



**COUN 5399.02 Play Therapy Basics
Fall, 2017**

*Course Number is an elective course for CMHC and SC Degree Program and Required for
Certification Program*

College of Education, Department of Counselor Education

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Office hours: by appointment

Day and time the class meets: **Tuesday** 5:30-8:50 p.m. **Location of class:** **Main TEC 342**

Course Description: This course is designed to enhance/increase the counselor's understanding of the child's world as perceived by the child and the relationship between the child's world and his/her behavior. The major theories of play therapy and the utilization of play media to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored; however, the foundation for this course is the child-centered play therapy model.

Required Texts:

Axline, Virginia (1964). Dibs: In search of self. Boston: Houghton Mifflin.

Axline, Virginia (1947). Play therapy. Boston: Houghton Mifflin.

Landreth, Garry (2012). Play therapy: The art of the relationship (3rd ed). New York, NY: Brunner-Routledge.

Mullen, J.A. and Rickli, J.M. (2014). Child-Centered Play Therapy Workbook. Champaign, IL: Research Press.


Prerequisites: COUN 5364 (Theories of Counseling) and COUN 5397 Human Growth & Dev.

IDEA Objectives: The instruction in this course will address these major objectives (as assessed by the IDEA course evaluation system):

Essential Objectives

-  #4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important Objectives

-  #2 Learning fundamental principles, generalizations, or theories.

Course Format: This seminar class includes lecture and PowerPoint presentations, narrative presentations, video presentations, whole class discussions & practical exercises, self-directed

inquiries, and research presentations. Evaluation consists of professor assessments, including critiques of play therapy knowledge and skills, research paper, and case presentations.

Course Content:

- ⌘ Overview and history of the profession
- ⌘ Introduction to the major theories of the profession
- ⌘ Introduction to the practices of the profession
- ⌘ Belief about children and knowledge of development impacting play
- ⌘ Presentation of the role and responsibilities of the Play Therapist (4 messages)
- ⌘ Presentation of legal and ethical issues of the Play Therapist
- ⌘ Application of skill development
- ⌘ Discussion of the future/multicultural trends of the profession of Play Therapy

Participation:

I expect the following from all students:

1. You will demonstrate *quality class participation*. This means discussing and sharing information that is relevant to the overall learning experience of the class. You are expected to have read the material prior to class and be able to reflect and critique the material in discussions. In addition, you are expected to augment your class participation with relevant and related professional articles, as they relate to class topics. Additionally, due to the experiential nature of course instruction, I have expectancy that you will be open to opportunities for self/professional growth.
2. *Self-directed Inquiry/Reading*: You are encouraged to read materials, attend professional development workshops, conduct online and library searches that are personally meaningful. The content of the basic texts and other pertinent articles and books will be emphasized by the instructor according to her perceived level of interest or needs of the class.
3. *Simulation Activities*: You will be expected to participate in group and individual activities designed to facilitate the understanding requisite to achieving the course objectives.

ASSIGNMENTS:

Total Points: 400

1. Participation (50 points)

I am only responsible for certain elements of class learning opportunities; the extent of your learning is up to your own personal investment and interest in the course. Participation is encouraged. We do not have quizzes so in order to ensure you are reading the chapters I would like to have all students participate in text-generated insightful discussions. Additionally, I would like to see all students participate in live practice and experiential activities.

2. Tote-bag Playroom (25 points for cultural item, 25 for complete tote bag) (see appendix A for Grading Rubric)

Compile your own Tote-bag Playroom for use with your “minipracticum” play therapy client. It must include 4 or 5 toys representative of each of the following categories...nurturing, expressive, scary, aggressive, and realistic. Bring your tote-bag to class. You will set up your kit and as I walk through you will need to be able to identify each category your toys represent. Your chapter readings will suggest how categories may be modified to be responsive to culture and environment of differencing populations. Adapt your tote-bag for culture and be able to discuss your choices.

3. Reaction Paper -- *Dibs: In search of self* (50 points) (See Appendix B for Grading Rubric)

This paper should reflect your impressions/thoughts/feelings as you read this fascinating case study. Consider the possible developmental needs of Dibs, what assessment issues may be up for consideration and your initial impressions. It should be from two to five pages, and contain your observations of what Dr. Axline uses in her therapeutic repertoire to work with Dibs. Do not hand in a summary - I have read the book.

