

COUN 614: Counseling Strategies for Parent-Child Relationships
Fall 2020
Online

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Office Hours: Virtual

Course Description: A didactic and experiential course dealing with counseling techniques applied to the improvement of parent-child relationships. The course focuses on intervention skills of play therapy and parenting education based on an understanding of the family life cycle and family structure.

General Course Information: This course will focus on **filial therapy**, also known as **Child Parent Relationship Therapy (CPRT)**. This course will equip students to work with parents by teaching parents basic play therapy skills in a group format. Filial therapy supervision is a significant part of the course.

Prerequisites: Introduction to Play Therapy, Group Counseling

Learning outcomes:

Student will demonstrate:

Group facilitation skills including linking and responding appropriately to parents who are monopolizing the group

The ability to model basic play therapy skills to parents

The ability to respond appropriately to the co-leader of the group

The ability to respond appropriately to parents who display emotions in the group

Textbooks: *There is a 2019 version of both texts. You are free to use the newer version or the one below. They are quite similar.*

Landreth, G., & Bratton, S. (2006). *Child parent relationship therapy: A 10-session filial therapy model*. New York: Taylor & Francis.

Bratton, S., Landreth, G., Kellam, T., & Blackard, S. (2006). *Child parent relationship therapy treatment manual*. New York: Taylor & Francis.

Recommended reading:

Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen*. New York: Avon Books.

Landreth, G. (2002). *Play therapy: The art of the relationship*. New York: Brunner-Routledge.

Nelsen, J. (2006). *Positive discipline*. New York: Ballantine Books.

No computer software has to be purchased to complete this course.

Course Objectives: Students will be able to:

1. Explain the role of play as a medium for developing a therapeutic relationship between parent and child.
2. Identify the objectives of filial therapy.
3. Identify the variables to consider in selecting parents for filial therapy training.
4. Demonstrate an understanding of the group dynamic and group process variables utilized in the filial therapy training format.
5. Identify the toys and materials recommended for filial therapy and explain their purpose.
6. Demonstrate the ability to facilitate the learning of basic filial therapy skills by parents: reflective listening, empathic understanding, acceptance, caring, structuring of sessions, therapeutic limit setting, self-esteem building, returning responsibility, and the “do’s and don’ts” of special play times.
7. Demonstrate the ability to provide facilitative feedback in supervision sessions with parents.
8. Identify and use relevant American Counseling Association ethical principles, legal considerations in working with parents and children and appropriate multicultural considerations in filial therapy training. (CACREP 11.K.2.b,c, & d)

Attendance: Most if not all of this class will be taught online. We will try to capture the face to face energy and effectiveness of the class using Zoom. Given that a large part of what we do in class (Zoom) is experiential, class attendance is considered to be crucial. Any late assignment will result in a deduction of 10 points per class for that assignment. Arriving late to class is inappropriate and will count against your grade.

Digital devices: Please give us your full attention during the Zoom classes. It is inappropriate to text, check email, or go online during class time. Confine your use of digital media to breaks.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library Rm 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CONDUCT AND ACADEMIC HONESTY

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE REQUIREMENTS AND GRADING*

1. Analysis & Critique: Students are required to complete an analysis of your experience as a filial leader including the progress of your leadership and the progress of filial participants during the 10 weeks. The critique should not extend beyond 5 pages.

2. Child Parent Relationship Therapy (CPRT) Practicum: Students are required to lead a 10-week CPRT group. *These groups might be led using Zoom (or equivalent) or face to face depending on the Covid restrictions/requirements that are in place. The groups will probably begin the week of September 21.* Obviously, it has been hard to predict how restrictive face to face interaction will be. Grade will be based on the completion of the group, active participation in your supervision group, accuracy of your files, and organization of your group. Groups should begin the fourth week of class. A minimum of three group sessions will be videotaped for supervision purposes. All paperwork must be completed and reviewed by the final class.

3. Supervision: The first half of this course will prepare you to lead and structure your CPRT groups. As you will see in the two texts for this course, this model is highly structured and manualized. **You will be participating in supervision that will meet during the second half of class.** You are expected to attend supervision sessions and participate by providing video recordings of your filial group, initiating discussion, and responding openly to supervision. You will be required to video record a minimum of three filial sessions, but you may be asked to record more than three.

*** STUDENTS ARE REQUIRED TO CARRY PROFESSIONAL LIABILITY INSURANCE FOR THIS COURSE.**

Grade Assignment:

Attendance/participation	50 points
Analysis & Critique	50 points
Filial Practicum/Supervision	200 points

A	90%	270 points
B	80%	240 points
C	70%	210 points

Flexible Schedule

- August 24** Introductions, Syllabus, Intro to Filial
Prior to next class read: Chapters 1 & 2 in CPRT text
- August 31** Chapters 1 & 2 (CPRT Text)
Prior to next class read: Chapters 3-7 (CPRT Text), Session 1 in Therapist Notebook, Study Guide, & Parent Notebook of CPRT Manual
- Sep 7** Labor Day
- Sep 14** Session 1, Prepare for First Session, **Prior to next class read:** Chapter 8 (CPRT Text), Session 2 in Therapist Notebook, Study Guide, & Parent Notebook of CPRT Manual
- Sep 21** Prepare for First Session, **Prior to next class read:** IJPT
CPRT Groups Special Issue, Chapter 9 (CPRT Text), Session 3 in Therapist Notebook, Study Guide, Parent Notebook of CPRT Manual
Begin
- Sep 28** Session 2 & 3
Prior to next class read: Chapters 10 & 11 (CPRT Text), Sessions 4 & 5 in Therapist Notebook, Study Guide, & Parent Notebook of CPRT Manual
- Oct 5** Sessions 4 & 5, **Prior to next class read:** Chapters 12 & 13 (CPRT Textbook), Sessions 6 & 7 in Therapist Notebook, Study Guide, & Parent Notebook of CPRT Manual
- Oct 12** Sessions 6 & 7, **Prior to next class read:** Chapter 14 (CPRT Textbook), Session 8 in Therapist Notebook, Study Guide, & Parent Notebook of CPRT Manual
- Oct 19** Supervision Groups begin- times arranged
- Dec 7** Supervision Groups, Closing activities
All final paperwork due