Blackboard 9.1, a newer version of Blackboard, will be used in teaching this course. All cell phones and other electronics must be turned off and remain off during class.

I. Course Description
CNEP 5317, Play Therapy, explores basic theories, history, and techniques of play therapy. This course is highly experiential. Students are expected to participate fully in all class meetings.

II. Rationale
This course includes an overview of essential elements and principles of play therapy, including history of play therapy, theories of play therapy, techniques of play therapy, modalities of play therapy, and applications. The course features a practicum element during which each student conduct one play therapy session, under supervision of the instructor, with a child who is well functioning.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

Standard IV Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the
profession, and to model professional ethics and personal integrity.

IV. TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes

This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following:
(CACREP A-6) understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

(CACREP C-1) knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
SLO: Students will demonstrate knowledge of designing, implementing, managing, and evaluating programs as evidenced in the Play Therapy Technique/Activity.

(CACREP C-2) knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

(CACREP C-3) knows strategies for helping students identify strengths and cope with environmental and developmental problems.

(CACREP D-3) designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
SLO: Students will demonstrate designing and implementing prevention and intervention plans as evidenced in the Case Study and Treatment Plan assignment.

(CACREP E-4) understands multicultural counseling issues, as well as the impact of ability levels, stereotyping family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

(CACREP F-1) demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

(CACREP G-1) understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

(CACREP H-4) makes appropriate referrals to school and/or community resources.

(CACREP H-5) assesses barriers that impede students' academic, career, and personal/social development.

VI. Course Topics
The major topics to be considered are:
Course topics include but are not limited to the history of play therapy, how to begin a play therapy session, theories, assessment, ethics and research, cultural sensitivity to Play Therapy.

VII. Instructional Methods and Activities
**Methods and activities for instruction include:**

- Lecture
- Small group activities, including discussions and interactions
- Cooperative learning via group projects and activities
- Media, including video tapes, audiotapes, visual aids
- Research via library, internet, interviews, case studies
- Simulation via role play, mock testing
- Critical thinking exercises – “thinking outside the box”
- Writing via reaction papers, evaluation of assessments

**VIII. Evaluation and Grade Assignment**

*The methods of evaluation and the criteria for grade assignment are:*

**A. Methods of Assessment**

Grade assignment is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on peer evaluations.

**Class Requirements:**

1. **Theoretical Approach to Play Therapy: Presentation and Activity, (25 points):** A dyad or group of 3 individuals will research and present on a specific play theoretical approach and describe and demonstrate a relevant play activity. A video clip demonstrating the technique may enhance your presentation. A rubric and list of theoretical approaches can be found at the end of the syllabus.

   The presentation on the theory should capture accurate key concepts such as an introduction to the theory, toy selection, role of therapist, structuring the session, limit setting, parent involvement, termination, assessment and techniques, and termination. For the play activity, include goals, objectives, materials needed, steps or procedures, and counselor leads, questions, and responses.

   A handout (with references) describing the theoretical orientation and related technique or activity is required. Copies of the presentation are distributed to class members as hard copies or via email on Blackboard prior to the day of the presentation. *(See the format for this assignment)*.

2. **Case Study and Treatment Plan Presentation (25 points):** In your same assigned groups you will complete and present a 4 – 7 page paper to extend your integration of the play counseling theory and practice to a specific case example and presenting problem. Develop a case example with a case conceptualization and detailed treatment plan with specific treatment goals and objectives, and techniques. This paper will consist of the following parts: (1) Cite identifying information by describing the presenting problem; (2) Articulate theoretical perspective of the case (or an integration of theories) in a thorough case formulation, and specify
treatment goals; and (3) Outline a detailed treatment plan. Include description of a series of suggested play counseling treatment interventions/techniques and course of treatment. The written portion of this assignment will be submitted to the instructor via Blackboard. (See the outline for this assignment).

3. Playroom (20%): Within the same group of individuals select toys and play materials that are appropriate for use in the play therapy theory you’ve previously selected. The students will create a play room. Each participant will bring their toys and play materials and present to the class. The presenters need to present: (a) rationale of these play materials; (b) categories of toys and play materials; and (c) how to put these materials together as a playroom. The toys should reflect the diversity of types and materials covered in class. A brief handout will be turned in that identifies the different toys representing your designated categories as well as a wish list of toys.

4. Class Participation (10%): Participation is essential to this course. Due to the nature of the class sessions, it will be extremely difficult for you to make up work that is missed due to an absence, late arrival, or early departure from a class. Since much of the learning in this course occurs in the context of discussion, demonstration and practice sessions, you are expected to be present for all class meetings. Each absence will cause the loss of one point from your participation grade and two late arrivals constitute one absence. The factors used to assess your grade include participation in class exercises and discussions, mastery of the techniques presented in class, and staying current with assigned readings.

