



Enhancing The Future
Through Educator Preparation

CNE 599.01: PLAY THERAPY BASICS
Required course for Registered Play Therapist Certification
College of Education
Department of Educational Leadership & Counseling

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANNOUNCED CHANGES TO THE SYLLABUS IN ORDER TO ENHANCE STUDENT LEARNING EXPERIENCES

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Text/Readings:

Kottman, Terry (2001). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association.
 Kottman, Terry (2002). *Partners in play: An Adlerian approach to play therapy, 2nd Edition*. Alexandria, VA: American Counseling Association.
 Axline, Virginia (1964). *Dibs: In search of self*. Boston: Houghton Mifflin.
 Axline, Virginia (1947). *Play therapy*. Boston: Houghton Mifflin.
 Landreth, Garry (1991, 2002). *Play therapy: The art of the relationship*. Muncie, IN: Accelerated Development. (recommended)

Prerequisites: CNE 564 (Theories of Counseling)

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i>
Understanding of multicultural and pluralistic trends	Evaluation of the application of play therapy to diverse populations	Research Paper; Tapes of child clients, Class Discussion.	CACREP 2.a
Understanding legal & ethical standards, practices, & issues	Introduction of necessity for & proper adherence to legal & ethical standards	Research Paper; Tapes of child clients, Class Discussion.	SBEC I (8); CACREP 5 (g) CACREP School Counseling Program A (11)
Understanding of nature & needs of individuals at all developmental levels through theories of learning & personality development	Learning how development and change are addressed by play therapy, especially in pre-pubertal children	Research Paper; Tapes of child clients, Class Discussion.	CACREP 3.b
Understanding of	Understanding the play therapy role(s) of	Research Paper; Tapes	CACREP 5.a

counselor & consultant characteristics & behaviors that influence helping processes	counselor & consultant characteristics & behaviors that influence helping processes	of child clients, Class Discussion.	
Examining counseling theories that provide student with consistent models to conceptualize client presentation & select appropriate counseling interventions	Examining historical development of play therapy and play therapy theories; beginning to develop a personal model of play therapy	Research Paper; Tapes of child clients, Class Discussion.	<i>CACREP 5.c;</i> <i>SBEC I (2)</i>
Understanding of essential interviewing & counseling skills	Application of essential interviewing & play therapy skills to peers and child clients	Case Presentations	<i>CACREP 5 (b)</i>
Examining theories of consultation & change with school personnel, parents, community groups, agencies, & students	Application of various play therapy theories of consultation to these groups	Research Paper; Tapes of child clients, Class Discussion.	<i>CACREP: School Counseling Program 3.b</i>
Understanding professional knowledge expected in the field & delineated in professional, state, & institutional standards via using current research to inform their practice	Research a selected play therapy theory in depth	Research Paper	<i>NCATE Standard 1— Professional Knowledge & Skills for Other School Personnel;</i> <i>SBEC VI (2)</i>
Demonstrating effective communication through oral, written, & nonverbal expression	Communicate ideas and knowledge effectively	Research Paper; Papers Critiquing <i>Dibs: In Search of Self & Play Therapy</i>	<i>SBEC V (1)</i>
Monitoring student performance	Show learning & application of theories and interventions of Play Therapy	Research Paper; Tapes of child clients, Class Discussion.	<i>NCATE Standard 2: Assessment System</i>
Sharing assessment data with students on regular basis; obtaining feedback from students	Give feedback of student's performance on a regular basis; receiving student's evaluation of course & instructor	Grades earned on all specified course activities; student evaluations	<i>NCATE Standard 2: Use of Data for Program Improvement</i>
Receiving modeling of best professional practices in teaching	Provide for students the best educational experience possible; provide demonstration of play therapy on ongoing basis	Student evaluations	<i>NCATE Standard 5: Modeling Best Professional Practices in Teaching</i>
Using reflection, self-assessment, & interactions with colleagues to promote personal professional development	In-class discussions & presentation of individual play therapy cases provide opportunity for self-assessment & -reflection, as well as feedback from colleagues	Case Presentations	<i>SBEC VI (1)</i>

