



Department of Counseling & Special Education
University of Texas at El Paso

EDPC 5368 PLAY THERAPY FALL 2024

Class Information

University of Texas at El Paso
College of Education
Counseling & Special Education
Education Building 108
Fall 2024; Thursday 5:30 PM - 8:20 PM

Professor Information

Sang-Min Shin, PhD, LPC, NCC, RPT
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915-747-8410 (F)
915-747-7643 (O)
Office: Education Building 708

Office Hours

My office hours will be held virtual or in-person during the following times:

- Wednesday & Thursday 2:00PM – 5:00 PM and/or by appointment
- To schedule an appointment, send me an email with several blocks of time when you would like to meet. If virtual, I will send you a link for a virtual meeting.
- To help me keep track of emails from you, please put the course number and your last name in the subject line of any correspondence sent via email (e.g., Thursday EDPC 5368 Doe).
- I have created a listserv using your UTEP email address. If you do not use your UTEP Miners account regularly, please make sure your UTEP account forwards to the account you do use regularly.

Course Description

This is a 3-credit semester hour course about the use of play and expressive arts in counseling. Theoretical orientations to play therapy, foundations of play therapy, practice of play therapy, and assessment/treatment planning are major areas of focus of the course. Play media such as guided imagery, puppets and dolls, art, creative dramatics, music and movement, games, and sand play will be integrated into the course curriculum. Demonstrations and experiential activities are a primary method of teaching and learning of the theory and practice of play therapy. Both directive and nondirective play counseling experiences are addressed.

Prerequisites: EDPC 5317 Human Growth and Development; EDPC 5341 Theories of Counseling; EDPC 5362 Counseling Children, Adolescents and Their Families; or instructor approval

Methods of Instruction

The course format will be Min Tech (49% or Less Online) and a combination of lectures, discussions, group works, presentations, exams, and experiential learning. Class meetings are a time for integration and application of student readings and prior experiences. The class will be primarily an integration of content, small and large group discussions, direct experiences in participating, demonstrating, and/or observing play therapy sessions, and peer and instructor supervision of all in-class demonstrations. In-class discussions and writings will also address key issues in play therapy and practitioner self-awareness. Your professional opinions, personal reactions, and evaluation of play therapy skills and attitudes will be solicited throughout the course term. Students are encouraged to play an active role in the organization and facilitation of the course.

For many students, the study of Play Therapy represents a theoretical and conceptual shift from the counseling orientations with which they are most comfortable. The philosophy of Play Therapy is based on the idea that children are innately able to grow and heal through therapeutic relationships, which is based on positive regard,

respect, and the genuine interest from the therapist. Identifying each child's uniqueness creates a foundation for growth and development. For this course, you are required to participate in a hands-on experience with a child or (young) adolescent. You will be supervised to help answer your questions about using play to guide counseling. It is our expectation that you will take full responsibility for preparing yourself by immersing yourself in the course material and reflective learning.

Course Objectives

At the completion of the course, each student will be able to:

1. To define play therapy and the history of play therapy.
2. To understand and articulate theoretical models, strategies and techniques of play therapy.
3. To be able to apply and practice child-centered play therapy.
4. To identify a personal theoretical model of play therapy.
5. To learn the procedures for identifying and reporting signs of abuse and neglect.

CACREP Standards

The objective of this course is to provide an opportunity for students to understand and demonstrate competency in the major counseling theoretical orientations. This knowledge and competency will follow standards set forth in the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and the standards for school counselor certification specified in the Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2017).

Outcome Measures	Learning Activities	TEXAS Administrative Code	CACREP Standards Entry-Level/ Specialty	Objectives
GOAL A: The goal is for students to understand the history and philosophy of the counseling profession.				
Passing grade on mid-term examination	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of play therapy; and history.	Rule 239.15, Standard I (1)	3.A.1	Objective 1. To define play therapy and understand the history of play therapy
Goal B: The goal is for students to understand major counseling theories models, including counselor characteristics, strategies, and techniques of each counseling theory				
Passing grade on mid-term and/or Final examinations	Readings, lectures, discussions, and class activities about theories and models of counseling	Rule 293.15, Standard I (2)	3.E.1	Objective 2. To understand and articulate theoretical models, strategies and techniques of play therapy

