



## EDPC 5365: Directed Individual Study ADVANCED PLAY THERAPY

### Class Information

University of Texas at El Paso  
College of Education  
Educational Psychology and Special Services  
Education Building  
TBD

### Professor Information

Dr. Sang-Min Shin  
sshin2@utep.edu  
915-747-8410 (F)  
915-747-7643 (O)  
Office: Education Building 706

### Office Hours

Monday & Thursday 1:00PM - 4:00 PM and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include "EDPC 5365 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5365 Doe).
- I have created a listserv using your UTEP email address. If you do not use your UTEP Minors 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, directed individual study course. This course provides students with advanced training in play therapy. Emphasis will be placed on the student's skill development in facilitating play therapy relationship. Also, this course will provides student with opportunity to research their interest area in play therapy. *Prerequisites: EDPC 5368 with a grade of "B" or better.*

### Methods of Instruction

Class meetings are a time for integration and application of student prior knowledge and 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.

### Course Objectives & CACREP Standards

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

1. Conceptualize a child case by using a play therapy theoretical model (CACREP Standards 2.F.1. a; 2.F.5. a & b).
2. Apply play therapy skills and techniques in play therapy setting (CACREP Standards 2.F.5. g).
3. Develop enhanced skills in facilitating play therapy relationship (CACREP Standards 2.F.5. g).
4. Understand how child development issues affect the play therapy process (CACREP Standards 2.F.3. a).
5. Demonstrate appropriate use of American Counseling Association ethical principles, legal considerations in working with children and appropriate multicultural consideration in the play setting (CACREP Standards 2.F.1. i & 2.F.2. c).
6. Demonstrate the ability to provide facilitative and constructive feedback to peers.
7. Demonstrate the ability to propose and conduct a conceptual research study in play therapy (CACREP Standards 2.F.8. a).

8. Understand the findings of research in the current play therapy literature and apply them in their play therapy practice (CACREP Standards 2.F.8. a).

### **Required and Recommended Course Readings**

You are expected to complete all required reading 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**

- Axline, V. M. (1964). Dibs: In search of self (Vol. 1968). Mansion.

#### **Recommended Readings**

- American Psychological Association. (1994). Publication manual of the American psychological association. Washington: American Psychological Association.
- Bratton, S. C., Landreth, G. L., Kellam, T., & Blackard, S. (2006). Child parent relationship therapy (CPRT) treatment manual: A 10-session filial therapy model for training parents. Routledge.
- Drewes, A. A., & Schaefer, C. E. (Eds.). (2010). School-based play therapy. John Wiley & Sons.
- Gil, E. (2014). Play in family therapy. Guilford Publications.
- Gil, E. (2006). Helping abused and traumatized children: Integrating directive and nondirective approaches. Guilford Press.
- Gil, E., & Drewes, A. A. (Eds.). (2015). Cultural issues in play therapy. Guilford Publication.
- Kaduson, H., & Schaefer, C. (2010). 101 favorite play therapy techniques (Vol. 3). Jason Aronson.
- Kaduson, H., & Schaefer, C. (2010). 101 more favorite play therapy techniques (Vol. 3). 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.

#### **Resources**

##### **Association for Play Therapy (APT)**

[APT](http://www.a4pt.org) (www.a4pt.org) provides information on play, play therapy, association membership, conference, and credentials.

##### **Far West Texas Association for Play Therapy**

[FWTAPT](http://www.txapt.org/far-west-chapter) (www.txapt.org/far-west-chapter) offers annual conferences and provides free CEU workshop on various topics of play therapy in El Paso. If you would like to be on the listserve, please email to Shannon Sawyer (PLLC, LPC, RPT, President of FWTAPT) at (915) 533-8696 [shannonsawyerllc@outlook.com](mailto:shannonsawyerllc@outlook.com).

##### **Center for Play Therapy**

[Center for Play Therapy at University of North Texas](http://www.cpt.unt.edu) (www.cpt.unt.edu) provides summer intensive trainings for the credentials.

#### **Helpful UTEP Resources**

UTEP Library <http://libraryweb.utep.edu/>

UTEP Library Online Resources <http://libraryweb.utep.edu/online/>

UTEP Library Introduction to Research Tutorial (<http://libraryweb.utep.edu/research/> )

UTEP Writing Center <http://academics.utep.edu/writingcenter> Please see more on page 10 *Writing and Editing*

### 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%	401-451
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).

