

GRADUATE COUNCIL: NEW COURSE/PROGRAM PROPOSAL

Originating Unit: Kinesiology

Type of action: New course New program Fully online course/program**

Semester and year course/program will take effect: Fall 2021

New course or program title: Psychology of Play across the Lifespan

Appropriate computer abbreviation (30 spaces or less): Psych of Play across Lifespan

Course instructional methodology: Lecture w/ Integrated Lab

course component types: [gradcouncil.tcu.edu/forms/Course Component Types.pdf](http://gradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

Programs Only

Proposed code (list 2): _____ or _____
(ex:EDCE-PHD)

Proposed CIP Code:

*for reference please visit: nces.ed.gov/ipeds/cipcode/resources.aspx?y=56

New course number: KINE 70933

Prerequisites for new course:

Graduate status

Description of new course or program (catalog copy):

Overview of theory and research in play psychology, with a focus on the interactive relationship between biological, developmental, psychological, and sociocultural play contributions to lifespan resiliency. The course will also provide an introduction to playground designs for all ages and selected psychological interventions to promote play. Lastly, the course will examine how the action of play shapes the brain, develops critical thinking skills, and strengthens the ability to collaborate with others in social settings.

Fully Online Courses/Programs**

All online programs, courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography. For a new program attach a statement of the mission and objectives of the new program):

Describe the intended outcomes of the course or program and how they will be assessed.

1. Learners will critically review the key literature pertaining to the psychology of play (theories, development, and types of play across the lifespan).
2. Learners will develop abilities to conceptualize, craft and shape play spaces that create resiliency in children and/or adults.
3. Learners will identify and develop play strategies to enhance critical thinking and problem solving skills across children, adolescents, and adults.
4. Learners will incorporate research based play intervention strategies into creating play spaces appropriate for ages across the lifespan.

Additional resources required:

Faculty: None

Space: None

Equipment: None

Library:

Financial Aid:

Other:

Change in teaching load: No

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Meena Shah

Unit: Kinesiology

Signature: *Meena Shah*

KINE 70933
Psychology of Play across the Lifespan

Instructor: Dr. Debbie Rhea
Semester/Year: TBA
Class location: Bass 2102
Class Meeting time(s): TBA
Office: Bass 2102
Office Hours: By appointment Telephone: 817-257-5263
Email: d.rhea@tcu.edu
Response time: 24 hours / 48 hours on weekends or holidays

Final Exam Date & Other Important Dates

This course requires a final project submission in lieu of a formal final examination. The final paper/project is due on (see final exam schedule).

This class will meet face-to-face on the campus of TCU. Attendance at weekly class meetings is mandatory. Additional course assignments will be completed outside of regular class meetings.

Course Description

This course is designed to expose doctoral students to current and emerging topics across domains of play and physical activity. Students will be exposed to advanced play concepts from a social health sciences perspective.

Learning Outcomes

1. Learners will critically review the key literature pertaining to the psychology of play (theories, development, and types of play across the lifespan).
2. Learners will develop abilities to conceptualize, craft and shape play spaces that create resiliency in children and/or adults.
3. Learners will identify and develop play strategies to enhance critical thinking and problem solving skills across children, adolescents, and adults.
4. Learners will incorporate research based play intervention strategies into creating play spaces appropriate for ages across the lifespan.

Required Texts / Materials

There is no required text book for this course. Readings will be assigned by instructor or discovered by students

Teaching Philosophy

This course is designed to be interactive with discussions led by both the instructor AND students. As such, active participation will be of high value. Interactive labs will also be used as a way to expose the students to different ways to play in an outdoor or indoor environment.

Examples of good participation are: 1) developing other peoples' ideas and comments during class discussions; 2) providing evidence of your position through articles/readings that are not in the reading list; 3) asking insightful questions for which you have thought through your own position; and 4) comments and ideas that lead to skill development of all participants.

Instructional Methods

We will use a variety of methods to achieve the course objectives: through play space observations, critiquing readings identified by the instructor as well as the students, preparation of a case study aimed at a lifespan issue, creation of a prop box, developing play equipment/landscapes for a specific age group, and a final group project aimed at a lifespan play theme. (Please see the section on "Development of Skill Sets").

Course Policies and Requirements

Grading

Your grade will be determined based on the following components:

	<u>Total Pts (280)</u>
1. Class Participation	30
2. Observation Paper	20
3. Styles Paper	30
4. Case Study	30
5. Creation of Prop Box	20
6. Play equipment/landscapes paper	50
7. Final Group Paper/Project	100

Class Participation

This is an important component of your grade. The quality and quantity of participation will determine your grade with a higher emphasis on the former category. Examples of good participation are : 1) Developing other peoples' ideas and comments; 2) Providing evidence of your position through articles/readings that are not in the reading list; 3) Asking insightful questions for which you have thought through your own position; and 4) Comments and ideas that lead to skill development of all participants. For example, if the author has presented a table in a certain way and you come up to the podium/blackboard and present an improved way of presentation with the logic of how it is improved, that is a good example of developing skill sets.

It is expected that all of you participate in class discussions actively. However, if you have been inactive or have 'hogged the air space', please do not be offended if I intervene and ask you for your comments or direct the discussions to other participants as well.

