



## College of Education

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### **CED 703** **Counseling with Expressive Arts and Activities** **Fall Term, 2016** **3 Credit Hours**

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**SHANNON SMITH, PH.D., CPC, DAPA, RPT**

**Professor**

**Class Location: CEB 133**

**Class Time: Wednesday 7:00 - 9:45 PM**

**Office phone: (702) 895-5095**

**Fax (702) 895-0984**

**Office: End of the hall ... 109**

**E-mail: Please use WebCampus Email for this course**

**Office Hours: By appointment only**

#### **DIVERSITY STATEMENT:**

This class/course is a safe, welcoming, and inclusive learning environment for students of all races, ethnicities, sexual or affectual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic educational and counseling techniques that are respectful, inclusive, representative and culturally appropriate.

#### **I. COURSE DESCRIPTION**

This course is designed as an examination of play and activity counseling theories and interventions applicable to counselors working with a variety of client concerns in school, academic, mental health and community counseling settings. Emphasizes the development of play and activity counseling skills through didactic and experiential activities.

## II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program and to meet the special needs of counselors who work with populations where verbal strategies are less effective. CACREP core standards addressed in this course include but are not limited to:

## II. COURSE CORE COMPETENCIES AND CACREP STANDARDS

The core and CACREP standards addressed in this course are directly related to the MS/MEd Final portfolio and comprehensive examination for the professional counseling degree. Below are the competencies upon which this course work is intended to focus:

### **COMPETENCY ONE PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:**

Students discuss their relevant professional organizations, including membership benefits, they discuss the relevance of professional associations in counselor identity & practice and how these organizations inform future professional practice especially as these relate to the use of creative interventions in counseling. CACREP F.1.a.b.e.g.i.m.

### **COMPETENCY TWO SOCIAL CULTURAL DIVERSITY:**

Students discuss multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; theories and models of multicultural counseling, cultural identity development, and social justice and advocacy; multicultural counseling competencies. CACREP F.2.a.b.c.

### **COMPETENCY THREE HUMAN GROWTH AND DEVELOPMENT:**

Students demonstrate their understanding of theories of individual and family development across the lifespan; effects of crisis, disasters, and trauma on diverse individuals across the lifespan; ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. CACREP F.3.a.g.i.

### **COMPETENCY FIVE COUNSELING AND HELPING RELATIONSHIPS**

This standard addresses the student's knowledge of theories and models of counseling; a systems approach to conceptualizing clients; counselor characteristics and behaviors that influence the counseling process; essential interviewing, counseling, and case conceptualization skills; developmentally

relevant counseling treatment or intervention plans; evidence-based counseling strategies and techniques for prevention and intervention; processes for aiding students in developing a personal model of counseling. CACREP F.5.a.b.c.f.g.h.j.n.

**COMPETENCY SIX GROUP COUNSELING AND GROUP WORK:**

This standard addresses approaches to group formation, including recruiting, screening, and selecting member; ethical and culturally relevant strategies for designing and facilitating groups. CACREP F.6.e.g.

**COMPETENCY SEVEN ASSESSMENT AND TESTING:**

Competency seven relates to the standard for procedures for identifying trauma and abuse and for reporting abuse; use of assessments for diagnostic and intervention planning purposes; CACREP F.7.d.e.

**COMPETENCY SPECIALITY AREAS: CLINICAL MENTAL HEALTH & SCHOOL COUNSELING**

Competencies include the impact of crisis and trauma on individuals with mental health diagnoses; characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; techniques of personal/social counseling in school settings. CACREP 5.C.2.f;G.2.g.3.f.

**A. Knowledge**

Upon completion of this course, counselors will understand:

1. Roles and functions of play and creativity in counseling with children as well as implications for using creative, expressive and play interventions throughout the life span within various therapeutic settings
2. Roles of Individual and group play and creative interventions for counseling with children
3. Roles and functions of expressive and creative interventions in counseling with adolescents and adults
4. Individual and group expressive and creative interventions for counseling with adolescents and adults
5. Multicultural and diversity considerations in play, expressive and creative interventions in counseling [CACREP - See Standards].

