



COUN 3332: Therapeutic Play Skills Spring, 2018

COUN 3332 is an elective course for Human Services Minor

College of Education, Department of Counselor Education

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Office hours: By appointment. I will attempt to reply to email within 48 hours; however, I may not reply during weekends.

Class Format:

Class day and time: Tuesday Thursday 2:30 pm – 3:50 pm

Class location: TBD

Course Description: Students will learn the basic principles that guide child-centered play sessions via didactic and experiential activities, as well as other types of modalities used to counsel children and adolescents. Students will role-play facilitative skills including recognizing and responding to children's feelings, play session limit setting, and building children's self-esteem.

Professional Behaviors Related to Technology: Use of cell phone, text messaging, email/laptop, tape recorder, iPod's/MP3 Players: Students are to **turn off all cell phones while in the classroom.** Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. **No emailing, text or instant messaging, during class.** Use of iPod or MP3 player is not permitted. Use of laptop is not allowed. **Any student observed violating this policy will have 5 points deducted from Professionalism for each instance.**

Textbooks: Axline, V. M. (1964). *Dibs in Search of Self*. Boston: Houghton-Mifflin.

Landreth, G. L. (2012). *Play therapy: The art of the relationship*. 3rd Edition. New York: Routledge.

Course Objectives: The following objectives will be met during this course:

1. Students will learn the basic principles that guide child-centered play sessions via didactic and experiential activities.
2. Students will understand how child-centered play sessions facilitate the recognition and expression of feelings in children, as well as strengthen problem-solving skills, pro-social skills, and engagement with parents.
3. Students will role-play facilitative skills including recognizing and responding to children's feelings, play session limit setting, and building children's self-esteem.
4. Students will have opportunities to observe live and video taped child-centered play sessions.

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

Essential:

1. Students will learn to apply course materials to better understand the power of play.
2. Students will develop specific skills related to Child-centered therapeutic play.

Important:

3. Students will acquire skills in working with others as a member of a team.
4. Students will develop a clearer understanding of, and commitment to, personal values.

Course/Instructor Requirements:

Welcome to the world of play therapy! The intent is to make this course informative, and worthwhile in helping you understand the basics of play therapy. A variety of learning activities have been structured to provide you with opportunities designed to enhance your understanding of working with children in a variety of settings (e.g., teaching, child life specialist, and music therapist).

1. Participation and Professionalism (100 points) – Due to the experiential learning in class, it is expected that you attend all classes. I will deduct points for texting, talking, and being disrespectful in class, as well as absences in excess of 3. The 4th absence will result in the loss of 50 points. Lack of participation in blackboard assignments will be considered an absence.
2. Dibs Reaction Paper (50 points) - This paper should reflect your impressions/thoughts/feelings as you read this fascinating case study. 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...”
3. Quizzes (20 points each) – Quizzes will be completed online and will cover the assigned reading (chapters and additional readings as assigned) and material discussed in class.
4. Observation Assignment (20 points) – Students will observe a group (two or more) of children or adolescents K-12 in an informal setting for no more than a half hour (suggested places are the mall, library, parks etc.). During this time students will complete the field notes (Appendix A). Then, complete a one page write up on what was observed and what you think it means and how it might relate to the tenants or concepts discussed in the text and in class. Consider what the child might be feeling or thinking and discuss what clues and context brought you to those conclusions.
5. Play Therapy Basic Skills Test (50 points) –Students will demonstrate basic play therapy skills in playroom role plays. See rubric.
6. Group Presentations (100 points) – See rubric.

7. Presentation of Play Therapy Activity (50 points) - Students will lead the class on a therapeutic activity of their choice. I will provide resources or you may use your own (Pinterest). 50 points – See rubric.
8. Journal Article Review (20 points) – Students will critique journal article that pertains to play therapy. See rubric.

Course Evaluation:

Participation and Professionalism	100 points
Dibs Reaction Paper	50 points
Quizzes (20 points each x 3)	60 points
Observation Assignment	20 points
Play Therapy Basic Skills Test	50 points
Group PSA Presentations	100 points
Presentation of Play Therapy Activity	50 points
Journal Article Review	20 points
<i>TOTAL POINTS</i>	450 points

Grade Determination:

A	450-405
B	404-360
C	359-315
D	314-270
F	269 and below

TENTATIVE SEMESTER SCHEDULE

Note: Change may have to be made. If so, they will be announced in class. You are responsible for knowing any changes even if you are absent when changes are announced.