<b>Assignments</b>	<b>Points</b>
Research Proposal	50
Conceptual Research Paper & Poster Draft	100
Observation of Play Buddy Sessions	50
Book Discussion	50
Play Therapy Practice Sessions	150
Attendance & Participation	100
<b>Total Points Possible</b>	<b>500</b>

### Research Proposal (50 points)

- a. You will be prepare a research proposal on a particular topic of your interests in play therapy (e.g. CPRT with Hispanic families, CCPT with Latino/a children, CCPT with children who experienced domestic violence, play therapy in Mexico, etc.) to submit a conceptual research paper.
- b. Ensure your research proposal includes the followings (adapted from APT, 2017):
  1. Title—Give your idea a descriptive title.
  2. Topic — What is your research topic? What do you want to know about the research topic?
  3. Overview — A 40-word description of your research outline (e.g., study purpose, backgrounds, discussions, recommendations). The outline varies according to your research topic and findings.
  4. Abstract — A 250-word summary of your research which must include theoretical framework. What do you already know about this topic? Please describe by citing peer-reviewed journal articles.
  5. Learning Objectives— State three specific objectives for your presentation attendees. Please provide measurable objectives that begin with "After the workshop, attendees will be able to..."
  6. Resources — List five (5) peer-reviewed scholarly journal articles, at least two (2) of which must be published within the past 5 years, that support the content of your presentation.
  7. Exam Questions — Please include five exam questions for your presentation.
  8. Competencies — If your research addresses and expands the play therapist's multicultural competency, provide a brief summary of competencies (50 words or less).
  9. Summary — Provide a short summary for your presentation.
- c. This research proposal can be prepared for a conference proposal to be submitted for a play

therapy conference. If you are interested in, please contact Dr. Shin for the further information.

Future Conference Dates & Locations	Projected Proposal Deadline
October 3-7, 2018 Sheraton Grand Phoenix Phoenix, AZ	December 2017-January 2018 (Student proposal May 2018)
October 1-6, 2019 InterContinental Dallas Dallas, TX	December 2018-January 2019 (Student proposal May 2019)

\* In order to submit a proposal, you must be a member of APT

- d. This assignment should adhere to the style and formatting guidelines of the APA Publications Manual (6<sup>th</sup> ed). This includes, but is not limited, to a cover page, headings, citations, page numbering, and grammatical considerations. **However, for this assignment use single spacing.**
- e. Deadlines:
  1. WK 3: Student will submit the first draft. Instructor will schedule a meeting with the student and provide comment for the second draft.
  2. WK 5: Student will submit the second draft by reflecting feedback from the first draft. Instructor will schedule a meeting with the student and provide comment for the final draft.
  3. WK 8: Student will submit the final draft.
- f. See **Appendix A** for evaluation criteria

### **Conceptual research paper and poster (100 points)**

- a. Your research proposal will serve as a foundation for your conceptual research paper.
- b. As your research proposal indicated, you will write a conceptual research paper, which will be a draft for your poster to be presented in the last class and possibly a play therapy conference.
- c. Ensure your information sheet includes the followings (adapted from APT, 2017):
  1. Title—Give your idea a descriptive title.
  2. Abstract — A 40-word description of your study. Describe purposes and outlines of your study.
  3. Background — A 250-word summary of literature reviews on your research topic. What do you know about your research topic? What previous and current research say?
  4. Your findings — Provide your findings on your research topic. Please organize your findings by giving them subheadings of your choice. Please search for conceptual research paper for examples.
  5. Discussion or Recommendations — As a result of your research, provide considerations or recommendations for counselors, counselors in training, counselor educators, and/or researcher, etc.
- d. This conceptual research paper can be prepared for a poster to be presented in the last class and eventually at a play therapy conference if accepted.
- e. Deadlines
  1. WK 11: Student will submit the first draft. Instructor will schedule a meeting with the student and provide comment for the second draft.
  2. WK 13: Student will submit the second draft by reflecting feedback from the first draft. Instructor will schedule a meeting with the student and provide comment for the final draft.
  3. WK 15: Student will submit the final draft to the instructor.
  4. WK 16: Once the instructor approves the final draft, the student will create a poster in a format of PowerPoint. A sample/template will be provided by the instructor.
- f. Poster format
  1. Must fit in an 8' X 4' bulletin board.
  2. Use large enough print, graphs, charts or designs to be easily viewed from a distance of not less than 8-10 feet.
  3. All type should be a minimum of 24-font size (1/4 inch).
  4. Presenting of a small print paper/report is not professional or acceptable

