

"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*



LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

**MCFT 506 Applied Child and Adolescent Development
SPRING 2017**

Time & Day:	Mondays 9:30 am – 12:30 pm (section 1) Mondays 5:30 - 8:30 (section 2)
Place:	York Graduate Center, room 101 (section 1) Rogers Hall, room 219 (section 2)
Instructor:	Lana Kim, PhD, LMFT
Office Hours:	Mondays 1:00-5:00 pm (please email to schedule an appointment)
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Phone:	503-768-6073 (office)

CATALOG DESCRIPTION:

This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

CREDITS: 2 semester hours.

MCFT STUDENT LEARNING OUTCOMES

SLO 1.1 Students recognize the impact of power on individuals, families, and communities.

SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

COURSE OBJECTIVES

Specific objectives for this course address these Student Learning Outcomes by helping students demonstrate the following outcomes related to AAMFT core competencies.

1. To understand cultural influences on child and adolescent development, child rearing practices, behaviors, and attitudes. (2.1.1)
2. To articulate similarities and differences in key areas: different play therapy and systemic models; "modernist" and "postmodern" approaches; "play therapy" and "playful" therapy. (4.1.2; 4.2.1)

3. To apply specific skills that can be useful in working with youth and system members. (CC 2.3.2; 3.3.4)
4. To identify new skills that can expand your personal repertoire in joining and facilitating change with youth and their families. (e.g. when and how to use play therapy materials, engaging children “playfully” even when play therapy materials are minimal, and helping meaningful conversations continue to develop to resolve presenting problems). (4.1.1)
5. To incorporate multi-cultural and socio-political factors into treatment planning and practice. (CC 4.3.1; 4.3.2)
6. To begin to identify and describe which clinical approaches feel like a better personal fit. (CC4.4.6)

REQUIRED TEXTS:

Edgette, J.S. (2006). *Adolescent therapy that really works: helping kids who never asked for help in the first place*. New York, NY: W.W. Norton. ISBN: 0-393-70500-5

Gross-Loh, C. (2014). *Parenting without borders: Surprising lessons parents around the world can teach us*. New York, NY: Penguin Group. ISBN: 978-1-101-60906-4

Siegel, D.J. *The developing mind (2nd ed): How relationships and the brain intersect to shape who we are*. New York, NY: The Guilford Press. ISBN: 978-1-4625-0390-2

Sori, C.F., Hecker, L., & Bachenberg, M.E. (2016). *The therapist’s notebook for children and adolescents: Homework, handouts, and activities for use in psychotherapy (2nd ed.)*. New York, NY: Routledge. ISBN: 978-0-415-71958-2

RECOMMENDED TEXTS:

Bronson, P., & Merryman, A. (2009). *Nurture Shock: New Thinking About Children*. New York, NY: Twelve. Hachette Book Group. ISBN: 978-0-446-50412-6

Crenshaw, D.A., & Crisantiello, S. (2008). *Child and Adolescent Psychotherapy: Wounded spirits and healing paths*. Lanham, MD: Lexington Books. ISBN: 978-0-7657-0599-0

Gil, E. (2015). *Play in family therapy (2nd ed.)*. New York, NY: The Guilford Press. ISBN: 978-1-4625-1749-7

Green, E., Baggerly, J. & Myrick, A. (2015) *Counseling families: Play based treatment*. Lanham, MD: Rowman and Littlefield. ISBN: 9781442244047

Hardy, K.V., & Laszloffy, T.A. (2005). *Teens who hurt: Clinical interventions to break the cycle of adolescent violence*. New York, NY: The Guilford Press. ISBN: 978-1-59385-440-9

LaSala, M.C. (2010). *Coming out, coming home: Helping families adjust to a gay or lesbian child*. New York, NY: Columbia University Press. ISBN: 978-0-231-14383-7

Lowenstein, L. (2008) *Assessment and Treatment Activities for Children, Adolescents, and Families: Practitioners Share Their Most Effective Techniques*. Toronto, ON: Champion Press. Isbn: 978-0968519943

Papernow, P. (2015). *Surviving and Thriving in Stepfamily Relationships: What Works and What Doesn't*. New York, NY: Routledge. Isbn: 9780415894388

Rogoff, B. (2003). *The Cultural Nature of Human Development*. New York, NY: Oxford University Press. Isbn: 9780195131338