**B. Skills**

Upon completion of this course, counselors will be able to:

1. Demonstrate understanding of theoretical, developmental processes, multicultural and diversity and clinical applications for work with younger as well as less verbal clients and through out the lifespan.
2. Demonstrate understanding of the theoretical constructs and psychological mechanisms supporting the use of basic play, expressive, non-verbal and creative counseling skills.
3. Demonstrate effective use and implementation of basic play, expressive and creative counseling skills.
4. Identify and implement basic play, expressive, non-verbal and creative counseling techniques from various counseling theories.
5. Design appropriate interventions applying play, expressive, non-verbal and creative counseling strategies for individuals and small groups for counseling work with children, adolescents, and adults.
6. Develop research, consultation and presentation skills and demonstrate competence. [CACREP - See Standards].

### **C. Dispositions**

This class encourages and provides opportunities for (us) counselors to develop values and philosophies that will guide our future and current counseling practice including:

1. Appreciating and respecting a variety of client worldviews and beliefs;
2. Fostering professional and ethical counseling relationships;
3. Valuing the client's ability for self-directed growth within a facilitative counseling relationship;
4. Honoring developmental, cultural and community processes in our clients and ourselves;
5. Respecting the power of the creative process and believing in the ability to access alternative ways of knowing, feeling, thinking and healing;
6. Displaying respect, responsibility and timely collegial consultation and support and asserting for self needs in the group process. [CACREP - See Standards].

### **III. RESULTS**

Students will demonstrate attainment of course objectives through:

1. Regular and timely attendance, consistent preparation for class, and quality graduate level participation in small group and full class discussions;
2. Development of play/creativity materials port-a-pack (clinical toolkit) for use in counseling and written explanation of the selection process, see grid;
3. Thoughtful and informed response to reflection questions, once per class;
4. Graduate level participation in reading discussion groups;
5. Successfully completing two examinations or alternately submitting a two page summary and reflection statement for all the readings (3 books and ALL assigned articles).
6. Successfully researching, developing, writing and presenting a creative counseling theory/technique , see grid;
7. Participate in analyzing two books for therapeutic work with children and/or adolescents. [CACREP - See Standards].



#### **IV. TEXTS & Readings**

##### **Required-recommend texts and readings**

1. Kottman, T. (2011). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association. (Required)
2. Duffey, T. (2005). *Creative interventions in grief and loss therapy*. Binghamton, NY: Haworth Press. (Optional)
3. Play Manual Posted On WebCampus (Required).
4. Articles and websites as assigned and posted electronically (Required).



#### **V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE**

##### **Examinations:**

There will be 2 examinations. Both tests will be administered online. Students will have 72 hours to complete the exam. Dates are finalized per class discussion. The tests will come from the required readings for the class. Students are advised to plan ahead and not start

their readings three days before the exam will be posted. Students are advised to start reading and studying early so maximum comfort and preparation for both the class and the test can be attained. There are no make up times or make up tests. The test will be posted for a 72 hour period and students are expected to use the honor system, which means they are expected to take the test 'solo' and not compare answers with other students. Students who share information regarding the posted examination will receive zero points. Exams are multiple choice and related format. Dates are assigned for port-a-pack and class presentations. Students are allowed one class absence, more than one class absence impacts final grade.

**General Requirements:** Students will be expected to:

*Show up, come prepared to discuss readings, and participate as advanced masters level graduate students.*

*Attend class consistently and punctually.* Because this class will be taught like a seminar, attendance is mandatory. You must be present to complete in-class assignments and participate in weekly reflections; weekly reflection will include questions from class content. There will be no make-up opportunities.

