



COUN 6331 – Advanced Play Therapy

Spring 2018

Course number is an elective course

College of Education

Department of Counselor Education

Instructor: Yvonne Garza-Chaves, Ph.D., MSW, LPC-S, Registered Play Therapist,
Certified Humanistic Sandtray Therapist

P.O. Box 2119/SHSU
Huntsville, Texas 77341

Phone: (936) 294-3106

E-mail address:

Fax: 936-294-4277

ygarza@shsu.edu

Office hours: Office Hours by Appointment

Course Format: This course will have a seminar format based on the indicated growth needs of the course participants. The following will be utilized to facilitate the learning process:

- Ongoing play therapy relationships for each student;
- Case analysis;
- Discussion;
- Films/videotapes;
- Simulation activities;
- Related reading;

Class Day and Time: M 5:30-8:20 **Room:** TWC 302

Course Description: This course is designed to provide play therapists with extensive practical experience related to issues involving the advanced play therapy techniques including expressive arts and components of filial therapy. Case analysis, theoretical application, advanced techniques, and current research issues and trends will be investigated. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

REQUIRED TEXTS:

Sweeney, D., Baggerly, J., & Ray, D. (2014). *Group play therapy: A dynamic approach*. New York: Routledge. (ISBN: 978-0-415-65785-3)

Bratton, S.C.; Landreth, G. L.; Kellam, T.; & Blackard, S.R. (2006). *Child parent relationship therapy (CPRT) Treatment Manual: A 10-session filial therapy model for training parents*. New York: Taylor and Francis Group. (ISBN: 0-415-95212-3)

RECOMMENDED TEXTS:

Faber, A. & Mazlish, E. (1990). *Liberated parents liberated children: Your guide to a happier family*. New York: Avon Books. (ISBN: 0-380-71134-6)

Fromberg, D.P. & Bergen, D. (Eds.). (2006). *Play From Birth to Twelve: Contexts, Perspectives, and Meanings* (2nd edition). New York: Routledge.
(ISBN: 0-415-95112-7)

Sweeney, D., & Homeyer, L. (Eds.). (1999). *The handbook of group play therapy: How to do it, how it works, whom it's best for*. San Francisco: Jossey-Bass. (ISBN: 0-7879-4807-1)

Upon successful completion of this course, the student should be able to:

- Discuss the philosophical basis for utilizing advanced play therapy as a mode of therapy for children, adolescents, and families;
- Understand and discuss the theoretical base for counselors' behavior in specific expressive and play therapy relationships;
- Utilize therapeutic responses indicative of a relatively deep level of acceptance and understanding of children, adolescents, families;
- Draw from various expressive therapies;
- Understand and communicate using therapeutic metaphors;
- Utilize the therapeutic responses indicative of group play therapy;
- Develop effective strategies for communicating with parents;
- Develop an understanding of concepts related to child-parent relationship training;
- Develop an understanding of the rationale and technique of expressive arts as a therapeutic modality;

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

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

Important:

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

Prerequisite: CNE 599 – Play Therapy Basics

Web addresses for Play Therapy information:

Center for Play Therapy on-line Bibliography: <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>

COURSE ASSIGNMENTS: Total points: 500 (Grade Range: A = 450 – 500, B = 400 – 449)

1. Group Play Therapy Session = 50 points

Demonstrate in class a 10 minute taped session of a group session that shows you using the Crucial C's reflections. To do this you should pre-tape a minimum of two 30-minute sessions to ensure you get what you need for class as the first session is usually not enough. A group of your peers will provide feedback for grading.

2. Structured Activity Sessions (individual or group any age) = 150 points

Conduct one structured activity therapy session (about 40 minutes). The structured activity must be unique; don't duplicate. Descriptive handout required.

3. Filial Session(s) = 100 points

You and a co-facilitator will be responsible for leading a minimum of one filial group session during class time utilizing students in the class as your filial participants. You are responsible for reading necessary materials and preparing the lesson plan for the module(s) you are teaching. Handouts with further instructions will be provided at a later date. The grade is for leading the group-not on skill; however, anticipate a verbal critique of your skills.

4. Participation = 200 points

(includes receptivity to feedback and your ability to give constructive feedback to others). Please note that the instructor assumes responsibility for providing some of the conditions that encourage involvement. The degree to which an individual student becomes involved will be a function of the student's own goals for this experience and the responsibility and initiative which the student assumes for implementing the individual choice of goals. Consistent flow of discussion that demonstrates insightful processing and constructive feedback is encouraged for a full participation grade.

TENTATIVE CLASS OUTLINE

Date	Class Activities/Topics	Assignments & Due Dates
1/22/2018	Introduction of course, class members Group Discussion: Semester Goals Lecture Topics: Group play therapy overview & Crucial C's	Read: Ray chapters 1-3
1/29	Group play therapy & crucial C's, continued	Floor Practice (group) Read: Ray chapters 4-7
2/05	Group play therapy –	Practice
2/12	Group play therapy – taped demonstrations	<u>Group Sessions-Due</u>
2/19	Topics: The use of structured expressive art activities in group <u>activity therapy</u> with preadolescents	Read: Ray chapters 8-10
2/26	Topic: Uncovering Family Issues	Read: Ray chapters 11-12
3/05	Activity sessions due	<u>Structured Activity – Sessions Due</u>
3/12	Spring Break - No Class	
3/19	Activity sessions due	<u>Structured Activity – Sessions Due</u>
3/26	No Class – Prepare for CPRT leadership	
4/02	Topic: Child-parent relationship training	Module 1-2
4/09	Topic: Child-parent relationship training	Module 3-4

4/16	Topic: Child-parent relationship training	Module 5-6
4/23	Topic: Child-parent relationship training	Module 7-8
04/30	Topic: Child-parent relationship training	Module 9-10

Student Guidelines

University 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](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Is allowed
- 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

COUN Attendance Policy: Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for the second absence. 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. A drop of a letter grade will occur for each subsequent absence.

Late Work: All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.