Siegel, D.J., & Hartzell, M. (2004). *Parenting from the Inside Out: How a deeper self-understanding can help you raise children who thrive*. New York: NY. Penguin Group. Isbn: 1-58542-295-9

ASSIGNMENTS

1. Attendance & Participation – 5 points

This course emphasizes shared engagement with the assigned readings, class discussions, and in-class activities. Toward this end:

- Regular attendance is encouraged. However, in the event of illness or other emergency, I always appreciate the professional courtesy of advance notice.
- Come to class prepared (having completed the readings for the day).
- Engage in class discussions and in-class activities.
- Please decide to take an active part in creating a community of engaged scholarship. The voice and involvement of each person is important. Passive participation is not sufficient for you to fully benefit from this class. Give attention to the instructor and/or other students when they are speaking or making a presentation, ask questions, share your observations and comments, and display respectful curiosity about how your colleagues are making sense of the material we are exploring.
- Please put your cell phones on silent or vibrate mode to reduce the distraction to your classmates and instructor. Also, do not view text messages during class. If you are anticipating the need to view an urgent text message or take a call, please step out of the classroom to handle your personal business. However, please talk to me before class about how to monitor your communication device. **On-going use of cell phones during class will negatively reflect in your final grade.** Also, in order to facilitate a climate of learning and to reduce the distractions for yourself and others, please refrain from engagement in social media or other personal business.

Attendance & Participation Rubric – 5 points

	Total Possible Points	Points Demonstrated

Prompt and dependable presence in the class.	1	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	2	
Engages in course activities with a spirit of openness and curiosity.	1	
Helps to create an atmosphere of safety and mutual respect among all class members.	1	
	Total = 5	

2. Understanding Self in Sociocultural and Sociopolitical Context – 30 points

In order to conduct meaningful and relevant clinical work and practice from a decolonizing framework, it is necessary to be able to understand clients and client issues within context. To this end, one must first examine their own intersecting social identities and social location within their unique sociocultural and sociopolitical contexts. Therefore, this assignment is designed to help you carefully and critically consider the contextual influences on your childhood/adolescence/parenting and how it has shaped who you are today.

You will begin by constructing a genogram that includes three generations. You will chart out historical social influences (i.e., national and world events, wars, economics, politics, civil rights issues, social movements, law, etc.), social identities (i.e., race, ethnicity and ethnic descent, national affiliation, gender, sexual orientation, spirituality and religion, socioeconomic status, disability status, immigration history, interest groups, political party, age, etc.), and specific life events (trauma, separation/divorce, family conflicts, homelessness, illnesses, death/loss, moves, etc.). You will also record parenting practices, roles that children played, and family ideology and beliefs. In order to conserve space, you may opt to use different colored pencils/markers and/or stickers and symbols to represent various contextual influences. Be sure to include a legend for your colors/stickers/symbols.

After creating your genogram, write a paper that includes the following:

1. Describe the personal impact of 3 contextual influences, one from each of the following categories: historical social forces, social identities, and specific life events.
 - a. Historical social forces: Consider the historical social forces that influenced your development either directly or indirectly (i.e., influenced your parents directly and consequently influenced you). Write about one that had a significant impact on your childhood/adolescence and/or the way you were raised.
 - b. Social identities: Write about one of more social identities that shaped your childhood/adolescence.
 - c. Specific life events: Consider the meaningful life events that occurred in your network of family and significant others, and write about one event that significantly impacted your childhood/adolescence.

2. Now, considering the intersecting contextual influences as a whole, reflect on how these shaped your childhood and adolescent development and experience, your contemporary relationships, and your current values, beliefs, and worldviews related to parenting and child/adolescent development.
3. Describe how this assignment impacts your development as a therapist, your understanding of how human development impacts relational interactions, and your ability to be curious and seek to understand others in relation to their social location and intersecting contextual influences.
4. Use APA style for headings and subheadings to clearly organize your thinking and synthesize your ideas.