*Complete assigned readings **PRIOR** to the date of discussion in class.*

*Participate in class and a graduate level.* In class we will not spend a lot of time reexamining the texts, but will focus on practical application and synthesis of materials in class. Students are to take responsibility for their own learning, so if there is something you want to discuss, including cases relevant to the topic at hand, please take the initiative to bring it up. Participation in class discussions is to be conducted in a professional and appropriate manner. This means willingness to engage in dialogue and debate from a position of respect for others in a non-judgmental way. Confidentiality will be expected at all times as there will be a variety of students and possibly even personal case histories discussed. Personal information divulged by a classmate or reference to a personal concern should be treated as confidential information. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class. Courtesy and respect will be expected at all times.





## VI. EVALUATION/PERFORMANCE INDICATORS

### 150 Points – Attendance/Participation

Students can earn up to 150 points for regular attendance, consistent preparation for class, and graduate level participation in small group and full class discussions; Graduate level participation in reading discussion groups. *Students loose 5 points for tardiness. Students deduct 50 points for missing class. See grid at end of syllabus.*

### 100 Points – Port-a-Pack

Students can earn up to 100 points for the development of their clinical port-a-pack. For this part of the grade students create a tool kit that they apply creative, expressive and play principles and materials for counseling. The kit this can be in written or visual (actual) format, the more professional and detailed with explanation, the more points a student can earn. Examples will be provided. Students can find or create materials; many successful port-a-packs have been created for under \$50.00. Some students choose to create an electronic representation of their ideal tool kit. *10 points will be deducted from the student's final score for each day the clinical port-a-pack is late. See grid at end of syllabus.* CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

### 150 Points – Examinations

Students can earn up to 150 points for successfully completing two class examinations, each exam is worth 75 points. There will be two examinations this term. Both tests will be administered electronically and posted on WebCampus (BlackBoard). Students will have 72 hours to complete the exam. The tests will come from the required readings for the class. Students are advised to plan ahead, it is suggested that students keep up with the readings. Starting the readings shortly before the exam will not produce the necessary synthesis of information. Exams draw from the readings but also require clinical wisdom in the answers. Exams are multiple choice and related format. *Exam timeline will be discussed and agreed upon during the first class.* CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

### 100 Points – Group Presentation

Students will develop a one hour presentation that is researched, dynamic and professional, this will be presented to the entire class; a group grade will be assigned. Students will provide an electronic handout of the presentation, references and resources. *See grid at end of syllabus.* CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

### 100 Points – Video Demonstration of Practice Skills

Students can earn up to 100 (50 points each demonstration) for participation in the PRACTICE Clinic play therapy rooms demonstrating basic play therapy skills on a 10-15 minute video recording. Further instruction of the PRACTICE clinic will be provided by the clinic director. CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

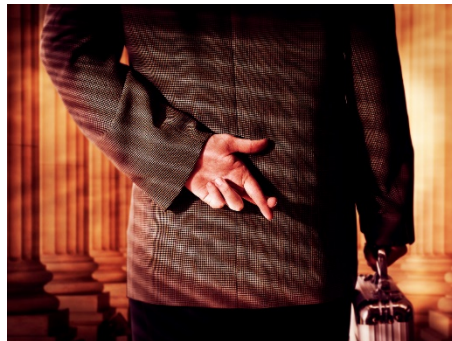
### 50 Points – Paper

Students can earn up to 50 points for writing a 6-10 page APA paper on social advocacy / justice and expressive arts and play therapy. Students should focus on applying their knowledge of social justice and advocacy as it relates to this course content. These constructs will be discussed throughout the course, and students will have ample opportunity to apply related constructs to the course materials. CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

**650 Possible points total**

Possible Grades

<b>635-650 points</b>	<b>A</b>
<b>600-634 points</b>	<b>B</b>
<b>550-599</b>	<b>C</b>
<b>Below 549</b>	<b>F</b>



**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.



**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—**Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only.** It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, **of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.** For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—**The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:**

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for

academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

1. **UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students
2. at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with
3. appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The
4. student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
5. requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). Emailing within WebCampus is acceptable.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