Revised on August 02, 2017 4

5. Must be in MS PowerPoint format (.ppt/.pptx); one page.
  6. Must follow APA format for ease of quick referencing (e.g. subheadings, citations, and reference list), but used single spacing.
- g. Handout format
1. Must be in MS Word file format (.doc/.docx); 2 page; printed on both sides.
  2. Must follow APA format for ease of quick referencing (e.g. subheadings, citations, and reference list), but used single spacing.
- h. See **Appendix B** for evaluation criteria

**Observation of play therapy sessions (50 points):**

Students will observe and evaluate peers' play therapy sessions throughout the semester. You can observe play therapy sessions by attending at the lab play buddy sessions or watching play therapy session video clips. The student will evaluate play buddy sessions and provide constructive feedback to peers by using Play Therapy Competencies Scale (PTCS) (The form will be provided in class). The forms completed by the student will not be given to a student play therapist directly. Total ten (10) observation forms submitted by the end of semester.

**Book Discussion (50 points):**

Advanced play therapy student will lead and facilitate a small group discussion of Dib's for 60 minutes. The students will prepare discussion questions for the class based on CCPT theory and CCPT process. The students will submit 10 leading questions for class to **Dr. Shin via emails by** October 12<sup>th</sup>, 2017.

**Play Therapy Practice Sessions (50 points each):**

Play buddy sessions: You are required to conduct three "play buddy sessions" with a particular child throughout the semester for a minimum of 2 hours of direct contact (30 minutes per each session). You can have more than four play buddy sessions with your play buddy; however, you are required to submit two recorded sessions: first play buddy session tape should be your first session with your play buddy and final tape should be your BEST session with play buddy. The child should NOT be your own child or related. The sessions should be conducted in English.

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

- a. **Video recorded file:** you must record your session by using a video recording device, which is disconnected from the internet or any other network/server (e.g. icloud, Dropbox). The file must be stored securely on a password-protected USB flash drive. You will submit your USB password to BB assignment EVERY TIME you submit your assignment, so I can unlock your USB when grading. All video-recorded session files must be deleted from all of devices after completion of this course.
- b. **Play Counseling Notes 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. Please see a sample form on Blackboard before completing.
- c. **Play Therapy Competencies Scale (PTCS):** 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.
- d. **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.
- e. **Reflection paper:** it should be no more than 3 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:

- What happened (i.e., verbal and experiential components)? Be descriptive and give detailed examples or quotes from your play buddy session.
- How do you view what happened theoretically? Link your observations to play therapy theory, and practice and cite relevant course material.
- What thoughts and feelings did you experience in the process? (e.g., What did you learn about theory, the process, or yourself?).

See **Appendix A** for evaluation criteria. Reflection papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (6<sup>th</sup> ed). This includes, but is not limited, to a cover page, 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 play buddy's name must NOT be used in any of items for this Play Therapy Practice Session and Evaluation assignment, a pseudonym must be used. Your play buddy's identity must be kept confidential.

- f. Items a-d should be submitted to Dr. Shin, in class and Item e should be submitted to Blackboard. When you submit item e to Blackboard, provide your USB password in the Note section EVERY TIME you submit your assignment, so I can unlock your USB when grading.

Recording could be conducted in a practicum or internship setting, or in a site designated by and/or supervised by the course instructor. 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. Parents must provide consent in most cases for their child to participate in taping. A Parental Consent form will be provided in class and can be found on Blackboard as well.

See **Appendix C & D** for evaluation criteria. Reflection papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (6<sup>th</sup> ed). This includes, but is not limited, to a cover page, 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 play buddy's name must NOT be used in any of items for this Play Therapy Practice Session and Evaluation assignment, a pseudonym must be used. Your play buddy's identity must be kept confidential.