5. Examinations (20%): Students will take two (2) written examinations on the dates assigned. The exams will consist of multiple choice questions and/or short-answer/essay type.

Theoretical Approach Presentation (25%)
Case Study and Treatment Plan Presentation (25%)
Playroom (20%):
Class Participation (10%)
Examinations (20%)

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = <60

*****ALL PAPERS ARE TO BE WRITTEN IN AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STYLE. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

*****Papers and PowerPoint presentations are to be submitted via Blackboard to the course instructor on or before the date due and prior to coming to class!

Writing Expectations:
Play Therapy is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Arial, or Courier. Follow APA Style, referring to the APA
Manual (5th ed.). *Papers will be evaluated based on content, writing, and APA style.*

IX. Course Schedule and Policies

A. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Play Therapy</td>
<td>Chapters 1-2</td>
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<tr>
<td></td>
<td>History of Play Therapy</td>
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<tr>
<td></td>
<td>Theoretical Approaches to Play Therapy</td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td><strong>Logistical Aspects of Play Therapy</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Theoretical Approach Presentation</strong></td>
<td>Chapter 4</td>
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<tr>
<td></td>
<td>Tracking, Restating Content, and Reflecting Feelings</td>
<td>Chapters 5, 6, &amp; 7</td>
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<td></td>
<td><strong>Theoretical Approach Presentation</strong></td>
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<tr>
<td></td>
<td>Setting Limits and Returning Responsibility to the Child</td>
<td>Chapters 8 &amp; 9</td>
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<tr>
<td></td>
<td><strong>Exam I</strong> (Chapters 1 – 7)</td>
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<tr>
<td></td>
<td>Integration of Basic Skills</td>
<td>Chapter 11</td>
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<tr>
<td></td>
<td><strong>Theoretical Approach Presentation</strong></td>
<td></td>
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<tr>
<td></td>
<td>Working with Parents and Teachers</td>
<td>Chapter 14</td>
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<tr>
<td></td>
<td><strong>Case Study Presentations</strong></td>
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<tr>
<td></td>
<td>Professional Issues in Play Therapy</td>
<td>Chapters 15</td>
</tr>
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<td></td>
<td><strong>Case Study Presentations</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Exam II</strong> (Chapters 8, 9, 11, 14, 15)</td>
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<tr>
<td></td>
<td>Playroom Presentations</td>
<td></td>
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</tbody>
</table>

This is a *fluid* syllabus and may be adjusted as time goes on according to our class needs.

B. Class Policies

- The classroom format is largely experiential. It is not possible to make up the experiences of discussion, demonstration, and practice done in class. In addition, your readings should be completed on the day assigned so you may be able to participate in the discussion.

- *Participation:* You will be required to demonstrate being engaged in every class period via attentiveness and verbal/nonverbal communication.

- *Absences:* missing **two** classes will result in an “F” for the course; missing **one** class will result in one letter grade reduction.

- *Punctuality:* being on time is expected. Consistent lateness (3) will also add up and become inclusive as an absence. Additionally, leaving class significantly early two times will be equivalent to one absence. In order to participate, attendance is necessary.
Attitude also plays a direct role in your grade; therefore, what you put into the course you will get out.

Late work: a 10% penalty will be assessed for late work and each day after another 10% will be deducted. Unless arrangements are made, it will be considered late.

In writing papers: plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade.

Academic Honesty: All students are expected to adhere to the Honor Code as explained in your catalog. (see the information on Honor Policy below).

All cell phones or other forms of social media must be turned off during class. If there is an expected emergency where you need to be accessible, the phone must be in the “vibrate/silent” mode.

You may bring your laptop to class and use it to take notes. However, if use of your laptop becomes disruptive or if it impedes your ability to attend to subject matter (i.e., surfing the internet, working on assignments for other classes, etc.), you will be asked to shut down your program and leave your laptop at home.

Please be courteous to the class and refrain from talking during the instruction or when others are speaking. You will also be asked to return promptly from breaks to maintain classroom decorum and assure you don’t miss essential information.

As noted and stated, mutual respect is requested and will be adhered to.

If at anytime the professor is unable to attend class, there will be an online classroom discussion assignment on Blackboard for that missed class.

Disability Statement
Any student having a documented learning disability should notify the professor by the first meeting night of class so that appropriate steps may be taken to ensure a quality learning experience. Neither learning nor physical disabilities, however, exempt one from course requirements such as attendance, participation, and timely submission of required work.