<b>Week Date</b>	<b>Topic(s)</b>	<b>Readings due prior to the class</b>	<b>Assignments &amp; CACREP</b>
<b>1) 8/30</b>	Syllabus/Course Contract and intro	Syllabus and Introduction	CACREP F.1.a.b.e.g.i.m.
<b>2) 9/6</b>	Introduction Unit 1 Play Therapy	Kottman pages 3-80. Play Manual (pg 1-60)	Readings CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>3) 9/13</b>	Unit 1 Play Therapy	Kottman pages 81-148 Play Manual (pg 61-120)	Readings CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>4) 9/20</b>	Unit 1 Play Therapy	Kottman pages 149-207	Readings, CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>5) 9/27</b>	Unit 2 Adlerian Play Therapy and Play Variations	Adlerian Play Therapy Postings Kottman pages 209-294	Readings, CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>6) 10/4</b>	Unit 3 Sand Tray Therapy	Articles as posted & E-Handouts Sand tray Therapy	Readings CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>7) 10/11</b>	Unit 3 Sand Tray Therapy Unit 4 Begin Art in Counseling	Articles as posted & E-Handouts	Readings, CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>8) 10/18</b>	Online Exam #1 No Class	<b>No F2F class, Examination</b>	<b>Exam</b>
<b>9) 10/25</b>	Unit 4 Art in Counseling	Articles as posted & E-Handouts	Readings, CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>10) 11/01</b>	Unit 5 Bibliotherapy	Articles as posted & E-Handouts, Duffey pages 25-40, 103-121,	Readings, CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>11) 11/8</b>	Unit 5 Therapeutic Storytelling Unit 6 Poetry Therapy	Articles as posted & E-Handouts Duffey pages 173-286	readings Presentation Group 1, paper due. CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

<b>12) 11/15</b>	Unit 7 Music Therapy Unit 8 Drama-Psychodrama Therapy	Articles as posted & E-Handouts Duffey pages 1-24, 41-55, 225-272,	readings , Presentation Group 2, paper due Presentation Group 3, paper due.
<b>13) 11/22</b>	Unit 9 Cinema Therapy Unit 10 Animal/Pet Therapy	Duffey pages 89-102, 123-134, 155-172, 287-296	readings , Presentation Group 4, paper due Presentation Group 5, paper due
<b>14) 11/29</b>	Humor -Laughter Therapy Presentation of Port-a-packs	Articles as posted & E-Handouts	readings Port-a-packs due 12/1
<b>15) 12/6</b>	Study Week	Study Week	Study Week
<b>16)</b>	Online Exam #2 No Class	<b>No F2F class, Examination</b>	Exam Due TBA

<b>COURSE REQUIREMENT</b>	<b>POINTS</b>	<b>MAXIMUM POINTS</b>	<b>DETAILS</b>
<b>Attendance</b>	<b>10 per week</b>	<b>Students can earn up to 150 points</b>	Points are based upon attendance, quality graduate level participation and self analysis of performance
<b>Group Presentation</b>	<b>100</b>	<b>Students can earn up to 100 points</b>	Points are based upon final product, thorough and professional quality of presentation and self report of participation in group process (see grid) CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>Port-a-pack</b>	<b>100</b>	<b>Students can earn up to 100 points</b>	Points are based upon physical (or electronic ) port-a-pack, well thought out theoretical frame work and client fit, and research/written explanation (see grid) CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

<b>Examinations</b>	<b>75 per exam</b>	<b>Students can earn up to 150 points</b>	Points are based upon the credits earned in the multiple choice exam; exam will be posted on line. Students may alternately earn 150 points for the chapter and article reflection-summary assignment. CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>Video Demonstrations</b>	<b>50 per demonstration</b>	<b>Students can earn up to 100 points</b>	Points are based on professional demonstration of basic play therapy skills. CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.
<b>APA Paper</b>	<b>50 total</b>	<b>Students can earn up to 50 points</b>	6-10 page APA paper on social advocacy / justice and expressive arts and play therapy. CACREP F.2.a.b.c. F.3.a.g.i. F.5.a.b.c.f.g.h.j.n.F.6.e.g. F.7.d.e. 5.C.2.f;G.2.g.3.f.