Taping might be conducted in a practicum or internship setting, or in a site designated by and/or supervised by the course instructor. 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. Parents must provide consent in most cases for their child to participate in taping. A Parental Consent form will be provided as needed in class and can be found on Blackboard.

### **Attendance, Participation and Contribution (100 points)**

You can earn up to 100 points for your attendance, participation, and contribution. You are required to attend EDPC 5368 class and contribute the class by facilitating and providing feedback to your peers. 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' small groups and 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 to play buddy sessions.

### **Online UTEP Blackboard**

You will be automatically signed up for our course webpage on UTEP Blackboard (BB). All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) and course materials will be posted on the course webpage. It is the student's responsibility to check and/or retrieve announcements and course materials.

You can access BB by logging in to [www.my.utep.edu](http://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 Theories of Counseling class.

**Important note:** You should not plan to take the quizzes on your personal laptops while connected to UTEP wireless, because it will kick you out after an hour and you won't be able to get back into the quiz. If you want to take the quizzes at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).

### **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 Blackboard, experience unexpected Blackboard maintenance, being force 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.

### **UTEP HELP DESK**

Telephone and Walk-in Support available  
Monday-Friday 7AM-8PM  
Saturdays 9AM-1PM  
Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus 915-747-5257  
Email: [helpdesk@utep.edu](mailto:helpdesk@utep.edu)  
Location: Library Room 300

**Syllabus:** A copy of the syllabus is provided at the beginning of semester by the instructor. If there are any changes to the syllabus during the semester the instructor email you the updated syllabus. You are responsible for using the most recent version of the syllabus. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you print it out and refer to it frequently, especially in the event that Blackboard 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. It is also important to monitor your grades so that you can seek help if you are not maintaining at least a B average. Please note: I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your own grades as the semester progresses, and **contact the instructor if you see discrepancies!** If you have questions or concerns about your grades, you may ask in person. Email is not a secure method of communication for grades.

### **Late or Missing Assignments**

Please plan ahead and use your time management skills. Schedule for submitting each assignment which 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.

### **Technology Requirements**

The online portion incorporates a variety of resources, quizzes, and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software. You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware.

### **Electronic Devices**

Generally, the use of electronic devices is not permitted during class. This can be discussed on a case by case basis (i.e., class activities by using the internet), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

### **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.

### **Flexibility Clause**

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

### **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](http://www.mobilecampus.com) & others).

### **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 (6<sup>th</sup> 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.

### **Use of Technology in Course**

Blackboard will be used for communication, distributing relevant course information, and submitting assignments. All written assignments should be saved with the file name: Course # \_last name\_ first initial\_assignment name (e.g., "EDPC 5368\_Doe\_J\_Baseline"). When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: please include "EDPC 5368 your last name and your 80 ID #" in the subject line of any correspondence sent via email (e.g. EDPC 5368 SHIN 80123456).

Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used when making presentations or providing demonstrations. Use of cell phones and laptops is considered discourteous and distracting when other students and the instructor are involved in demonstrations, discussions, or experiential activities.

### **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.

### **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 person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please refer to the student affairs website for more information: <http://sa.utep.edu/osccr/academic-integrity/>

**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.

### **Students with Disabilities Who Require Accommodations**

If a student needs accommodations, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Center for Accommodations and Support Services (CASS) at UTEP. Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist with your needs in this class.

**Academic Performance**

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective 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.

