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.

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 conducts one play therapy session, under supervision of the instructor, with a child who is well functioning.

II. Learning Objectives
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.

LEARNING OBJECTIVES:

Students will be able to:

1. Compare and contrast essential people, theorists and organizations that shaped the history of the profession of play therapy.

2. Differentiate between the developmental stages of children and children’s play.

3. Compare and contrast the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.).

4. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling playroom for the purposes of both assessment and treatment.

5. Conceptualize a client’s presenting clinical problem(s) developmentally and theoretically.

6. Demonstrate an understanding of the role of the play therapist and play therapy in the context of the client’s broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community).

7. Identify and differentiate the stages within the play therapy process from intake to termination.

8. Examine and discuss key elements in a play therapy relationship.

9. Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.

10. Evaluate personal and professional relational style and the impact of relational style on the unfolding relationship with the client. This will include issues of transference and counter-transference.

11. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared
with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch. (visit A4PT.org for recent Paper on Touch and Play Therapy Best Practices.

12. Identify and recognize the evolving body of qualitative and quantitative play therapy research.

13. Analyze issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.

14. Identify the minimal training/supervision guidelines and play therapy best practices promulgated by the Association for Play Therapy.

III. 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:

Course Prerequisites
Minimally, students are expected to have successfully completed graduate level coursework in the areas of child development, counseling theories, and basic counseling skills (appropriate to their profession, e.g., social work, marriage & family therapy, counseling, psychology).

1. Questions to Ponder (Discussion Board) (25 points): Students will complete individual questions posted under each unit and submit responses through Blackboard.

2. Theoretical Approach to Play Therapy: Presentation and Activity (20 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 and should be submitted through Blackboard. Copies of the presentation are distributed to class members as hard copies or via email on Blackboard prior to the day of the presentation.
3. Case Study and Treatment Plan Presentation (25 points): In your same assigned groups you will complete a 3 – 5 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 assignment will be submitted to the instructor via Blackboard and presented to your peers in class. (See the format for this assignment at end of this syllabus).

4. Class Participation (30 points): 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. 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.

Questions to Ponder (25 points)
Theoretical Approach Presentation (20 points)
Case Study and Treatment Plan Presentation (25 points)
Class Participation (30 points)

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 (6th ed.). Papers will be evaluated based on content, writing, and APA style.

IV. Required or Recommended Readings
**Textbook:**

**Recommended Reading:**

**V. Course Schedule and Policies**

**A. COURSE SCHEDULE** *(This is a fluid schedule that may change at instructor’s discretion)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Readings</th>
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<tbody>
<tr>
<td>6/01/15</td>
<td>Introductions and Syllabus Review</td>
<td>Practice Exercises</td>
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<tr>
<td></td>
<td>Introduction to Play Therapy</td>
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<tr>
<td>6/02/15</td>
<td>History of Play Therapy</td>
<td>Chapters 1&amp;2</td>
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<td>6/03/15</td>
<td>Experiential Activities</td>
<td>Practice Exercises</td>
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<tr>
<td>6/04/15</td>
<td>Theoretical Approaches to Play Therapy</td>
<td>Chapters 3&amp;4</td>
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<td>Logistical Aspects of Play Therapy</td>
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<td>6/08/15</td>
<td>Discussion Board</td>
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<tr>
<td>6/09/15</td>
<td>Tracking and Restating Content</td>
<td>Chapters 5&amp;6</td>
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<tr>
<td></td>
<td>Theoretical Approach Presentation</td>
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<tr>
<td>6/10/15</td>
<td>Experiential Activities</td>
<td>Practice Exercises</td>
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<td>Date</td>
<td>Activity Description</td>
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<tr>
<td>6/11/15</td>
<td>Reflecting Feelings</td>
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<tr>
<td>6/15/15</td>
<td>Discussion Board</td>
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<tr>
<td>6/16/15</td>
<td>Setting Limits and Returning Responsibility to the Child</td>
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<tr>
<td>6/17/15</td>
<td>Experiential Activities</td>
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<tr>
<td>6/18/15</td>
<td>Integration of Basic Skills</td>
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<td>6/22/15</td>
<td>Discussion Board</td>
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<td>6/23/15</td>
<td>Professional Issues in Play Therapy</td>
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<tr>
<td>6/24/15</td>
<td>Experiential Activities</td>
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<tr>
<td>6/25/15</td>
<td>Case Study Presentations</td>
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<td>6/29/15</td>
<td>Discussion Board</td>
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<tr>
<td>6/30/15</td>
<td>Experiential Activities</td>
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<td>7/1/15</td>
<td>Experiential Activities</td>
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<tr>
<td>7/2/15</td>
<td>Experiential Activities</td>
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This is a fluid syllabus and may be adjusted as time goes on according to our class needs.

B. Class Policies

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

- 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 prior to 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 a second class will result in one letter grade reduction
- **Punctuality**: being on time is expected. Consistent lateness (2) will also add up and become inclusive as an absence. Additionally, leaving class significantly (10+ minutes) 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 20% 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.

- 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.

**VIII. Abbreviated Bibliography**

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


Boston, MA.


**IX. Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**X. 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 Corpus Christi Hall 116.

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.

**XI. Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in “F”.

XII. Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. _______ is the last day to drop a class with an automatic grade of “W” this term.

XIII. Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University—Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.

**Required by SACS or HB2504—language must be included

XIV. Professional Organizations

Association for Play Therapy (APT) http://www.a4pt.org/
Texas Association for Play Therapy (TAPT) http://www.tapt.org/
American School Counselor Association (ASCA) http://www.schoolcounselor.org
American Counseling Association (ACA) http://www.counseling.org
Texas School Counselors Association (TSCA)
XV. Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Theoretical Approach Presentation (20%)

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: (5 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 pt.) 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, adolescent, adult or family.

Include the following in your paper:

**IDENTIFYING INFORMATION: (3 pts.)**
- a. Demographic information including family constellation
- b. Presenting problem according to child, parent, and others
- c. History of presenting problem

**HISTORY: (2 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.

**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.

**DETAILED TREATMENT PLAN: (15 pts.)**
In this section, include detailed information on the session to be provided in your client’s treatment plan. Have your session 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.

Group Members: ____________________________________________________________
________________________________________________________________________

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