



**THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND SPECIAL SERVICES**

**EDPC 5368
Play Therapy
Fall 2015**
Mondays 5:00pm-7:50pm
Room EDUC 312

Course Syllabus

Instructor: Sang-Min Shin, Ph.D., Assistant Professor

Office: EDUC 706

Office hours: Monday & Wednesday 1:00pm-4:30pm; or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.

Phone: (915) 747-7643

Email: sshin2@utep.edu

- To help me keep track of emails from you, please include EDPC 5368 and your last name in the subject line of any correspondence sent via email.
- I have created a listserv using your UTEP email address. If you do not use your UTEP 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.

Required Text and Reading Materials:

Landreth, G. L. (2012). Play therapy: The art of the relationship. Routledge.

Schaefer, C. E. (Ed.). (2011). Foundations of play therapy. John Wiley & Sons.

Recommended Study Materials:

Giordano, M., Landreth, G. L., & Jones, L. (2005). A practical handbook for building the play therapy relationship. Jason Aronson.

Useful Resources:

- Axline, V. M. (1964). Dibs: In search of self (Vol. 1968). Mansion.
- 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.
- Schaefer, C. E., & Cangelosi, D. M. (2002). Play therapy techniques. Rowman & Littlefield.
- Association for play therapy website: <http://www.a4pt.org/>
- Texas branch of the Association for Play Therapy (APT). <https://txapt.org/>

Course Objectives:

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

1. Define play therapy and the history of play therapy.
2. Articulate and apply theoretical knowledge of play therapy.
3. Understand the impact of the person on the practice of play therapy and evidence awareness of cultural issues.
4. Articulate and apply a personal theoretical model and practice of play therapy.
5. Apply use of play media and process in various structured and unstructured situations.

Methods of Instruction:

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 the therapeutic relationship, 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/CACREP Standards:

The objectives 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 2016 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 (2001 & Amended in 2009).

Goals/Objectives	CACREP Standards	TEXAS Administrative Code	Learning Activities	Outcome Measures
GOAL A: Understand the history and philosophy of the counseling profession and its specialty areas (CACREP STANDARDS II.F.1. a).				
Objective 1. Define play therapy and the history of play therapy	II.F.1. a	Rule 239.15, Standard I (1)	Reading, lecture and group discussion (classroom and/or online environments) about history of play therapy	Passing grade on Mid-term examination
Goal B: Understand theories of effective, ethical and culturally relevant counseling programs and strategies for developing helping relationships (CACREP STANDARDS II.F.5.a & d).				
Objective 2. Articulate and apply theoretical knowledge of play therapy	II.F.5.a & d	Rule 293.15, Standard I (2)	Reading, lecture and group discussion (classroom and/or online environments) about theories and models of counseling	Passing grade on Mid-term and/or Final examinations
Objective 3. Understand the impact of the person on the practice of play therapy and evidence awareness of cultural issues	II.F.5.f		Reading, lecture and group discussion (classroom and/or online environments) about ethical and culturally relevant helping relationships.	Passing grade on Mid-term and/or Final examinations

Objective 5. Apply use of play media and process in various structured and unstructured situations	II.F.5.h		Reading, lectures, assignment (practicing play sessions, self-evaluations, and reflection papers)	Passing grade on Assignment #2 Play Therapy Practice Session and Evaluation
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Course Expectations:

Because higher learning and the development of critical thinking require an active, rather than a passive student role, the “Socratic method” will be heavily utilized in this class and you will be expected to participate in question/answer exercises. ***Late assignments will not receive full credit and assignments that are more than one week late are subject to receiving no credits.***

Class Attendance:

Although you do not receive credit for simply being in class, attendance is necessary for you to learn and is expected. I understand that things happen and you may have to miss class. You are allowed to miss two (2) class periods without affecting your grade. If you miss three (3) class periods, you will lose five (5) points from your final grade. Missing more than three class periods may be subject to not passing the class. Please speak to me ahead of time if you anticipate missing class.

Professionalism in Class:

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 diverse opinions. 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.

Electronic Devices:

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

Academic Integrity

Failure to follow academic integrity (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/>

Course Assignments:

1. Midterm/Final Examination (30%) The midterm will cover the reading up to that date in the semester. The exam will be made up of any one or more of the following: multiple-choice items, short answers, or case examples. Each of the examinations will be worth 75 points.

The Final Examination 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.

2. Play Therapy Practice Session and Evaluation (30 %): You will prepare three video counseling tapes for a grade. First tape will be a baseline (to be taped with a classmate). Second and third video tapes will be taped with a child throughout the course. Please note that you may be required to conduct more than two play sessions with your play buddy.

Baseline Tape: First, you will tape a baseline (to be taped with a classmate). You will self-evaluate your baseline tape based on your use of play media and play process (with emphasis on basic skills—tracking, reflection, and limit-setting) during a play therapy session. Baseline tape is due at any time before class on September 28th to Dr. Shin (NO online submission).

Second Tape & Third Tape: You are required to conduct two “play buddy sessions” with a child throughout the semester for a minimum of 1 hour of direct contact (30 minutes per each session). For these sessions, after submitting your baseline and first tape for evaluation, you will submit two more videos and the purpose is not to “treat” the child, but to experience the play media and play process. Children who participate as play buddies may benefit from a one-on-one relationship with a caring adult and may also learn about feelings of self and others, and show increased confidence and self-awareness. Second tape is due at any time before class on October 19th; and third tape is due at any time before class on November 30th to Dr. Shin (NO online submission).

