

SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT: Educational Leadership & Counseling

SYLLABUS  
**CNE 631 – Advanced Play Therapy**  
Spring 2008

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Office Hours by Appointment

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Day: Tuesday Time: 6pm to 8:50pm Prerequisite: CNE 599 – Play Therapy Basics

***REQUIRED TEXTS:***

Bratton S.C., & Landreth, G. L. (2006). *Child parent relationship therapy (CPRT): A 10-session filial therapy model*. New York: Taylor and Francis Group.

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

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.

***RECOMMENDED TEXTS:***

Fromberg, D.P. & Bergen, D. (Eds.). (2006). *Play From Birth to Twelve: Contexts, Perspectives, and Meanings*. New York: Routledge.

**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 OVERVIEW/OBJECTIVES:***

Course Description: This course is designed to provide play therapists with extensive practical and research 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.

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;
- Recognize and discuss basic themes and symbolism as presented by clients in the therapy process;
- 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;
- Discuss the current research relative to major issues and trends in advanced play therapy.

***COURSE FORMAT:***

The curricula for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

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;
- Oral and written reports on research topic.

The instructor assumes responsibility for providing some of the conditions that allow or 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.

***LATE SUBMISSION OF PROJECTS DUE:*** Any project submitted more than one week late will receive an automatic **drop in one letter grade per subsequent week late**, unless special arrangement is made with the instructor.

***ATTENDANCE POLICY: The following represents the attendance policy for all courses in the Counseling Program:***

1. **Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected.**

2. **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.**
3. **A drop of a letter grade will occur for each subsequent absence.**

**Note:** A student with a factor that may handicap his/her performance is expected to arrange a conference with the instructor in order that appropriate strategies are considered to assure that participation and achievement opportunities are not impaired.

**Note:** *This course syllabus provides a general plan for the semester. The listed procedures and content are subject to change in the event of extenuating circumstances.*

### **COURSE ASSIGNMENTS:**

Total points: 525

#### **1. Group or Sibling Play Therapy Sessions = 50 points per session x2**

Conduct four group play therapy sessions; (two will be graded) using your *modified* tote-bag play room. This will provide you with an opportunity to implement advanced PT responses. Specifically, tracking group dynamics in PT. You must videotape the sessions and you may be asked to present them in class. Write up the sessions using the form(s) provided to you. Your modified tote-bag should include supplies that encourage relationship building between the two children in your group and possibly yourself (ex: 2 handcuffs, 3 guns, 3 swords).

#### **2. Structured Activity Sessions = 75 points**

Conduct two structured activity therapy sessions, (one will be graded) using materials you select for each session with your client. Each structured activity must be unique to that session or a modified process where each session activity is slightly modified from the first and where there a similar focus that links your activities. You must videotape the sessions and you may be asked to present them in class. Write up the sessions using the form(s) provided to you.

#### **3. Structured Activity Presentation = 100 points**

Demonstrate one therapeutic structured activity in class. This is a class presentation where you are encouraged to include class participation. You will act as if the class is your therapy group (you decide the age, gender, focus). You will lead a structured activity group using the class as your mock students. You must discuss the therapeutic focus for the class. A handout with instructions will be distributed at a later date.

#### **4. Research Paper = 100 points**

This activity will require an in- depth study of one particular aspect of advanced play therapy including the expressive arts. You may choose from a variety of topics that will be available to you in class. Please limit the content to what is specific to your topic. Please follow the most recent APA format and style for organization and aesthetic output, including running head and abstract. Utilization of the campus writing center is encouraged. The content of your paper will receive 65% of the

grade; format and style will receive 20%; and presentation will receive 15% of the grade. The paper should be no longer than 15 pages in length, including face page, abstract, and reference page(s). Use at least 5 references for the paper, *in addition* to your text(s). Only one internet source can be included in the five (any number of internet sources can be used *in addition* to the five major sources).

**5. Supervision. = 25 points per session x2**

You are responsible for scheduling two supervisory sessions with the instructor, one for group play therapy and one for structured activity therapy. You can arrange, if you choose, to have small group supervisory sessions attended by other students in your class. These will need to be scheduled outside our normal class time. Come prepared for a review of your video(s) showing an example that is representative of your work, and an area that you consider to be problematic and would like some help with.

**6. Reaction Paper - *Liberated parents liberated children.* = 50 points**

This paper should reflect your impressions/thoughts/feelings as you read this insightful guide to working with children and parents. Your paper should be from 2 to 5 pages, and contain your observations of the skills used by these authors in working with parents.

**7. Filial Session(s) = 50 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.

**FINAL GRADE DETERMINATION:**

A = 472 - 525

B = 420 - 471

C = 367 - 419

TENTATIVE CLASS OUTLINE

Date	Class Activities/Topics	Assignments
1/22/07	<p><b>Introduction</b> of course, class members</p> <p><b>Topics:</b> Group play therapy</p> <p><b>Group Discussion:</b> Semester Goals</p>	Read: p.3-14
1/29	<p><b>Topics:</b> Theoretical framework Child-centered <u>group play therapy</u></p>	Read: p.15-23 & p. 39-64
2/ 5	<p><b>Topic:</b> Play group therapy for young children <u>Group play therapy</u> with sexually abused Children</p> <p><b>Film:</b> <i>Gil's Play Therapy for Sexually Abused Children</i></p>	Read: p. 24-36 & p.229-318
2/12	<p><b>Topic:</b> Group applications of Adlerian play therapy Sibling <u>group play therapy</u></p>	Read: p. 65-87 & p.319-335
2/19	<p><b>Discussion:</b> Similarities and Differences <u>CCPT &amp; Adlerian PT</u></p> <p><b><u>Reflection Paper Due</u></b></p>	
2/26	<p><b>Topic:</b> Play groups in elementary schools <u>Group Play Therapy</u> Tracking and utilizing <u>structured activity</u></p>	Read: p. 336-358
3/04	<p><b>Topics:</b> Sandplay: The relationship; the process</p> <p><b>Film:</b> Oaklander's <i>An Atypical Sandtray Session</i></p> <p><b><u>Structured Activity Due</u></b></p>	
3/11	<p><b>Spring Break - No Classes</b></p>	
3/18	<p><b>Topics:</b> The use of structured expressive art activities in group <u>activity therapy</u> with preadolescents</p>	Read: p.192-214
3/25	<p><b>Topic:</b> Dynamic Family PT: <u>Expressive Arts</u></p>	

4/01	<b>Topic:</b> Child-parent relationship training	Module 1-2
4/08	<b>Topic:</b> Child-parent relationship training	Module 3-4
4/15	<b>Topics:</b> Child-parent relationship training	Module 5-6
4/22	<b>Topics:</b> Child-parent relationship training	Module 7-8
4/29	<b>Topic:</b> Child-parent relationship training	Module 9-10
5/06	<b>Topics:</b> Research Paper presentations Debriefing your therapeutic experiences	