Objective 3. To be able to apply and practice child-centered play therapy	3.E.1	Rule 293.1 5, Standard I (2)	Reading (textbooks and Dibs), lecture and group discussion CCPT and assignments (practicing play sessions, self-evaluations, and reflection papers)	Passing grade on mid-term and/or Final examinations and Play Therapy Practice Sessions and Evaluation
GOAL C: The goal is for students to develop their own personal model of counseling, and professional & personal growth as a counselor.				
Objective 4. To articulate and apply a personal theoretical model of play therapy.	3.E.21		Readings, lectures, discussions, class activities, and assignment (practicing play sessions, self-evaluations, and reflection papers)	Passing grade on the particular question related to this objective on the final exam
GOAL D: The goal is for students to learn the procedures for identifying and reporting signs of abuse and neglect				
Objective 4. To learn the procedures for identifying and reporting signs of abuse and neglect	3.G.15		Readings, lectures, discussions, and class activities	Passing grade on the particular question related to this objective on the mid-term or final exam

Required and Recommended Course Readings

You are expected to complete all required readings for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, and related documents (e.g., power points) noted on the schedule so you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard within each class as well.

Required Text

- Landreth, G. L. (2023). *Play therapy: The art of the relationship*. Routledge.
- Schaefer, C. E. (Ed.). (2011). *Foundations of play therapy*. John Wiley & Sons.
- Axline, V. M. (1964). *Dibs: In search of self* (Vol. 1968). Mansion

Recommended Readings

- VanFleet, R., Sywulak, A. E., & Sniscak, C. C. (2011). *Child-centered play therapy*. Guilford Press.
- Drewes, A. A., & Schaefer, C. E. (Eds.). (2010). *School-based play therapy*. John Wiley & Sons.
- Kaduson, H., & Schaefer, C. (2010). *101 favorite play therapy techniques* (Vol. 3). Jason Aronson.
- Giordano, M., Landreth, G. L., & Jones, L. (2005). *A practical handbook for building the play therapy relationship*. Jason Aronson.

Additional Required and Recommended Readings and Materials

Additional materials to supplement the text will be provided in Blackboard. It's your responsibility to check Blackboard before class and read the additional reading materials.

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

A	90% - 100%	451-500 points
B	80% - 89%	401-450
C	70% - 79%	351-400

D	60% - 69%	301-350
F	0% - 59%	0-300

Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. In addition to submitting these assignments through Blackboard, some must also be brought to the class to submit in person.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). Presentations must be in MS PowerPoint format (.ppt/.pptx).

Assignments	Points
Landreth Video Analysis	50
Mid-term Exam	100
Baseline Play Session Evaluation	50
CCPT Demonstration	50
Reflection on Dibs	50
Final Play Session Evaluation	50
Attendance, Preparation, and Participation	50
Final Exam	100
Total Points Possible	500

Landreth Video Analysis (50 points)

This assignment is designed to enhance your understanding of play therapy techniques and their applications. You are required to watch Dr. Garry Landreth's Clinical Child-Centered Play Therapy (CCPT) video and write an analysis paper. In the paper, you should critically reflect on the following:

- How Dr. Landreth applied CCPT techniques, such as opening and closing sessions, reflecting, tracking, encouragement, avoiding questions, and/or implementing ACT (Acknowledge, Communicate limit, Target alternative).
- How he integrated child-centered theoretical perspectives.
- The organization and structure of his playroom, including the selection of toys.
- Your personal reactions, thoughts, and feelings while observing the video.

This analysis must be framed within a child-centered theoretical orientation and demonstrate your understanding and knowledge of child-centered play therapy as discussed throughout the course.

Remember that this analysis paper is not a summary of the video.

This analysis should be no more than 4 pages (excluding cover & reference pages); Times New Roman, 12-point font, and **double-spaced.**

Midterm/Final Examinations (100 points each)

- The midterm examination (100 points) will cover the readings up to that date in the semester. The final examination (100 points) will be cumulative and applied, with emphasis on (1) theory and practice of play therapy and (2) demonstrating knowledge of play techniques and strategies, including materials selection, to provide effective counseling services in schools, community agency or family counseling practice.
- Each of the examinations will be worth 100 points.