**Understanding Self in Sociocultural and Sociopolitical Context Grading
Rubric – 30 points**

	Total Possible Points	Points Demonstrated
3 generational genogram – provides detailed analysis of intersecting contextual influences	8	
Describes and discusses personal impact of three contextual influences: historical social forces, social identities, and specific life events	6	
Discusses impact of contextual influences on childhood/adolescent experience, contemporary relationships, and current values, beliefs, and worldviews related to parenting and child/adolescent development.	8	
Discusses how assignment shapes one’s self of the therapist development, and their ability to be curious and seek to understand others in relation to their social location and intersecting contextual influences.	6	
Uses APA style to format and organize work.	2	

3. Group Presentations on Special Topics - 40 points

This is a group assignment that is designed to help students examine the ways in which the larger sociocultural context shapes parenting, childhood, and adolescence. As a class, we will come up with a list of topics that relate to parenting, childhood, and adolescence, such as: foster care, adoption, media, social media, poverty, homelessness, incarceration, separation and divorce, parental illness, childhood illness, racism, immigration, religion and faith belief systems, etc. Alternatively, students may opt to research childhood or adolescent treatment issues such as: ADHD, autism spectrum disorders, behavioral issues, externalizing problems, internalizing problems, gender related concerns, substance abuse, sexual, physical, psychological, or emotional abuse, loss and grief, attachment injuries, parenting challenges, co-parenting, etc.

Part A - Presentation (20 points): In groups of 3-4, students will give a 40-minute presentation that examines the topic through a social constructionist/postmodern lens,

briefly discusses societal attitudes around the topic, provides a systemic critique of the current literature on the topic, and summarizes treatment approaches or discusses ways in which therapists might integrate an understanding of the issue in their clinical work. When discussing specific articles, touch on both strengths and weaknesses. Discuss how the article applies to children, adolescents, parents, and families from various social locations. Your discussion should include how the literature impacts your thoughts and actions as a therapist working with children, adolescents, parents, and families. That is, how does the literature impact your practice?

To add depth and understanding to the topic/issue, groups may choose to interview persons about their lived experiences related to the topic and share video clips or insights and ideas gleaned from the interview. Keep in mind that the purpose of this group assignment is not to simply report or summarize information, but to demonstrate critical consciousness and analytic thinking about the issue at hand. Students are encouraged to be creative in their presentations by adding an experiential component to help explain key ideas and engage the class around the topic/issue (i.e., interview video clips, media clips, graphs, demonstration of a clinical intervention, etc.).

Part B - Resource Packet (20 points): Along with the presentation, each group will provide a resource packet that includes the following:

- 1) A table of contents or list of resources included in the packet. [2 points]
- 2) A summary of the key insights or ideas that therapists should understand in order to provide effective clinical care. A bulleted format may be used, however remember to include citations where needed. [5 points]
- 3) A minimum of 3 handouts or activities/interventions that can be used in therapeutic work with children, adolescents, parents, and families. Feel free to adapt individual interventions to apply to systemic family therapy. Alternatively, provide community, state, and/or national resources related to the issue/topic at hand that therapists could provide to their clients. Include citations where needed. [5 points]
- 4) A minimum of 5 recommended resources to help increase therapists' understanding of the issue/topic such as podcasts, websites, articles, books, videos, etc. For each item, provide a brief description of the resource and highlight its potential benefit to clinicians. [5 points]
- 5) List of references for all sources used in both the presentation and in the resource packet. Use APA style. [3 points]

Special Topics/Issues Grading Rubric - 40 points

	Total Possible Points	Points Demonstrated
Group Presentation:		

Summarizes and clearly discusses key ideas related to special topic/issue.	2	
Demonstrates critical consciousness and use of systemic/sociocultural/contextual lens	4	
Review of literature reflects analytic thinking	5	
Applies thinking to clinical practice	5	
Demonstrates group collaboration and creativity.	4	
	Group Presentation Total = 20	Total =
Resource Packet:		
Table of Contents/List of Resources	2	
Summary of key ideas	5	
Minimum 3 handouts or interventions/activities	5	
Minimum of 5 recommended resources	5	
Reference list (APA style)	3	
	Resource Packet Total = 20	Total =
	Grand Total = 40	Grand Total =

4. Play Therapy Kit – 25 points

The overall objective of this assignment is to help students start building a play therapy kit for specific play therapy purposes and to infuse a sense of playfulness into their clinical work with children, adolescents, parents, and families.

Students will work in groups of 3-4 and begin to compile play therapy materials for developmentally appropriate interventions and activities. Students may design interventions and activities to facilitate assessment, joining and connection/therapeutic rapport, or therapeutic treatment. The activities and interventions may be targeted towards specific treatment issues or intended for more general clinical use. However, each activity/intervention should be linked to a specific therapeutic goal and matched to a specific developmental age group or for use with parents and children/adolescents of specific developmental age groups (i.e., under 6, 6-12, and 12-18 yrs).