Understanding role, function, & professional identity of school counselor in relation to the roles of other school personnel	Application of consultation role in play therapy	Class discussion; Case Presentation	<i>CACREP School Counseling Program A (3)</i>
Understanding individual and small-group counseling approaches that promote school success	Application of play therapy to individuals and small groups in school environment	Class discussion; Case Presentations	<i>CACREP School Counseling Program C (2a)</i>
Understanding theories, models & processes of consultation & change with school personnel, parents, community, & others	Application of play therapy and play therapy theories to consultation in and outside the school environment	Class discussion; Case Presentations	<i>CACREP School Counseling Program C (2f)</i>
Understanding strategies & methods of working with parents, families & communities to empower them to act on behalf of their children	Application of play therapy strategies & interventions to work with parents, families & communities to empower them to act on behalf of their children	Class discussion; Case Presentations	<i>CACREP School Counseling Program C (3c)</i>

Web addresses for standards:

CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

SBEC: Standards for the School Counselor Certificate:

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)NCATE: <http://www.ncate.org>

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 Format: This seminar class includes lecture and PowerPoint presentations, narrative presentations, video presentations, whole class discussions, self-selected inquiries, and research presentations. Evaluation consists of professor assessments, including critiques of play therapy literature, 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
- ⌘ Introduction to the dynamics of the therapeutic relationship
- ⌘ Presentation of the role and responsibilities of the Play Therapist
- ⌘ Presentation of legal and ethical issues of the Play Therapist
- ⌘ Presentation of legal and ethical issues of Play Therapy
- ⌘ Discussion of the specialty roles associated with Play Therapy
- ⌘ Discussion of the future/multicultural trends of the profession of Play Therapy

Course Objectives:

- ◆ To introduce graduate students to the field of Play Therapy;
- ◆ To survey the major aspects of the emerging field of Play Therapy;
- ◆ To assist students in their ability to ground themselves in knowledge of the history, roles, theories, ethics, and trends of the Play Therapy field;
- ◆ To assist students in their use of and understanding of the competencies and requirements of the Play Therapist.

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

- ❖ Recognize and discuss the basic principles of the major theories of play therapy;
- ❖ Understand the basic developmental characteristics of the child;
- ❖ Be sensitive to and accepting of the child's world as perceived by the child;
- ❖ Recognize the relationship between the child's world and behavior;
- ❖ Understand the process of consultation & change with school personnel, parents, & community;
- ❖ Utilize play media to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth/development.

Student Absences of Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

Students with Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

Electronic Devices: *All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.*

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.

Attendance: Participation is both expected and required in class. Attendance is expected at **all class** sessions. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Make every effort to arrive to class on time. The program's policy for summer sessions is discussed further down in this syllabus.

Course Requirements: The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

Academic Honesty: Academic honesty is expected. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.

Student Conduct: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student

Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

Course Concerns: Please see the professor if there are any concerns before consulting the department chair or other program administrator.

Course Content: Schedule & Due Dates

Monday

DATE	CLASS TOPIC(S)/ACTIVITIES	ASSIGNMENT(S)
Week of June 2nd we will need to do a Make-Up Assignment		
		APT credentialing assignment
June 9	Introduction to the Course/Class members Course rules/ Assignments V ideo: Child Centered PT Video: Touching the Inner World of Children Through PT (Landreth)/Discussion ----- Topics: Tote-bag Playroom What is in store.... Principles of working with Children History & Basic Tenets of PT	Start reading Dibs Kottman (a) Ch. 1 - 3
June 16	PT Demonstration Topics: Logistical aspects of PT Tracking Behavior/Content/Feeling Video: Enter the World of Play-1 (Smith)/Discussion ----- Tote Bag Presentations Video: Relationship PT (Moustakas) /Discussion Writing a client progress note	Tote-Bags Due Kottman (a) Ch. 4 - 7
June 23	PT Demonstration Topic: Setting Limits, Returning Responsibility to Child Video: Enter the World of Play – 2 (Smith)/Discussion ----- Topic: Dealing with Questions Integration of Basic Skills	Dibs Paper Due Kottman (a) Ch. 8 - 11
June 30	PT Demonstration Topic: Overview of Adlerian Theory Understanding children Consulting with parents and teachers	Axline (b) preface to p.127 Kottman (b) Ch. 1-5 Session Tapes Due
July 7	PT Demonstration Video: Developmental PT (Brody) Discussion ----- Topic: Adlerian PT, continued Encouraging Setting Limits Exploring the child's lifestyle	Critique of Axline's PT Due Kottman (b) Ch. 6-8