## Tentative Class Schedule

WK	Dates	Class Topics	Readings	Assignment Due
1	Aug 31	<ul style="list-style-type: none"> <li>• Overview of Syllabus</li> <li>• Culture of children</li> <li>• Child-Centered Philosophy</li> <li>• Pre-test PTAKSS</li> </ul>	<ul style="list-style-type: none"> <li>• L. CH 1. 2. &amp; 3</li> <li>• S. CH 1 &amp; 2</li> <li>• G. CH 1</li> </ul>	<ul style="list-style-type: none"> <li>• Meet Dr. Shin at 4pm in her office; and</li> <li>• Attend a Library workshop at 6pm in Library Room 204B</li> </ul>
2	Sep 7	<ul style="list-style-type: none"> <li>• Background of child centered play therapy</li> <li>• The playroom and toy materials</li> <li>• Professional Issues/Legal and Ethical Issues</li> <li>• Technology in Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• L. CH 4, 5, 6, &amp; 8</li> <li>• S. CH 3</li> <li>• G. CH 2, 3 &amp; 4</li> </ul>	
3	Sep 14	<ul style="list-style-type: none"> <li>• Tracking and Reflecting</li> <li>• Esteem building &amp; Encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• L. CH 10</li> <li>• G. CH 6, 7, &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Research Proposal First draft and schedule a meeting with Dr. Shin</li> </ul>
4	Sep 21	<ul style="list-style-type: none"> <li>• Limit-setting</li> <li>• Facilitating decision making/returning responsibility</li> <li>• Integrating Skills</li> <li>• Structure (Opening, timing reminders, closing)</li> <li>• <b><i>Tape a practice session with classmates</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• L. CH 9, 10, &amp; 11</li> <li>• G. CH 8, 9, &amp; 10</li> <li>• G. CH 8, 10, &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>• Attend an individual meeting with Dr. Shin</li> </ul>
5	Sep 28	<ul style="list-style-type: none"> <li>• Themes in play; Stages in play</li> <li>• Collaborations with parents &amp; teachers</li> <li>• Documentation</li> <li>• Jungian: <i>Sand tray</i></li> </ul>	<ul style="list-style-type: none"> <li>• L. CH 7, 12, 13, 14, &amp; 15</li> <li>• S. CH 4 &amp; 5</li> <li>• G. CH 12</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Research Proposal Second draft and schedule a meeting with Dr. Shin</li> </ul>
6	Oct 5	<ul style="list-style-type: none"> <li>• No class</li> </ul>		<ul style="list-style-type: none"> <li>• Attend an individual meeting with Dr. Shin</li> </ul>
7	Oct 12	<ul style="list-style-type: none"> <li>• Adlerian Play Therapy</li> <li>• Play Buddy Session Presentation</li> <li>• Play buddy schedule finalization</li> </ul>	<ul style="list-style-type: none"> <li>• S. CH 6</li> </ul>	<ul style="list-style-type: none"> <li>• Submit first play therapy practice session package to Dr. Shin in class</li> <li>• Submit discussion leading questions</li> </ul>
8	Oct 19	<ul style="list-style-type: none"> <li>• Gestalt: <i>The Rosebush Strategy</i></li> <li>• Dibs discussion</li> <li>• Preparation for play buddy sessions</li> <li>• PB Scheduling &amp; Counseling lab</li> </ul>	<ul style="list-style-type: none"> <li>• S. CH 10</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Proposal final draft</li> </ul>
9	Oct 26	<ul style="list-style-type: none"> <li>• <b>Play buddy session #1</b></li> </ul>		
10	Nov 2	<ul style="list-style-type: none"> <li>• CBT</li> <li>• Play Buddy Session Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• S. CH 17</li> </ul>	<ul style="list-style-type: none"> <li>• Submit second play therapy practice session package to Dr. Shin in class</li> </ul>
11	Nov 9	<ul style="list-style-type: none"> <li>• <b>Play buddy session #2</b></li> </ul>		<ul style="list-style-type: none"> <li>• Submit Conceptual Research Paper first draft and schedule a meeting with Dr. Shin</li> </ul>

<b>WK</b>	<b>Dates</b>	<b>Class Topics</b>	<b>Readings</b>	<b>Assignment Due</b>
<b>12</b>	Nov 16	<ul style="list-style-type: none"> <li>• Theraplay</li> <li>• Play Buddy Session Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• S. CH 15</li> </ul>	<ul style="list-style-type: none"> <li>• Attend an individual meeting with Dr. Shin</li> </ul>
<b>13</b>	Nov 23	<ul style="list-style-type: none"> <li>• <b>Thanksgiving –No Class</b></li> <li>• <b><u>Off campus</u> Play buddy session #3</b></li> </ul>		<ul style="list-style-type: none"> <li>• Submit Conceptual Research Paper second draft and schedule a meeting with Dr. Shin</li> </ul>
<b>14</b>	Nov 30	<ul style="list-style-type: none"> <li>• <b>Play buddy session #4</b></li> </ul>		<ul style="list-style-type: none"> <li>• Attend an individual meeting with Dr. Shin and learn how to create a poster in PowerPoint format</li> </ul>
<b>15</b>	Dec 7	<ul style="list-style-type: none"> <li>• Family system</li> <li>• Play Buddy Session Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• S. CH 9 &amp; 12</li> </ul>	<ul style="list-style-type: none"> <li>• Submit your best play therapy practice session package to Dr. Shin in class</li> <li>• Submit Conceptual Research Paper final draft</li> </ul>
<b>16</b>	Dec 15	<ul style="list-style-type: none"> <li>• Professional Development in Play Therapy (starting from</li> </ul>		<ul style="list-style-type: none"> <li>• Display <b>Conceptual Research Poster</b> in class and prepare to explain to your classmates</li> <li>• Bring handouts for your classmates</li> </ul>