Helpful phrasing to avoid a summary might include:

“Based on my experience with children I believe...”

“I found it interesting that Axline...”

“On the point of _____, I disagree with Axline’s belief because...”

4. Critique of *Play Therapy* (50 points) (See appendix C with grading rubric)

This paper should contain a more professional approach to the field of “nondirective play therapy” as outlined by Axline, including an explanation of her 8 Principles, as well as her use of particular “techniques” with her young clients. Discuss what characteristics you believed were central as a change agent for the client. Include your opinions of each of the 8 principles and give an example via your own PT with your practice client. Both positive and negative critiques are valued. Paper length 2 to 5 pages.

Ex: Axline principle #1

The therapist develops a warm, friendly relationship with the child, in which good rapport is established as soon as possible.

- ✓ I listen attentively
- ✓ I smile and appear interested
- ✓ I get on the child’s level when I greet the child

5. Play Therapy Sessions (100 points, 50 per session completed & documented) (See Appendix D with Rubric)

Conduct four play therapy sessions, with a child of your choice, using your Tote-bag Playroom. This will provide you with an opportunity to implement CCPT concepts. These experiences (a total of 4) must be videotaped. Tapes must have play from the classroom system. I expect audio and visual to work for a full grade, they will be critiqued in group sharing sessions. **Two of the four tapes** will be shared for a grade. Write up the sessions using the forms given to you in class.

- Watch your tape and **fill in your own skills sheet!!** I don't want it blank.
- Complete a session summary

6. Research Paper / Class Presentation (100 points)

This activity will require an in-depth study of one particular THEORY of play therapy. You may choose from a variety of theories. Please follow the APA, 6th Edition format and style for organization and include abstract, running head, & references. The paper should be from 10 to 12 pages in length. Use at least 4 references for the paper, *in addition* to your texts; at least two must be from original sources and no more than one in the first five references may be from the internet. The paper will be graded according to the department writing standards, addressed at the end of this syllabus. Come prepared to discuss your findings in a formal presentation in class.

GRADES: Grading is based on the student's development through the semester, according to accomplished assignments.

Final Grade Determination:

A = 360 – 400

C = 280 - 319

B = 320 – 359

F = Below 280

SCHEDULE & Due Dates **Monday Class**

DATE	CLASS TOPIC(S)/ACTIVITIES	ASSIGNMENT(S)
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Prior to class Self-Directed Learning

Website Review

Web addresses for Play Therapy information:

Center for Play Therapy: <http://www.coe.unt.edu/cpt/>

Association for Play Therapy: <http://www.a4pt.org>

Texas Association for Play Therapy: <http://www.txapt.org>

Sam Houston Association for Play Therapy: <http://www.shapt.org>

(take note of when workshops are offered. If they offer online learning. If student grants are offered)

Aug 29	Introduction to the Course/Class members Course rules/Assignments Lecture Topics: What is in store...? Principles of child-centered work with Children Basic Tenets of CCPT History of PT Theoretical Approaches Tote-bag Playroom	Start reading Dibs Landreth Ch. 1 – 5 Mullen Part 1-2
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Video: Child Centered PT-Garry Landreth

