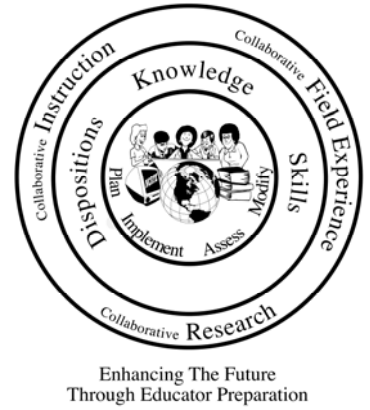


CNE 599.01- SATURDAY: PLAY THERAPY BASICS
Required course for Registered Play Therapist Credentialing
College of Education
Department of Educational Leadership & Counseling



Instructor: Yvonne Garza, Ph.D., LMSW, LPCI, Registered Play Therapist
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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 text)

Prerequisites: CNE 564 (Theories of Counseling); CNE 597 Human Growth and Development

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 counselor & consultant characteristics & behaviors that influence helping processes	Understanding the play therapy role(s) of counselor & consultant characteristics & behaviors that influence helping processes	Research Paper; Tapes of child clients, Class Discussion.	CACREP 5.a

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; 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; 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	Application of consultation role in play therapy	Class discussion; Case Presentation	<i>CACREP School Counseling Program A (3)</i>

personnel			
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 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;
- ❖ Utilize play media to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth/development.

Course Content: Flexible Schedule & Due Dates**Saturday**

DATE	CLASS TOPIC(S)/ACTIVITIES	ASSIGNMENT(S)
August 25	Introduction to the Course/Class members Course rules/ Assignments Keeping a Journal Video: Child Centered PT Video: Touching the Inner World of Children Through PT (Landreth)/Discussion	Start reading Dibs Kottman (a) Ch. 1
September 1	Labor day Weekend-no class-RPT notebook Read: History of Play Therapy Theoretical approaches to PT	Kottman (a) Ch. 2-3
Sept. 08	TAPT Board Meeting-on line assignment PT Web site investigation Read: Logistical aspects of PT, Toys	Kottman (a) Ch.4
Sept. 15	PT Demonstration Discussion of <u>Dibs</u> . Read: Tracking Restating content, Feelings Videos: Enter the World of Play-1 (Smith)/Discussion Clark Moustakas	Kottman (a) Ch. 5 - 7 Dibs Paper Due
Sept. 22	PT Demonstration Read: Setting Limits, Returning Responsibility to the Child Video: Enter the World of Play – 2 (Smith)/Discussion Tote Bag Presentations Writing a client progress note	Kottman (a) Ch. 8 & 9 Tote-Bags Due
Sept. 29	Out of Town –Tegrity on-line lecture Family Art Assessment Demonstration	Axline (b) preface to p.127
Oct. 06	Chi Sig Conference- we will all attend Read: Dealing with Questions Integration of Basic Skills Metaphors	Kottman (a) Ch. 10, 11 & 12 Session Tapes 1 Due
Oct. 13	ACES -Tegrity on-line lecture Read: Adlerian PT Overview of Adlerian PT, & Theory Understanding children, consulting w parents Building an Egalitarian Relationship	Kottman (b) Ch. 1-5

Oct. 20	PT Demonstration Lecture: Consulting with Parents & Teachers Video: Developmental PT (Brody) Discussion	Session Tape 2 (O)
Oct. 27	PT Demonstration Read: Adlerian PT, continued Encouraging Setting Limits Exploring children's lifestyle	Kottman (b) Ch. 6-8
Nov. 03	PT Demonstration Discussion of <u>Play Therapy</u> (Axline) Read: Adlerian treatment plans Helping the Child Gain Insight Reorienting/Reducating	Kottman (b) Ch. 9-11 Critique of Axline's PT Session Tape 3 Due
Nov. 10	TCA - guest lecturer Read: Advanced Skills & Concepts: Metaphors Video: Carlos, with Violet Oaklander/Discussion	Kottman (a) Ch. 12-13 Interview with RPT Due Session Tape 4 Due (O)
Nov. 17	Lecture Topic: Art Therapy Techniques & Sandplay Class Activity	
Nov. 24	Thanksgiving Weekend -no class	
Dec. 1	Research Paper Presentations	Research Papers Due
Dec. 8	Read: Professional Issues in Play Therapy Research Paper Presentations	Kottman (a) Ch. 14

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 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 will 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 and serve as memo writing for your papers.**
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.
5. **PT Website investigation:** Examine the 4 websites listed on page 3 of this syllabus. For each website note 3 significant items. Briefly noting 3 items that stand out as important for play therapists.

Course Assignments:

Total Points: 425

1. 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. **Due 9/15.**
2. 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 9/22.**
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 11/03.**
4. Play Therapy Sessions (100 points, 50 per session completed & documented)
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 will be critiqued in group sharing sessions, and by the instructor in individual or group supervision after the first two sessions are handed in, and then after the last two. You must videotape them and you may present them to the class if you wish. Write up the sessions using the forms given to you in class.
5. Interview of Play Therapist. (50 points)
Interview one practicing play therapist (must be a Registered Play Therapist) and write an interview narrative (one to two pages). **Due 11/10.**
6. Research Paper / Class Presentation. (100 points)
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 12/01.** Come prepared to discuss your findings in an informal presentation in class.
7. Participation: (25 points)
I only assume responsibility for providing some of the conditions which allow or encourage involvement. The degree to which you become involved will be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals.

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

Final Grade Determination:

A = 360 – 425	C = 280 - 319
B = 320 – 359	F = Below 280

Expectations:**Attendance Policy:**

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

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor 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 BOTH absences, 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.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

CNE 591 RESEARCH PAPER EVALUATIONS

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 (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 (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)