July 14	Topic; Adlerian PT, Continued Developing lifestyle Conceptualization and Treatment plans	Session Tapes Due Kottman (b) Ch. 9
July 21	PT Demonstration Video: Carlos, with Violet Oaklander/Discussion ----- Topic: Adlerian PT, continued Helping the Child Gain Insight Reorienting/Reeducating	Kottman (b) Ch. 10-11
July 28	PT Demonstration Research Paper Presentations ----- Topic: Topic: Art Therapy Techniques & Sandplay	Research Papers Due
Aug 04	Research Paper Presentations	

Course Requirements:

The student should have the following requirements met in order to fully participate and function at a graduate level:

1. You will demonstrate **quality class participation**. This means discussing and sharing information that is relevant to the learning experience of all students. You are expected to read the texts prior to the class meeting and be able to discuss them in class. In addition, you are expected to augment your class participation with relevant and related professional articles.
2. **Self-directed Reading:** You are encouraged to read materials 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 importance to her students.
3. **Journal.** The student is encouraged to complete a journal of your experiences in this course reflecting your cognitive and emotional thinking/impressions as we journey through the semester. Especially make notes of your impressions of the various readings you do on your own. This will not be handed in; it will serve as anchoring points for you as you develop your play therapy skills/experience.
4. **Simulation Activities:** You will be expected to participate in group and individual activities designed to facilitate the understanding requisite to achieving the course objectives.

Course Assignments:

Total Points: 360

1. Tote-bag Playroom. (50 points)
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 5 categories. Due for **in-class presentation 06/16**.
2. Reaction Paper -- *Dibs: In search of self*. (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. **Due 6/23**.
3. Critique of *Play Therapy*. (50 points)
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. Include your opinions of this play therapy approach, both positive and negative. Paper length 2 to 5 pages. **Due 7/07**.
4. Play Therapy Sessions (100 points, 50 for each submitted tape)
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 what has been dealt with in class. These experiences (a total of 4) must be videotaped and cued up for critiquing in group sharing sessions twice during the summer session. **Cue up and submit 2 video tapes to the instructor.** Write up the sessions using the forms given to you in class.

5. Research Paper / Class Presentation. (100 points) (In lieu of: PT conference/workshop or Join APT)
 This activity will require an indepth 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, 5th Edition format and style for organization and include abstract, running head, & references. The paper should be from 12 to 15 pages long. 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. **Due 7/28**. Come prepared to discuss your findings in an informal presentation in class.
6. Participation: (10 points)

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

Final Grade Determination:

A = 324 – 360	C = 251 - 322
B = 288 – 323	F = Below 251

Expectations:

Attendance Policy:

Summer 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 call (or e-mail) to the professor is expected.
- After the first 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.

CNE 591 RESEARCH PAPER EVALUATION

Research papers are graded on the following areas in accordance with the Educational Leadership & Counseling Writing Standards (to be found on the department's website). If an area is marked, points were deducted from the 100 total possible points.

Content & Point Deductions (up to 80 points)

1. Clearly defined topic
2. Relevance of the topic to the field of counseling
3. Well-organized, connecting information logically
4. Supports concepts with appropriate data & reference citations
5. Implications for practitioners

Mechanics & Point deductions (up to 20 points)

1. Grammar (3 points)
2. Sentence structure (3 points)
3. Spelling errors (3 points)
4. Sources appropriately cited (3)
5. "First" & "third" person used correctly (3 points)
6. APA format (5 points)