Sept 05 **NO CLASS** **Arrange tote-bag playroom**

Read:
Landreth Ch. 8 – 9

Sept 12	PT Demonstration Topics: Play elements, functions, rationale Logistical aspects of PT Tracking behavior ----- Cultural Toy: Speed Dating Video: Enter the World of Play-1 (Smith)/Discussion	Cultural Item Due Landreth Ch. 6 & 12 Mullen Part 3
Sept 19	PT Demonstration Reflecting Content, and Feelings How to: complete the skills sheet	Tote Bag Due
Sept 26	PT Demonstration Topics: Setting Limits, Returning Responsibility to Child How to: complete a session summary ----- Video: Enter the World of Play – 2 (Smith)/Discussion	Dibs Paper Due Landreth Ch. 10-11
Oct 03	NO CLASS READ on your own Play Therapy (Axline) Watch entire session of Landreth Clinical Session	Axline (b) preface to p.127
Oct 10	Midterm: Skill Demonstrations	Session Tapes Due
Oct 17	Midterm: Skill Demonstrations	Session Tapes Due
Oct 24	Topics: Consulting with Parents & Teachers Advanced limit setting Encouraging/Esteem building ----- Video: Enter the World of Play – 2 (Smith)/Discussion	Landreth Ch. 7 & 13 Critique of Axline's PT-Due
Oct 31	NO CLASS Watch: Video: Choices cookies and Kids	
Nov 07	Critiquing the experts - Video Critiques Theoretical Approaches to PT Specific Issues and populations (lecture)	
Nov 14	Themes in play therapy	Landreth Ch. 15/Mullen Part 4 APT credentialing Due
Nov 21	NO CLASS- Process, Rationale, and Goals	Mullen Appendix C Landreth Ch. 17
Nov 28	Final: Skill Demonstrations	Session Tapes Due
Dec 05	Research Paper Presentations	Research Papers Due

Student Guidelines

University Policies: Student are responsible for reviewing policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
 - [Use of Telephones and Text Messengers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: audio recording of lectures with permission, laptops permitted.
 - Visitors in the classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

ATTENDANCE: DEPARTMENT POLICY

Regular and punctual class attendance by each student is expected. The following represents the attendance policy for all courses in the Counseling Program:

- A timely call (or e-mail) prior to class time to the professor is expected.
- After the second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is *excused* from that action.
- An automatic drop of a letter grade will occur for each subsequent absence.

Appendix A

Tote-Bag Play Room Assignment

Compile your own Tote-bag Playroom for use with your “minipracticum” play therapy client. It must include 4 or 5 toys representative of each of these categories (nurturing, expressive, scary, aggressive, and realistic). Bring your tote-bag to class. You will set up your kit and as I walk through you will need to be able to identify each category your toys represent according to the assigned categories. Your chapter readings will suggest how categories may be modified to be responsive to culture and environment of differencing populations. Adapt your tote-bag for culture and be able to discuss your choices.

Grading Rubric

Student was able to identify categories <ul style="list-style-type: none"> Discuss how categories are used in prevention & intervention 	Possible 5	Earned	
Each theme adequately represented = 4-5 toys	5		
Modified for diversity <ul style="list-style-type: none"> Demonstrate an understanding of how prevention & intervention techniques can be modified for diversity 	25		
Organized and orderly	5		
ON TIME	10		
	50	Total Score	

Appendix B

Reaction Paper – Dibs

This paper should reflect **your impressions/thoughts/feelings** as you read this fascinating case study. Consider the possible developmental needs of Dibs, what assessment issues may be up for consideration and your initial impressions. It should be from two to five pages, and contain your observations of what Dr. Axline uses in her therapeutic repertoire to work with Dibs. Do not hand in a summary - I have read the book.

Helpful phrasing to avoid a summary might include:

“Based on *my* experience with children I believe...”

“I found it interesting that Axline...”

“On the point of _____, *I disagree* with Axline’s belief because...”

Grading Rubric

Remember Impressions rather than summary	Possible total points 50	
Developmental impressions <ul style="list-style-type: none">• Discussed impressions of the role of family in Dibs’ treatment (10)• Discussed issues of development (10)• Discussed assessment issues and impressions (10)	30	
Page length	10	
APA style & cover page	10	
		Total

Appendix C Critique of Axline

This paper should contain a more professional approach to the field of “nondirective play therapy” as outlined by Axline, including an explanation of her 8 Principles, as well as her use of particular “techniques” with her young clients. Discuss what characteristics you believed were central as a change agent for the client. Include your opinions of each of the 8 principles and give an example via your own PT with your practice client. Both positive and negative critiques are valued. Paper length 2 to 5 pages.

Ex: Axline principle #1

The therapist develops a warm, friendly relationship with the child, in which good rapport is established as soon as possible.