## PARTICIPATION GRID

<b>Being there</b>	<b>Showing up on time and staying for the whole class</b>	<b>3 2 1 0</b>	<b>The whole thing Late but awake Not 100 percent Missed the class</b>
<b>Participation</b>	<b>Engaged in the class and participated and demonstrating at a graduate level quality</b>	<b>3 2 1 0</b>	<b>Gave my best Gave good input Iffy Not any at all</b>

<b>Questions</b>	<b>Wrote a high quality commentary or responded in a high level to written questions</b>	<b>3 2 1 0</b>	<b>Gave my best Gave good feedback Iffy Not any at all</b>
<b>Readings</b>	<b>Reading contributions to the group and/or class discussions</b>	<b>1 0</b>	<b>Did all the readings Not quite this week</b>
<b>Total Points for the week</b>	<b>Possible 10 per week</b>	<b>What I earned this week</b>	<b>Date</b>

## PORT-A-PACK GRID

<b>Standard</b>	<b>Criteria</b>	<b>Possible Points</b>	<b>Student Score</b>
<b>Applied creative and expressive principles in the development of the tool kit</b>	<b>Exceeds standard</b>	<b>15</b>	
	<b>Meets standard</b>	<b>10</b>	
	<b>Partially meets standard</b>	<b>5</b>	
	<b>Does not meet standard</b>	<b>0</b>	
<b>Explained verbally and in written format the theoretical rationale for the tool/intervention</b>	<b>Exceeds standard</b>	<b>15</b>	
	<b>Meets standard</b>	<b>10</b>	
	<b>Partially meets standard</b>	<b>5</b>	
	<b>Does not meet standard</b>	<b>0</b>	



<b>Development of tool kit match client population and setting and rationale given for selection</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Tools were explained in detail as to specific application and use</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Multicultural and diversity applications were considered</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Professionally presented in written and verbal format</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>25</b> <b>15</b> <b>10</b> <b>0</b>	
<b>Total Points for the Assignment</b>	<b>Possible 100</b>	<b>What I think I earned</b>	<b>Instructor Score</b>

## PRESENTATION GRID

<b>Standard</b>	<b>Criteria</b>	<b>Possible Points</b>	<b>Student Score</b>
<b>All group members contributed to the group at a graduate level and professionally responsible manner</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Explained verbally and in written format the theoretical rationale for the tool/intervention</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	

<b>Presentation was engaging, creative and exciting</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Presentation material was well written, grammatically correct and well researched</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Presentation material and handouts had references that were accurate and followed APA format (Edition 6)</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>25</b> <b>20</b> <b>10</b> <b>0</b>	
<b>Professional presentation met time constraints but did not seem rushed or incomplete</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>15</b> <b>10</b> <b>5</b> <b>0</b>	
<b>Total Points for the Assignment</b>	<b>Possible 100</b>	<b>What I think I earned</b>	<b>Instructor Score</b>

## APA PAPER GRID

<b>Standard</b>	<b>Criteria</b>	<b>Possible Points</b>	<b>Student Score</b>
<b>Applied APA format</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>10</b> <b>7</b> <b>5</b> <b>0</b>	
<b>Explained in written format the theoretical rationale for social justice and advocacy in expressive arts and play</b>	<b>Exceeds standard</b> <b>Meets standard</b> <b>Partially meets standard</b> <b>Does not meet standard</b>	<b>20</b> <b>15</b> <b>10</b> <b>0</b>	

<b>therapy (why)</b>			
<b>Explained in written format the application of social justice and advocacy in expressive arts and play therapy (how)</b>	<b>Exceeds standard</b>	<b>20</b>	
	<b>Meets standard</b>	<b>15</b>	
	<b>Partially meets standard</b>	<b>10</b>	
	<b>Does not meet standard</b>	<b>0</b>	
<b>Total Points for the Assignment</b>	<b>Possible 50</b>	<b>What I think I earned</b>	<b>Instructor Score</b>