Date	Lecture/	Due Today
Thursday 1/18/18	No Class Today	
Tuesday 1/23/18	Introductions Review Syllabus Discussion of Professionalism and assignments	Start Reading Dibs
Thursday 1/25/18	Power of Play/ Meaning of Play	Ch. 1&2
Tuesday 1/30/18	History and Development	Ch. 3
Thursday 2/1/18	View of Children	Ch. 4
Tuesday 2/6/18	Child Centered PT -videos	Ch. 5
Thursday 2/8/18	Continued Child Centered PT	Observation assignment Due @ 11:59pm
Tuesday 2/13/18	The Play Therapist -Be with Attitude	Ch. 6
Thursday 2/15/18	Class will not meet BB Assignment	Ch. 7 and Ch. 8 Quiz 1 due Sunday 2/18/18 11:59 pm (chapters 1-6)
Tuesday 2/20/18	Class will not meet work on Dibs Reflection	Ch. 9 Ch.10.
Thursday 2/22/18	Building the Relationship Facilitative Responses	Dibs Reflection due
Tuesday 2/27/18	Parents as Partners in Play Therapy The Play Room	Ch. 11 & Ch. 12
Thursday 3/1/18	Limit Setting & Typical Problems in Play Therapy & Limit setting videos	

Tuesday 3/6/18	Visit Playroom/skills practicing	
Thursday 3/8/18	Visit Playroom/skills practicing	Quiz 2 due Sunday 3/11/18 11:59 pm (chapters 7-12)
Tuesday 3/13/18	Spring Break-no class	
Thursday 3/15/18	Spring Break-no class	
Tuesday 3/20/18	Advanced Limit Setting	
Thursday 3/22/18	Class Will not meet- Online Assignment – “Choices Cookies and Kids”	
Tuesday 3/27/18	Issues in Play Therapy Children in Play Therapy	Journal Article Review Due 11:59pm
Thursday 3/29/18	Skills Testing	
Tuesday 4/3/18	Skills Testing	
Thursday 4/5/18	Skills Testing	
Tuesday 4/10/18	Directive play therapy Play therapy activities	Assigned articles
Thursday 4/12/18	Play Therapy and Trauma	Assigned articles
Tuesday 4/17/18	Sandtray Therapy	Assigned articles
Thursday 4/19/18	Class will not meet/ Prepare for Presentations	Quiz 3 due Sunday 4/23/18 11:59 pm (ch. 13&14; directive PT; trauma; sandtray)
Tuesday 4/24/18	<i>Play Therapy activity Presentations</i>	
Thursday 4/26/18	<i>Play Therapy activity Presentations</i>	
Tuesday 5/1/18	<i>Group Presentations</i>	
Thursday 5/3/18	<i>Group Presentations</i>	



Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Students are to **turn off all cell phones while in the classroom. No emailing, text or instant messaging, during class.** Use of iPod or MP3 player is not permitted. Use of laptop is not allowed. **Any student observed violating this policy will have 5 points deducted from Professionalism for each instance.**
 - Technology during exams: Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.
 - Technology in emergencies: I understand that sometimes life happens and technology is used to connect with others during times of emergencies. If family crisis occurs prior to class requiring you to monitor your phone during class, please inform instructor prior to class. In case of immediate crisis, please leave the classroom to take calls or text messages.
- 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

Students will adhere to the university attendance policy. Students may miss 3 hours (1 week) of class instruction without a penalty to the final grade, but an email to the instructor is expected.

More than 3 hours absences may result in a letter grade reduction of the earned final grade for the class (one letter grade reduction for each absence beyond the sixth).



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Appendix A
Observation Assignment/Field Notes

Description of group of children or adolescents:

Location:

Date and time observed:

ACTION/BEHAVIOR/SPEECH	INTERPRETATION, MEANING, POSSIBLE FEELINGS OR THOUGHTS THE CHILD MAY BE EXPERIENCING (Possible Tenants or concepts from Chapter 4)
<p>➤ Child running around and being noisier than other kids in the group while playing tag.</p>	<p>➤ The child feels exited, aggressive, and determined.</p>

Please include a one page write-up on what you saw, what you think it means and how it might relate to the tenants or concepts discussed in Chapter 4. Consider what the child might be feeling or thinking and discuss what clues and context brought you to those conclusions.