- ✓ I listen attentively
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Grading Rubric

Personal client examples <ul style="list-style-type: none"> Demonstrating theories of helping 	20	
Impressions of characteristics <ul style="list-style-type: none"> Demonstrate understanding of the roles and characteristics of the counselor as helper 	10	
8 principles attended <ul style="list-style-type: none"> Evaluate each skill of helping based lectures, reading, and research 	10	
APA style & cover page	10	
	Total possible 50	Total earned

Appendix D Taped Sessions

Conduct four play therapy sessions, with a child of your choice, using your Tote-bag Playroom. This will provide you with an opportunity to implement CCPT concepts. These experiences (a total of 4) must be videotaped. Your best two of the four practice sessions will be submitted (one at midterm and one at the final grading point). Each of your peers will give you a grade based on a 50 point rubric. My grade is based on the rubric below. I will then take the average score. Each of the two videos should have a session summary and skills sheet completed by you and submitted to me.

- Midterm (tape, session summary, completed skills sheet)
Final (tape, session summary, completed skills sheet)
- Reminder: Watch your tape and fill in your own skills sheet!!!!!!

Grading Rubric

- 10 for incomplete skills sheet - 10 for incomplete session summary - 5 if I can't see you on the tape - 5 inappropriate introduction	Possible points	
Tape 1 Midterm Tracking behavior, reflecting content and feelings	50	
Tape 2 Limit setting, returning responsibility, esteem building & enlarging the meaning	50	
	Total possible 100	Total earned

Appendix E Research Paper

This activity will require an in-depth study of one particular THEORY of play therapy. You may choose from a variety of theories that will be introduced to you in Kottman's text (*Play Therapy: Basics and Beyond*). Please follow the APA, 6th Edition format and style for organization and include abstract, running head, & references. The paper should be from 10 to 12 pages in length. Use at least 4 references for the paper, *in addition* to your texts; at least two must be from original sources and no more than one in the first five references may be from the internet. The paper will be graded according to the department writing standards, addressed at the end of this syllabus. Come prepared to discuss your findings in a formal presentation in class.

Grading Rubric

	Possible points 100	
Theory literature review <ul style="list-style-type: none">• Demonstrates a critical evaluation of research relevant to the practice of CMHC/SC	25	
10-12 pages	10	
APA style references	15	
presentation	50	
	Total possible 100	Total earned

Opting Out Option

Students may choose to opt out of the research paper by choosing one of these professional development options:

- 1) Become a member of APT and or SHAPT, (proof of payment needed as proof) attend one APT approved workshop (certificate of registration or attendance is needed for proof).

Appendix F Credentialing

Note: This is based on 2007 requirements. Please check your current requirements from a4pt.org website to see updated requirements.

I advise the following procedure for collecting artifacts towards your RPT. Act as if you were going to apply for RPT credentialing with APT.

Begin a notebook with tabs for each section. Note that you cannot submit your application until you have a state license; however, you can earn academic and workshop hours prior. Additionally, once you can count direct client hours in practicum and internship courses.

- 1) Section one: download your RPT application. It is long and difficult to interpret so using a highlighter, highlight important information regarding each section of the application criteria. Put this first in your notebook.
- 2) Tab 1: Titled Education. Collect the artifacts needed to include: course syllabi and transcripts for the 5 graduate courses as required by APT in the application.
- 3) Tab 2: Titled Play Therapy Training. Create a log for entering your play therapy specific training hours. You need 150 hours of *APT approved* play therapy specific instruction (this means your workshop certificate must have an APT approved provider number.) Or be an approved university. Behind your log of hours, in this section put your course syllabi, transcripts, letter from professor, and/or workshop certificates.
- 4) Tab 3: Titled Play Therapy Experience. Create a log for entering your play therapy specific client hours. You need 500 hours of direct play therapy client hours. Use client initials for maintaining confidentiality. Your categories in your log could include: date, client, time and a space for supervisor signature that you did see that client.
- 5) Tab 4: Titled Play Therapy Supervision. Create a log for entering your play therapy specific supervision. Your supervisor can be an LPC-S, does not need to be RPT-S. You need 50 hours of direct play therapy supervision hours. Your categories in your log could include: date, client, time and topic of supervision as well as a space for your supervisor's signature per supervision.