**Appendix A**  
**Research Proposal Evaluation (50 points)**

<b>Research Proposal</b>	<b>50 points</b>
<p><b>Contents</b></p> <ol style="list-style-type: none"> <li>1. Title—Give your idea a descriptive title.</li> <li>2. Topic — What is your research topic? What do you want to know about the research topic?</li> <li>3. Overview — A 40-word description of your research outline (e.g., study purpose, backgrounds, discussions, recommendations). The outline varies according to your research topic and findings.</li> <li>4. Abstract — A 250-word summary of your research which must include theoretical framework. What do you already know about this topic? Please describe by citing peer-reviewed journal articles.</li> <li>5. Learning Objectives— State three specific objectives for your presentation attendees. Please provide measurable objectives that begin with "After the workshop, attendees will be able to..."</li> <li>6. Resources — List five (5) peer-reviewed scholarly journal articles, at least two (2) of which must be published within the past 5 years, that support the content of your presentation.</li> <li>7. Exam Questions — Please include five exam questions for your presentation.</li> <li>8. Competencies — If your research addresses and expands the play therapist's multicultural competency, provide a brief summary of competencies (50 words or less).</li> <li>9. Summary — Provide a short summary for your presentation.</li> </ol>	/30
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>▪ Followed APA format for ease of quick referencing, but used single spacing.</li> <li>▪ Used appropriate in-text citations and reference list.</li> </ul>	/5
<p><b>Deadlines</b></p> <ul style="list-style-type: none"> <li>▪ WK 3: Student will submit the first draft. Instructor will schedule a meeting with the student and provide comment for the second draft.</li> <li>▪ WK 5: Student will submit the second draft by reflecting feedback from the first draft. Instructor will schedule a meeting with the student and provide comment for the final draft.</li> <li>▪ WK 8: Student will submit the final draft.</li> </ul>	/15
<b>Total Points</b>	<b>/50</b>

**Appendix B**  
**Conceptual Research Paper/Poster (100 points)**

<b>Conceptual Research Paper</b>	<b>50 points</b>
<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>▪ Title—Give your idea a descriptive title.</li> <li>▪ Abstract — A 40-word description of your study. Describe purposes and outlines of your study.</li> <li>▪ Background — A 250-word summary of literature reviews on your research topic. What do you know about your research topic? What previous and current research say?</li> <li>▪ Your findings — Provide your findings on your research topic. Please organize your findings by giving them subheadings of your choice. Please search for conceptual research paper for examples.</li> <li>▪ Discussion or Recommendations — As a result of your research, provide considerations or recommendations for counselors, counselors in training, counselor educators, and/or researcher, etc.</li> </ul>	/30
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>▪ Followed APA format for ease of quick referencing, but used single spacing.</li> </ul>	/5
<p><b>Deadlines</b></p> <ul style="list-style-type: none"> <li>▪ WK 11: Student will submit the first draft. Instructor will schedule a meeting with the student and provide comment for the second draft.</li> <li>▪ WK 13: Student will submit the second draft by reflecting feedback from the first draft. Instructor will schedule a meeting with the student and provide comment for the final draft.</li> <li>▪ WK 15: Student will submit the final draft to the instructor.</li> </ul>	/15
<b>Conceptual Research Poster &amp; Handout</b>	<b>50 points</b>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>▪ Poster <ul style="list-style-type: none"> <li>○ Must fit in an 8' X 4' bulletin board.</li> <li>○ Use large enough print, graphs, charts or designs to be easily viewed from a distance of not less than 8-10 feet.</li> <li>○ All type should be a minimum of 24-font size (1/4 inch).</li> <li>○ Presenting of a small print paper/report is not professional or acceptable</li> <li>○ Must be in MS PowerPoint format (.ppt/.pptx); one page.</li> <li>○ Must follow APA format for ease of quick referencing (e.g. subheadings, citations, and reference list), but used single spacing.</li> </ul> </li> <li>▪ Handout <ul style="list-style-type: none"> <li>○ Must be in MS Word file format (.doc/.docx); 1 page; printed on both sides.</li> <li>○ Must follow APA format for ease of quick referencing (e.g. subheadings, citations, and reference list), but used single spacing.</li> </ul> </li> </ul>	/50
<b>Total Points</b>	<b>/50</b>