X. Textbook
The textbook adopted for this course is

Recommended Reading:
XI. Abbreviated Bibliography

The knowledge base that supports course content includes but is not limited to:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIX. Professional Organizations
Association for Play Therapy (APT) [http://www.a4pt.org/](http://www.a4pt.org/)
Texas Association for Play Therapy (TAPT) [http://www.tapt.org/](http://www.tapt.org/)
American School Counselor Association (ASCA) [http://www.schoolcounselor.org](http://www.schoolcounselor.org)
American Counseling Association (ACA) [http://www.counseling.org](http://www.counseling.org)
Texas School Counselors Association (TSCA)

XX. Recommended Professional Journals
*International Journal of Play Therapy*
*Play Therapy Magazine*
*ASCA School Counselor*
*Professional School Counseling*
*Journal of Counseling and Development*
*The Journal of Multicultural Counseling and Development*
Theoretical Approach Presentation (25%)

The presentation on the theory should capture accurate key concepts. You will be provided approximately 30 minutes for your presentation. Be specific in your description of the activities and how they are to illustrate play process…and get your classmates involved.

_____THEORETICAL APPROACH: (10 pts.) Describe the theoretical approach by including an introduction to the theory, toy selection, role of therapist, structuring the session, limit setting, parent involvement, termination, assessment and techniques.

_____PLAY ACTIVITY GOALS: (2 pts.) Identify the purpose for your activity. School Counseling students use the ASCA Standards (Personal/Social and/or Academic Development).

_____OBJECTIVES: (2 pts.) Cite one or two specific objectives for the intervention (what you hope your client/s will learn from the activity). School Counseling students use the ASCA Competencies.

_____MATERIALS NEEDED: (1 pt.) List those items or materials needed for the session.

_____EXPERIENTIAL COMPONENTS/VERBAL COMPONENTS: (2 pts.) Describe extent to which experiential components and verbal components will be used in the intervention.

_____PROCEDURES: (2 pts.) List in chronological order the specific steps (procedures) needed to carry out the activity. Be descriptive. Tell what the counselor should do in an easy to follow guideline.

_____PROCESSING LEADS: (2 pts.) List possible phrases or statements, which might be used to help process the experience or activity.

_____RECOMMENDATIONS: (1 pts.) Cite any recommendations that are appropriate or seem relevant to help make the activity successful.

_____REFERENCES: (1 pts.) Cite any relevant references or resources needed.

_____PEER PARTICIPATION and HANDOUT PROVIDED: (2 pts.)

Group Members: ____________________________________________________________
*Peer evaluations with comments are required from each participant. The evaluation will be provided via blackboard.

**Case Study with Treatment Plan Format (25%)**

The purpose of this assignment is to complete a comprehensive treatment plan for a specific child or family.

*Include the following in your paper:*

1. **IDENTIFYING INFORMATION:** (5 pts)
   a. Demographic information including family constellation
   b. Presenting problem according to child, parent, and others
   c. History of presenting problem

2. **HISTORY:** (5 pts)
   Include information on the following:
   a. Developmental history,
   b. Family history,
   c. Social system,
   d. Educational system,
   e. Legal system,
   f. Medical, and
   g. Mental Health.

3. **CASE FORMULATION:** (5 pts)
   This should be an integration of the case data.
   a. Articulate the presenting problem and history of problem through a theoretical perspective(s). If you choose more than one theory or approach, make sure to address an appropriate model for theory integration and address it in this section of your paper.
   b. Include a cultural formulation, which addresses issues related to race/ethnicity, class, gender, sexual orientation, disability, or other related cultural factors that modify the presenting problem, client family system, or treatment.
   c. Based on theoretical and cultural conceptualization, identify and prioritize the primary goals to be addressed in treatment.

4. **DETAILED TREATMENT PLAN:** (10 pts)
   In this section, include detailed information on sessions to be provided in your client’s treatment plan. Your treatment plan should include at least four (4) sessions. Have your sessions represent the scope of treatment. (*Your treatment must be consistent with your case formulation.*)
**a. Overall Goals for the Treatment Plan**

**b. Type of Technique/Activity (e.g., Individual Counseling or Individual and Group Counseling)**

**c. Overall Evaluation of the outcomes of the counseling approach used.**

**d. Session I, II, II, and IV**

Group Members: ______________________________________________________
____________________________________________________________________

*Peer evaluations with comments are required from each participant. The evaluation will be provided via blackboard.

**Playroom (20%):**

A group of individuals will select toys and play materials that are appropriate for use in play therapy and are in accordance with the theoretical approach presented earlier in the semester. The students will create a playroom by bringing their toys and play materials and presenting to the class. The presenters need to present: (a) rationale of these play materials; (b) categories of toys and play materials; and (c) how to put these materials together as a playroom. The toys should reflect the diversity of types and materials covered in class. A brief handout will be turned in that identifies the different toys representing your designated categories as well as a wish list of toys.

_____ Rationale of play materials (5 pts.)

_____ Categories of toys and play materials (5 pts.)

_____ How materials fit as a playroom (5 pts.)

_____ Diversity of materials (3 pts.)

_____ Handout (2 pts.)

**TOTAL POINTS:** ________

Group Members: ______________________________________________________
____________________________________________________________________
*Peer evaluations with comments are required from each participant. The evaluation will be provided via blackboard.