Although students will work in groups, each group member will create his/her/their separate kit. Therefore, each person will need to choose a container to hold their kit (i.e. bag, box, basket, plastic tote, etc.). When choosing a container, think about practicality and ease of transportability. Next, be creative in gathering, collecting, and purchasing supplies for a minimum of 10 play therapy or expressive art activities. Try to focus on low cost, low prep items. Be innovative in your hunt for materials by seeking out garage sales, thrift stores, or asking friends and/or family with children or

teens if they have any items they no longer need that you might be able to use in your work. Keep a photo catalogue and list of the items in the kit.

Each group will submit the following in a folder or portfolio:

1. A list of all the materials compiled in the play therapy kit along with a photo catalogue corresponding to each item.
2. A written description of 6 activities/interventions using the materials in the kit. Two activities/interventions should be designed for each of the following age groups (either to be used with the child/adolescent, in filial therapy, or with parent(s) and children/adolescent): under 6 yrs, 6-12 yrs, and 12-18 yrs. Explain the therapeutic intent and treatment goal of each activity/intervention (i.e., assessment, joining/therapeutic rapport, therapeutic treatment). If the activity/intervention is intended for a specific treatment issue, be sure to state that and explain how it would be used. Provide photos of materials used for each activity/intervention.
3. Three brief (5 minutes) video clips demonstrating one activity/intervention for each developmental age group.

Play Therapy Tool Kit Grading Rubric - 25 points

	Total Possible Points	Points Demonstrated
Photo catalogued list of all play therapy kit materials	1	
Photo catalogued description of two activities/interventions for children under 6 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts	
Photo catalogued description of two activities/interventions for children 6-12 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts	
Photo catalogued description of two activities/interventions for adolescents 12-18 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal 	(2 x 2 pts each) = 4 pts	

- Discusses how activity/intervention may be used in therapy for specific treatment issue		
Video clips provide clear demonstration of developmentally appropriate activities/interventions for each age group: Under 6, 6-12, 12-18 yrs	(3 x 4 pts each) = 12 pts	
	Grand Total = 25	Grand Total =

EVALUATION & GRADING

Attendance & Participation	5 pts
Understanding Self in Sociocultural & Sociopolitical Context	30 pts
Special Topics Group Presentation	40 pts
Play Therapy Tool Kit	25 pts
Total	100 pts

93-100 = A	90-92.9 = A-	88-89.9 = B+	83-87.9 = B
80-82.9 = B-	78-79.9 = C+	73-77.9 = C	70-72.9 = C-

LATE ASSIGNMENTS & GRADING

Assignments should be submitted within the first 15 minutes of class on the day it is due. Any assignment turned in beyond this deadline will be reduced in score by 10% for each day it is late. Please be sure to speak with the instructor if you have any questions or concerns.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist

and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

NON-DISCRIMINATION POLICY

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. Requests for accommodations should be routed through the Student Support Services office in Albany 206. Please review the L&C policy at:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

COURSE SCHEDULE – (10 WEEKS)

	Topics	Readings	Assignments due
Week 1 1/9	Introductions & overview of course Review of syllabus Choose groups for assignments #3 & 4 Demo of play therapy materials In-class reflective activity		
Week 2 1/23	Overview of theories and models on child and adolescent development	Siegel – Chs. 1 & 2 Podcast “Early Experiences Count: How Emotional Development Unfolds Starting at Birth” https://www.zerotothree.org/resources/276-how-emotional-development-unfolds-starting-at-birth Podcast “Nurturing Brain Development from Birth to 3”	