- c. The formats of exams include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- d. **Mid-term/Final**
- o Mid-term will be on-line on 10/24/2024 and there is no class meeting.
 - o Mid-term will be open at 5:30pm and close at 8:20pm on 10/24/2024.
 - o Final will be online 12/12/2024 and there is no class meeting.
 - o Final will be open at 5:30pm and close at 8:20pm on 12/12/2024.
 - o You will have three hours to complete the exam through Blackboard. Once you begin the exam you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have three hours of uninterrupted time to commit to the exam.
 - o You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary.
 - o It is an open book/open note exam, but students who study and read diligently for the exams are much more likely to do well on them.

Play Session and Evaluation (50 points each)

You are required to conduct three in-person CCPT practice sessions” with an adult (e.g., classmate, partner, friend, others who are 18 years older). One play session lasts 30 minutes. You may ask your “child” to come up with some presenting problems.

- 1) **Baseline Play Session (with your classmate) package:** Baseline session submission should be your very first session with your group member/classmate. You will self-evaluate your baseline video recorded session based on your use of play therapy techniques and play process (with emphasis on child-centered play therapy skills—tracking, reflection, encouragement, and limit-setting, structuring) during a play therapy session.
- 2) **Final Play Session Package:** Final PB package should be your best session with an adult who is older than 18 (who is other than one who participate in your Baseline Play Session). You may want to show your improved skills in this session.

When you submit each video-recorded session (baseline, first session, and best session files), you will also submit following items:

- a. **Video recorded file:** you must record your sessions by using a video recording device, which is disconnected from any other network/server. **Do not use your phone for recording.** The file must be stored securely in a private folder shared with the instructor only. You will submit your recorded video file via SharePoint folder designated for your use. All video-recorded session files must be deleted from all devices or folders after completion of this course.
- b. **Play Counseling Progress Form:** The electronic form can be found on Blackboard. The form is to be filled out and submitted with your taped session video file. All sections must be completed (no blank section left; use N/A). Please see a sample form on Blackboard before completing.
- c. **Self-Evaluation of Child-Centered Play Therapy Session:** The electronic form can be found on Blackboard. The form is to be filled out and submitted with your recorded video file. All sections must be completed. Please see a sample form on Blackboard before completing.
- d. **Reflection paper:** This reflection paper is NOT about the child; it is about YOU! You need to reflect on your skills, techniques, feelings, and thinking process during the session or while you are watching your session. Minimum 2 pages, but no more than 5 typewritten, double-spaced pages. It is important to include comments on both the theory and practice related to the use of play approaches and to cite relevant course material. Your reflection papers will be scored based on: (a) clarity, (b) thoroughness, and (c) critical application of course materials.

In your reflection papers, focus on the following:

1. What happened (i.e., verbal and experiential components) during the session? Do not describe everything that happened during the session. Select ONE critical incident, and describe the incident that is very important for you (e.g. “a-ha” moments) in detail (help your reader imagine exactly what the incident was).

2. Then, how do you interpret the incident from a child-centered theoretical perspective? What happened theoretically? Please actively apply the play therapy knowledge that you have learned from your readings and lectures when describing your interpretations. Link your observations to play therapy theory and practices, and cite relevant course materials if needed.
3. If there is any mistake you made, reflect on what you could have done instead. Also, how you would like to work on improving those areas. Please provide a specific plan to improve them.
4. What thoughts and feelings did YOU experienced during the incident or session? (e.g., What did you learn about the theory, the process, AND yourself?).
5. NOTE: this is NOT about your play buddy. Your paper has to focus on YOUR own skills, knowledge, feelings, process, and growth.

Reflection papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7th ed). This includes, but is not limited, to a cover page, reference page, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must be Times New Roman, 12-point font, and **double-spaced**.

Your play buddy's name must NOT be used in any of the items for the Play Therapy Practice Session and Evaluation assignment. Your play buddy's identity must be kept confidential.

- e. **All items, except d, must be submitted to SharePoint folder that is designated for your use.** The file name should be “[your last name] + [PB session] + [item a]”. For example, “Doe Baseline a”. Thus, the following items should be submitted on your first submission: Doe Baseline a; Doe Baseline b, Doe Baseline c, and Doe Baseline d.
- f. **For your record, please submit item d to BB**

Tablets can be checked out from Educational Psychology Special Service Department office located at Educational Building RM 701 (office hour: M-F 9AM-5PM). Video cameras can be checked out from UTEP Technology Support and Academic Technologies Center located at the Library.

Reflection on Dibs (50 points)- See Appendix C for evaluation criteria.

