 and 24**

<p>150 points - 30%</p> <p>Paper: Due in Dropbox before start of class or in hard copy, at start of class</p>	<p>For this project, you will identify a child or group of children with whom you will initiate a 30 minute or longer play session. The presenter will provide a "portable play room" based on what is known about the child in question. You will record the play session (with parental/caregiver permission) and create a presentation in class.</p>
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<p>Presentation: Due in class, April 17 or 24</p> <p>Feedback to other presenters: Due in class, April 17 and 24</p>	<p>The presentation will highlight the presenter's strengths and challenges during the play session, using clips from the session. Literature from throughout the semester will be incorporated to explain why choices were made/actions were taken.</p>
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FCS 5540 Course Outline for _____

Syllabus subject to change; check e-learning daily during the week

Date	Theme	Media Due	Assignment Due
Jan. 9	Course introduction Who are we and how do we play?	Read Syllabus	
Jan. 16	PLAY: Definition, types, development	Read <i>Play Therapy</i> · 7-19 Read <i>Children, Play, & Dev.</i> · Ch. 1 & 3	Complete 3 IAT tests here: https://implicit.harvard.edu/implicit/ IAT responses shared in class - Anonymous
Jan. 23	Self-Awareness & Therapeutic Relationships	Read <i>Play Therapy</i> · 95-111 · 45-50 · 53-92 · 175-179 Read <i>Children, Play, & Dev.</i> · Ch. 4 & 5	
Jan. 30	Therapeutic Relationships cont. Culture & Play	Read <i>Play Therapy</i> · 215-244 Read <i>Cultural Issues</i> · 3-23 (Course Reserves)	Play Observation Form DUE

		Read <i>Children, Play, & Dev.</i> · Ch. 2	
Feb. 6	Play environment & materials Hospital play	Read <i>Play Therapy</i> · 155-170 Read <i>Therapeutic Activities</i> · Intro (xxiii-xlvi) · 271-281 (Course Reserves) Read <i>Children, Play, & Dev.</i> · Ch. 7	
Feb. 13	Hospital play cont.: Medical Play, Loose Parts	Read <i>Handbook of Medical Play Therapy & Child Life</i> (Course Reserves) · Pgs. 282-286 · Ch. 16	Culture & Play paper DUE
Feb. 20	Narrative play: Puppetry, storytelling/ bibliotherapy	Read <i>Therapeutic Powers of Play</i> · Chapter 5 · Chapter 15 (Course Reserves) · Read <i>Healing with Books</i> article (Course Reserves)	

Feb. 27	Technology & Play	<p>Course Reserves:</p> <ul style="list-style-type: none"> - Li, Chung & Ho, virtual reality article - Concepcion, Playing at Health article - Jameson, Electronic gaming as pain distraction 	
Mar. 6	NO CLASS - SPRING BREAK		<p>Video Game Paper DUE Mar. 09 In Dropbox by 11p.m.</p> <p>MIDTERM GRADES: AVAILABLE MARCH 12</p>
Mar. 13	Considerations in play: neuro differences, visual/aural differences, mobility differences	<p>Read <i>Therapeutic Activities</i></p> <ul style="list-style-type: none"> · Chapter 16 	<p>Guest speaker: Kristy Woodwyk, CCLS</p>
Mar. 20	<p>Play collaborations in Child Life: Art therapy & Music therapy</p> <p>Trauma-informed care</p>	<p>Read <i>Play Therapy</i></p> <ul style="list-style-type: none"> · 112 - 116 <p>Read <i>Handbook of Medical Play Therapy & Child Life</i> (Course Reserves)</p> <ul style="list-style-type: none"> · Ch. 9 <p>Read <i>Therapeutic Powers of Play</i></p> <ul style="list-style-type: none"> · Ch. 19 	<p>Guest speaker: Meg Weryha, MA, ATR</p>

Mar. 27	Group play Sibling play Sand tray play		Bibliotherapy Assignment Due Class will meet at the WMU Virtual Reality Lab @ 6p.m. Lower level, Waldo Library
April 3	Limit Setting Self-Regulation & Mindfulness	Read <i>Play Therapy</i> · 257-273 Read Ch. 11 Interpersonal Neurobiology · 152-159	
Apr. 10	End-of-life considerations	Course Reserves: -Helping the Angels Read: Care of Dying Adolescent	Profile/Play assignment DUE
Apr. 17	FINAL PROJECT		DUE
Apr. 24	FINAL PROJECT		DUE