		https://www.zerotothree.org/resources/283-nurturing-brain-development-from-birth-to-three	
Week 3 1/30	Sociocultural and sociopolitical influences on parenting and child/adolescent development	<p>Lareau (select chapters provided)</p> <p>Maciel, J., & Knudson-Martin, C. (2013). Don't end up in the fields: Identity construction among Mexican adolescent immigrants, their parents, and socio-contextual processes. <i>Journal of Marital and Family Therapy</i>, 40, 484-497. Doi:10.1111/j.1752-0606.2011.00276.x</p> <p>Unger, M. (2016). Varied patterns of family resilience in challenging contexts. <i>Journal of Marital and Family Therapy</i>, 42, 19-31. doi:10.1111/jmft.12124.</p> <p>Doyle, O., Goings, T.C., Cryer-Coupet, Q.R., Lombe, M., Stephens, J., & Nebbitt, V.E. (2016). Paternal caregivers' parenting practices and psychological functioning among African American youth living in urban public housing. <i>Family Process</i>. Doi:10.1111/famp.12221</p> <p>Ted Talks – Kandice Sumner: “How America’s Public Schools Keep Kids in Poverty”</p> <p>Sori et al. – Chs. 1, 3, 4</p>	
Week 4 2/6	Systemic perspectives on child and adolescent development – attachment and emotion	<p>Siegel – Chs. 3 & 4</p> <p>Podcast “Parenting Process Model with Dr. Martha Edwards” http://ackerman.podbean.com/</p> <p>Sori et al., - Ch. 13</p>	Assignment #2 Due
	Traditional Play Therapies versus Postmodern Approaches (play/playful)		
	Playful approaches to facilitate relational engagement and joining/therapeutic rapport		

Week 5 2/13	Impact of the larger social context on interpersonal relationships and self-regulation Sand tray work	Siegel – Chs. 7 & 8 Podcast “Beyond Use Your Words! How Babies Begin to Develop Self-Control in the First Three Years” https://www.zerotothree.org/resources/280-how-babies-begin-to-develop-self-control-in-the-first-3-years Sori et al. – Ch. 14	Group Presentation 1
Week 6 2/20	Global approaches to parenting and child rearing Postmodern play therapy approaches	Gross-Loh – Chs. 1-3 Tuttle, A.R., Knudson-Martin, C., & Kim, L. (2012). Parenting as relationship: A framework for assessment and practice. Family Process, 51(1), 73-89. Doi:10.1111/j.1545-5300.2012.01383.x Sori et al. – Chs. 39, 40, & 42	Group Presentation 2
Week 7 2/27	Global approaches to parenting and child rearing – Self-esteem versus self-efficacy Play therapy for trauma work	Gross-Loh – Chs. 4-6 Podcast “Developing Self-Esteem in the Early Years” https://www.zerotothree.org/resources/278-developing-self-esteem-in-the-early-years Podcast “Kids who push our buttons” http://ackerman.podbean.com/e/the-ackerman-podcast-14-kids-who-push-our-buttons-with-martha-straus-phd/ Sori et al. – Chs. 8, 21, & 22	Group Presentation 3
Week 8 3/6	Global approaches to parenting and child rearing Play therapy for grief & loss	Gross-Loh – Chs. 7-10 Sori et al. – Chs. 35-37	Group Presentation 4
Week 9 3/13	Identity co-construction with adolescents in therapy	Edgette – Chs. 1-4 Davis, B., Royne Stafford, M.B., & Pullig, C. (2014). How gay-straight alliance groups mitigate the relationship between gay-bias victimization and adolescent suicide attempts. Journal of	Group Presentation 5

	Narrative approaches with adolescents	<p>the American Academy of Child & Adolescent Psychiatry, 53(12), 1271-1278.e1</p> <p>Podcast “Between Pink & Blue” http://ackerman.podbean.com/e/the-ackerman-podcast-5-between-pink-blue-with-jean-malpas-lmhc-lmft/</p> <p>Tedx Talks – Angelica Dass “The Beauty of Human Skin in Every Color” https://www.ted.com/talks/angelica_dass_the_beauty_of_human_skin_in_every_color</p> <p>Sori et al. – Chs. 25 & 29</p>	
Week 10 3/20	Working with adolescents in therapy	<p>Edgette - Chs. 5-8</p> <p>Diamond, G.S., & Liddle, H.A. (1999). Transforming negative parent-adolescent interactions: From impasse to dialogue. <i>Family Process</i>, 38(1), 5-26. Doi:10.1111/j.1545-5300.1999.00005.x</p> <p>Santisteban, D.A., Mena, M.P., & Abalo, C. (2012). Bridging diversity and family systems: Culturally informed and flexible family based treatment for Hispanic adolescents. <i>Couple and Family Psychology: Research and Practice</i>, 2(4), 246-263.</p> <p>Podcast “Family Therapy with Adolescents” http://ackerman.podbean.com/e/the-ackerman-podcast-4-family-therapy-with-adolescence-with-peggy-papp-lcsw/</p> <p>Sori et al. – Ch. 45</p>	Play Therapy Tool Kits Due
	Expressive arts in therapeutic work with adolescents		

Group 1	Group 2	Group 3	Group 4	Group 5