This assignment is intended to help you gain an understanding of the play therapy process and experience. Students are required to read the book *Dibs: In search of self* and write a reflection paper. Within the paper, students are expected to reflect upon (a) what they learned about the play therapy process, (b) their thoughts and feelings about the play therapy experience described in the book, and (c) their thoughts and feelings about play therapy after reading the book. **Please see Appendix C for the detailed items you need to address in your reflection paper. Remember that a reflection paper is not a summary of the story.**

For this assignment, students submit the same Reflection on Dibs twice as follows:

- 1) **Discussion Board:** Students must post **Reflection on Dibs** on the BB discussion board (due 5:30 PM on 11/07/2024). The post should be made by copying & pasting the text into the discussion post, for other group members' easy access. Reflection on Dibs post/paper should be no more than 2 pages (excluding cover & reference pages); Times New Roman, 12-point font, and single-spaced. Do not attach the file directly to the BB discussion board. Additionally, make three comments on the discussion board by 11:59 PM on 11/07/2024. Students are encouraged to post and submit before the deadline; thus, other students have enough time to reply to them.

AND

- 2) **BB Assignment:** Students must submit **Reflection on Dibs** (in Word format) to BB for the instructor to grade (due 5:30 PM on 11/07/2024). You are encouraged to post and submit before the deadline.

Reflection on Dibs post/paper should be no more than 2 pages (excluding cover & reference pages); Times New Roman, 12-point font, and **single-spaced**.

NOTE: Reflection on Dibs submission will be credited for **Attendance, Preparation, and Participation**

grade. Please see syllabus page 8 for details.

Participating in engaging discussion with your peers on the discussion board- ***Reflection on Dibs Discussion board***. In addition to your own original post to the board, students are required to respond to other students' post more than three on the board (one original post; and at least three responses to other students' post required).

CCPT Demonstration (50 points)

Students will conduct a Child-Centered Play Therapy (CCPT) demonstration with a classmate during class, taking on the role of the play therapist. Each demonstration will be 20 minutes long and consist of two parts.

1) Play Therapy Session (10 minutes):

The student acting as the play therapist will conduct a 10-minute CCPT session with a classmate who will play the role of the child. During this time, the student should demonstrate their ability to use key CCPT techniques, including opening/closing, reflecting, tracking, self-esteem, encouragement, handling questions, and applying the ACT model.

2) Feedback Session (10 minutes):

After the session, classmates will provide positive feedback to the student who played the role of the therapist.

No additional paperwork is required for submission on Blackboard. However, it is the presenter's responsibility to find a classmate to play the role of the child and to prepare and organize toys for the session. A rubric will be provided at the time of the demonstration.

Attendance, Participation and Preparation (50 points)

You can earn up to 50 points for your attendance, participation, and preparation. Each time you come to class, find an attendance sheet and sign in. It is your responsibility to make sure you sign in every class. No signature means that you missed the course meeting. This means that you missed a 3-hour of scheduled class.

Please use your time management skills properly and be on time and ready to learn at 5:30 pm sharp. You are expected to remain in class for the duration of the class. Your active participation, insightful observation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience in this course. Especially, your feedback to your classmates' play buddy sessions are crucial to their learning. As this course consists of clinical practice, observation, and interactions with classmates, there is no way to get the information and/or experiences from a missed class. The class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class, particularly during play buddy sessions. Your preparation includes completing assignment readings, maintaining professionalism and excellence in practice when you conduct play buddy sessions.

Illness Precautions

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

Excused Absences and/or Course Drop Policy

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance

in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

Late or Missing Assignments

Please plan ahead and use your time management skills. Schedule for submitting each assignment is suggested and provided in the Course Schedule. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Technology Requirements

Course content is delivered via the Internet through the BB learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for BB; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, a microphone, a printer, and a scanner. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Technical Problems

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time and you will not get credit.

Some students may encounter unexpected technical problems (e.g. cannot access BB, experience unexpected BB maintenance, being forced to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

If you have a technical issue on BB, contact UTEP HELP DESK (BB team) and forward your correspondence with them to me. If your problem stems from BB's technical issue, you will get full points for the assignment. If the problem is on your end (such as not using suggested internet browsers and/or weak internet connection), you will get the points you earned.