Observation Paper: An observation of children at play in any public place. This is simply describing what you see (2-3 pages). Places to look: McDonald's, parks, shopping malls. Observations should be informal and nonintrusive. **Due Date.**

Styles Paper: Utilizing two other references, compare different styles of play as they are utilized in different settings across local, state, and national places (1-2 pages). **Due Date.**

Case Study: Develop a case study to present in class which illustrates appropriate play strategies utilized for the identified problem: stress. **Due Date.**

Portable Play Prop Box: Play can be cultivated in almost any setting. You will be expected to create/develop your own prop box of portable play materials. The box should be designed to meet the needs of children in a school setting who need stress relief. We will discuss expectations prior to the in-class session. **Due Date.**

In-class Play Session: Students will participate in a play session. This session will provide the opportunity to feel the impact of these materials regarding your focus (stress). You will critique these experiences in a group sharing session. **Due Date.**

Play Equipment/Landscapes: The student will describe ten ways to design play spaces to be used in an unstructured play space. Each item or design will be described as to its identified value and use, the skills the child will be developing as a result of its use, and the developmental level the equipment can be used with. **Due Date.**

Final Group Paper/Project

The final project will require each group of students to gather research articles and interview playground design experts to develop a play space that would create resiliency and healthy lifestyles across the lifespan.

It is important that you start off early in the semester to identify experts you want to invite to class. Use the different assignments across the course to help with the structure of your project. The project will be submitted as a research paper and as an oral presentation. Details of this project are forthcoming. **Due Date.**

Final Numerical Grade Calculation: Grades will be rounded at .5 to the next letter grade level. Example: 89.5 & higher would round to an A.

Grade	Score
A	90-100
B	80-89
C	70-79
F	69 & below

Late Work

- Any assignments turned in late (after the due date) will receive a grade of zero.
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Grading Concerns

- If you have any questions regarding your grades, you should submit these questions to me within 3 days after the grade is delivered to you. These questions can be submitted either by e-mail or face-to-face.

TCU Email

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Attendance

- Regular and punctual class attendance is essential and no assigned work is excused because of absence, no matter what the cause. The exception is an official university absence for students representing TCU at an athletic or academic event.

Participation

- See GRADING section, above

Technology Policy

- There are no technology requirements for this course other than access to the internet for completion of the assignments. Students may bring computers to class and are allowed to record class sessions.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [Student Handbook](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to: cheating, plagiarism, collusion.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the following link concerning "netiquette."

<http://www.albion.com/netiquette/>

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity:

<http://macaulay.cuny.edu/community/handbook/technology/honorable-technology/>

TCU Online (Brightspace by D2L)

1. Access via my.tcu.edu > Student Quick Links > TCU Online OR login at the following website: d2l.tcu.edu (your username and password will be your TCU network information - the same username and password that you use when you login into my.tcu.edu).

For information about logging into TCU Online, view these instructions:
<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>

2. If you have not yet taken the TCU Online Student Tutorial, please do so immediately. To access it, click on the "TCU Online Student Tutorial" on your home page. Follow the instructions. Good luck!
3. Technical requirements for using the system: <http://tcuonline.tcu.edu/kb/platform-requirements/>
4. If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by email, phone, or chat 24 hours a day, 7 days a week, 365 days a year.

email: helpdesk@d2l.com; phone: **1-877-325-7778**; chat: **Chat** is available within **TCU Online**. Look for the Chat widget on My Home.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

For information about logging into TCU Online, view these instructions:
<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact the professor during office hours or by email.

TCU Campus Resources for Students

TCU Campus Resources for Students: Many resources exist on the TCU campus that may be helpful to students:

- ❖ Mary Couets Burnett Library (817-257-7117);
- ❖ Center for Academic Services (817-257-7486, Sadler Hall. 1022);
- ❖ The TCU Center for Writing (817-257-7221, Reed Hall 419);
- ❖ Student Development Services (817-257-7855, BLUU 2003);
- ❖ Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall);
- ❖ Campus Life (817-257-7926, Sadler Hall 2006);
- ❖ The Counseling, Testing, and Mental Health Center (817-257-7863, Samuelson Hall).

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities.

Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities](#)

[Services in the Center for Academic Services](#) located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Tentative Course Schedule

Date	Topic	Reading	Assignment / Class Activity
Jan. 25	Overview	Assigned Readings	Lecture / Discussion
Feb. 1	Discuss Observations	Assigned Readings	In class presentation
Feb. 8	Styles Paper Presentations	Assigned Readings	In class presentation
Feb. 15	Discuss Case Study	N/A	In class presentation
Feb. 22	Age differences and play	Assigned Readings	Lecture / Discussion
Mar. 1	Play Topic: Stress play framework	N/A	Preparation and submission of requirements
Mar. 8	Work on project	Assigned Readings	Group work
Mar. 15	Play Topic: Prop boxes	N/A	Visit outdoor play spaces
Mar. 22	Play Topic Indoors Session	N/A	Play session
Mar. 29	Play equipment/landscapes presentations	Assigned readings for resiliency topic	In class presentations
Apr. 5	Resiliency		Discussion
Apr. 12	Playground design	Experts	Presentation
Apr. 19	Playground design	Experts	Presentation
Apr. 26	Work on projects	N/A	Group work
May 3	Final: Project PPT Presentation	N/A	In class presentation