**Appendix C**  
**Play Therapy Practice Session and Evaluation**

<b>a. Taped session video file</b>	<b>5 points</b>
<ul style="list-style-type: none"> <li>▪ Taped session lasts 30 minutes.</li> <li>▪ Taped session video was visible and audible.</li> <li>▪ The file was stored securely on a password-protected USB flash drive.</li> <li>▪ The session was recorded, stored, and handled professionally, legally and ethically (please see item <b>a. Video recorded file</b> section on syllabus page 5.)</li> </ul>	/5
<b>b. Play Therapy Competencies Scale (PTCS) &amp; Self-Evaluation of Child-Centered Play Therapy Sessions</b>	<b>15 points</b>
<ul style="list-style-type: none"> <li>▪ All sections were appropriately completed (no blank section left).</li> <li>▪ Student was able to identify inaccurate responses he/she had provided.</li> <li>▪ Student was able to identify and provide appropriate examples.</li> <li>▪ Student was able to provide appropriate alternatives.</li> <li>▪ Student was able to articulate what happened theoretically.</li> <li>▪ Overall the form was completed professionally.</li> </ul>	/15
<b>c. Play Counseling Notes Form – Remember this is a clinical note.</b>	<b>10 points</b>
<ul style="list-style-type: none"> <li>▪ All sections were appropriately completed (no blank section left).</li> <li>▪ Student was able to identify appropriate subjective feelings expressed.</li> <li>▪ Student was able to identify appropriated play themes.</li> <li>▪ Student was able to provide professional written <b>“Session Narratives”</b>.</li> <li>▪ Student was able to identify limits set and responses from the child.</li> <li>▪ Student professionally and effectively completed Reminders/other notes section.</li> <li>▪ Overall the form was completed professionally.</li> </ul>	/10
<b>d. Reflection Paper</b>	<b>20 points</b>
<ul style="list-style-type: none"> <li>▪ Focused on the following: <ul style="list-style-type: none"> <li>○ What happened (i.e., verbal and experiential components)? Provided descriptive and detailed examples and/or quotes?</li> <li>○ How do you view what happened theoretically? Link your observations to play therapy theory, and practice and cite relevant course materials.</li> <li>○ If there is any mistakes you made, reflect on what you could have done instead.</li> <li>○ What thoughts and feelings did YOU experience in the process? (e.g., What did you learn about theory, the process, or yourself?).</li> </ul> </li> <li>▪ Length of presentation (Minimum 2 pages, but no more than 5 typewritten, double-spaced pages)</li> <li>▪ Followed APA publications Manual (Cover page, page numbers, in-text citations, a reference list, New Roman 12 point font, and double space, etc.).</li> </ul>	/20
<b>Total Point</b>	<b>/50</b>