Course Communication: How we will stay in contact with each other

Here are the ways we can keep the communication channels open:

- **Office Hours:** I will have office hours for your questions and comments about the course. My office hours are in-person, however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail in 48 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number and your last name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Online UTEP Blackboard

You will be automatically signed up for our course webpage on UTEP BB. You can access BB by logging in to www.my.utep.edu. It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the BB link and look for the Play Therapy class.

- **Announcement:** All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) will be posted on BB Announcement. It is the student's responsibility to check and/or retrieve announcements and course materials. Check the BB announcements frequently for any updates, deadlines, or other important messages.
- **Discussion Boards:** There are several discussion boards inside of this BB course. These discussion boards are to post assignments and to respond to other students' posts.
- **Syllabus & More:** A copy of the syllabus & course schedule are accessible on BB. If there are any changes to the syllabus & course schedule during the semester, I will post an announcement of the change through the announcement tab and I will also post a new copy of the syllabus & course schedule that reflects these changes under the **Syllabus & More** tab. This course's meeting schedule and/or assignment deadlines are subject to change. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via BB Announcement. You are responsible for using the most recent version of the syllabus & course schedule. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you save it and refer to it frequently, especially in the event that BB is down.
- **My Grades:** This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly,

I provide my narrative feedback through My Grades. Please note: I have had several recent experiences with BB calculating grades inaccurately, so you should keep track of your grades as the semester progresses, and **contact the instructor if you see discrepancies!** Email is not a secure method of communication for grades. You need to provide written permission (via email) for me to email your grades.

- **Class Modules:** You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in BB. You will need to read ahead in order to be properly prepared for course meetings, assignments, exams, and discussions. The list of readings below may change; follow the directions in BB for updated readings, videos, and activities due each class.

Accommodation Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Time Commitment

Graduate students are expected to spend approximately 3 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 9 hours outside of class each week for a total of 12 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 36 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

Commitment to Professionalism

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and play buddy sessions. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought to the instructor's attention either by verbal or written format. Because you are now "counselors in training", it is important to view your conduct in a professional role.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- BB is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Writing and Editing

UTEP has a writing center (<http://uwc.utep.edu/>) dedicated to develop writing skills including help with grammar and mechanics, paper organization, style, and argument. They also have a variety of online resources for writers to help improve your writing style. A writing partner may also help in the writing process; the peer review process is important in professional writing and ensures that your arguments are clear to the reader.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (6th ed). This includes, but is not limited, to headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12 point font and double space.

Your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through SafeAssign, a plagiarism detection software, when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

Academic Integrity and Plagiarism

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7th ed). This includes, but is not limited, to headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12-point font; but single spacing will be used for this particular course (except Reflection Papers for Play Buddy Package).

Your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through **SafeAssign**, a plagiarism detection software, when you upload them to BB. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

Honesty: “adhering to standards of truthfulness and integrity”

Trust: participating in “an environment of confidence”

Fairness: abiding by the “standards, practices, and procedures” outlined by your instructors and institution

Respect: “encouraging a wide range of opinions and ideas”

Responsibility: assuming personal accountability and accepting sanctions in cases of misconduct. Students are responsible for adhering to the above standards in all academic activities and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:

- **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
- **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
- **Collusion** – any collaboration with another student without the permission of the instructor.
- **Self-plagiarism:** This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Guidance on Artificial Intelligence

The use of generative AI tools such as Chat GPT is NOT permitted in this course. Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

Course Resources

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- UTEP Edge: UTEP’s cross-campus framework for student success and empowerment – develops students’ assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Other Course Resources

Association for Play Therapy (APT)

APT (www.a4pt.org) provides information on play, play therapy, association membership, conference, and credentials.

Emergency Plan and Inclement Weather

Please refer to available resources, for example: emergency management plan at UTEP Police Department (<http://www.utep.edu/documents/police/emergencyplan.pdf>), your student handbook, and university policies. You should monitor potential emergency and weather conditions via university-provided alert system Minor Alert (<https://mineralert.utep.edu/index.php?CCheck=1>) and the local news channels. Please contact the University Police Department at 747-5611 (or 911) for emergency/crisis conditions, and emergency notification services (such as www.mobilecampus.com & others).

Course Schedule

You are responsible for reading assigned text, supplemental readings, and other resources located in the Blackboard course website. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; follow the directions in Blackboard for updated readings, videos, and activities due each class.

This course's meeting schedule and/or assignment deadlines are subject to change. The changes will be announced via Blackboard course website. It is the student's responsibility to check and/or retrieve announcements and course materials.