**Appendix D**  
**Play Therapy Practice Session and Evaluation (Final Sessions)**

<b>e. Taped session video file</b>	<b>5 points</b>
<ul style="list-style-type: none"> <li>▪ Taped session lasts 30 minutes.</li> <li>▪ Taped session video was visible and audible.</li> <li>▪ The file was stored securely on a password-protected USB flash drive.</li> <li>▪ The session was taped professionally, legally and ethically.</li> <li>▪ The taped file was handled professionally, legally and ethically.</li> </ul>	/10
<b>f. b. Play Therapy Competencies Scale (PTCS)</b>	<b>10 points</b>
<ul style="list-style-type: none"> <li>▪ All sections were appropriately completed (no blank section left).</li> <li>▪ Student was able to identify inaccurate responses he/she had provided.</li> <li>▪ Student was able to identify and provide appropriate examples.</li> <li>▪ Student was able to provide appropriate alternates.</li> <li>▪ Overall the form was completed professionally.</li> </ul>	/20
<b>g. Play Counseling Notes Form</b>	<b>5 points</b>
<ul style="list-style-type: none"> <li>▪ All sections were appropriately completed (no blank section left).</li> <li>▪ Student was able to identify appropriate subjective feelings expressed.</li> <li>▪ Student was able to identify appropriated play themes.</li> <li>▪ Student was able to provide professional and sufficient Session Narrative.</li> <li>▪ Student was able to identify limits set and response of the child.</li> <li>▪ Student professionally and effectively completed Reminders/other notes section.</li> <li>▪ Overall the form was completed professionally.</li> </ul>	/20
<b>h. Reflection Paper</b>	<b>30 points</b>
<ul style="list-style-type: none"> <li>▪ Focused on focus on the following: <ul style="list-style-type: none"> <li>○ What happened over the course of play buddy process? Be descriptive and give detailed examples or quotes from your play buddy session.</li> <li>○ How do you view what happened over the course of play buddy sessions theoretically? Link your observations to play therapy theory, and practice and cite relevant course material.</li> <li>○ What thoughts and feelings did you experience in the process? (e.g., What did you learn about theory, the process, or yourself?).</li> </ul> </li> <li>▪ Length of presentation (No more than five typewritten, double-spaced pages)</li> <li>▪ Followed APA publications Manual (Citation, cover page, reference, New Roman 12 point font and double space.</li> </ul>	/20
<b>Total Point</b>	<b>/50</b>

**EDPC 5365 – Directed Individual Study  
Play Therapy Practice Session and Evaluation**

**STATEMENT OF INFORMED CONSENT**

**Confidentiality**

Graduate student “play buddies” are enrolled in EDPC 5365 – Directed Individual Study and receive supervision of their play therapy skills. Your child’s “play buddy” must request your written permission to have your child’s sessions recorded (audio and/or video) and/or observed as a requirement of this course. You have the right to revoke your permission to record your child’s session at any time and the recording will be stopped.

Information about your child and the recordings may be reviewed by the student’s instructor and the Play Therapy class for the purpose of improving the student’s counseling skills. You have the right to know the names of these students and faculty members. Your child’s information and recordings will be treated professionally and confidentially according to the ethical standards of the American Counseling Association by all students and faculty. Written records and tapes will be maintained only until the end of the Play therapy course and will then be properly destroyed.

Your participation and the information learned about your child in the sessions will only be released to a third party if you give your written consent with the following exceptions: 1) threats of danger to self and/or others (i.e., suicide or homicide threats) may necessitate the breaking of confidentiality in an effort to prevent harm; 2) by law we must report suspected child abuse and/or neglect and elder abuse to the appropriate agency; and 3) if a judge orders information to be provided to the court, we will comply with that order.

**“I have read the above informed consent statement and understand my rights regarding confidentiality.”**

Date	X	Signature of volunteer child
Date	X	Signature of parent or guardian for minors

**Permission to Tape**

“I understand that my child’s play buddy, \_\_\_\_\_, is taking a Play Therapy course and is under the direct supervision of Sang Min Shin, PhD, NCC.

I agree to the recording and/or observation of my child’s sessions and realize that I may revoke this permission at any time. I am informed that I may request the identities of all individuals observing my child’s counseling sessions or recordings and that the recordings will be erased following supervision. I give permission for the information my child and I share and the recording of my child’s play sessions to be used for educational and training purposes as described above. I understand that my confidentiality will be maintained for written records and recordings of my child’s sessions and professional ethical standards will be observed in this process by students and faculty.

Date	X	Signature of child
Date	X	Signature of parent or guardian for minors

Should you have any questions, you may contact Dr. Sang Min Shin, Assistant Professor, University of Texas at El Paso (915) 747-7643 or at [sshin2@utep.edu](mailto:sshin2@utep.edu) .