When you submit each taped session (baseline, second, and third tapes), you will also submit following items:

- a. You must write a Self-Evaluation of Child-Centered Play Therapy Sessions, Play Counseling Notes Form, and reflection paper on EACH session. Self-Evaluation of Child-Centered Play Therapy Sessions form and Play Counseling Notes Form will be provided later in class. These forms are to be filled out and brought to class with your videotape. Taping might be conducted in a practicum or internship setting, or in a site designated by and/or supervised by the course instructor. 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.
- b. Entries for each reflection paper (for each session) should be 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: (1) clarity, (2) thoroughness, and (3) critical application of course material.

In your reflection papers, focus on the following:

- What happened (i.e., verbal and experiential components)? Be descriptive and give detailed examples or quotes.
- 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?).

3. “Create Your Own” Play Counseling Intervention (handout [20%], Group Facilitation [10%]): This project is designed to offer you further practice with the integration of theory and practice in play counseling (e.g., puppet shows, bibliotherapy activities). You will be assigned to a small group early in the semester and each group will provide an intervention, linked to theory, to be used with school children. A handout (with references) describing the intervention is required and is to be handed in on the date the intervention is presented (& will be provided to the class). You will be provided approximately 20 minutes for your presentation. The keys to this presentation are DIRECTIVE PLAY, SHARING RESOURCES, and PARTICIPATION. In your handout, be specific in the description of the activities and how they illustrate play process. Include the following in your assignment:

- a. Title—Give your idea a descriptive title.
- b. Purpose—Describe the theoretical approach of your intervention.
- c. Objectives—Cite one or two specific objectives for the intervention.
- d. Materials Needed—List those items or materials needed for the session.
- e. Experiential & Verbal Components—Describe extent to which experiential components and verbal components will be used in the intervention.
- f. Procedures— List in chronological order the specific steps (procedures) needed to carry out the activity. Be descriptive. Tell what counselors should do in easy to follow guidelines.

- g. Processing leads—List possible phrases or statements, which might be used to help process the experience or activity.
- h. Recommendations— Cite any recommendations that are appropriate or seem relevant to help make the activity successful.
- i. References—Cite any relevant references or resources needed.

4. Class Participation (10%): Your participation is crucial in this course. Please attend all class meetings or inform the instructor of the nature of your absence and make arrangements to make up in-class activities. Please also fully participate in your group assignments and lab component of the class. Group members are encouraged to openly discuss the level of involvement of their fellow group members and to notify the instructor if there are concerns about individual participation. It is also **your responsibility to make yourself fully available to see your play buddy at the times you agree to and to meet the minimum requirements of sessions with your child** (at least 2 times, which will be discussed further in class).

Evaluation Criteria:

#	Assignment	%	Points
1	Two Exams	30 (15 each)	150 (75 each)
2	Three Play Therapy Practice Sessions and Evaluations	30 (10 each)	150 (50 each)
3-1	Create Your Own Workshop Handout	20	100
3-2	Create Your Own Workshop Group Presentation	10	50
4	Attendance & Participation	10	50
	Total points	100%	500

ALL ASSIGNMENTS MUST BE TYPED & IN APA FORMAT

* Assignments are due by the deadline. Late assignments will be accepted; however, 10% will be deducted for each day an assignment is late, including weekends. No assignment will be accepted after one week. It is the student's responsibility to ensure that assignments are submitted on time. If you have any problems with assignments &/or due dates, please contact the instructor prior to the due date so possible accommodations may be made if necessary.

Paper Grading Rubric:

Area	Unsatisfactory	Needs Improvement	Good	Very Good	Excellent
Content 40 %	Totally unrelated to assigned topic	Remotely related to assigned topic/ superficial analysis	Generally related to assigned topic, appropriate presentation of ideas but lacking depth	Directly related to assigned topic, strong development of concepts and ideas. Conclusions are logical	Surpasses assignment expectations, conclusions are presented in context of their relevance and implications
Cohesion & Coherence 20 %	Not organized, makes no sense.	Some organization: Little or no use of headings (e.g., introduction and conclusion)	Basic organization: Use of some headings and logical flow. Introduces ideas in organized sequence	Well organized: Research questions and conclusions developed in relation to literature review.	Excellent organization: Research question logically consistent, developed relation to literature review.
Grammar 20 %	Many grammar/ spelling/ syntax errors, difficult to read	Significant grammatical errors: tense, paragraph construction problems, fragments, run-ons	Moderate grammatical errors: some paragraph construction problems, fragments, run-ons	Minimal grammatical errors: spelling, word use consistent	Grammar/ mechanical usage exemplary
APA / Neatness/ Citation & Reference 20 %	Illegible, dirty, wrinkled paper, not stapled. Artistic/inappropriate fonts (require 12 pt. font Times New Roman). Little or no citation.	Not in 12 pt. font. No title and reference page; Citations do not meet requirement.	Legible, has title and reference page. Citations meet minimum requirements with some errors.	Legible. 1 inch margins, double-spaced, 12 pt. font. Has title, reference page. Citation adequate	Meets all standards and requirements

Grading Scale:

≥ 90% = A

80 to 89% = B

70 to 79% = C

60 to 69% = D
< 60% = F

Classroom Accommodations:

If you are a student with a documented disability or a student with potential disability conditions, who requires an academic adjustment, auxiliary aids, or other similar accommodations, please contact the Center for Accommodations and Support Services (CASS) at 915-747-5148 Voice/TTY or email cass@utep.edu. You should also visit the CASS website at: <http://studentaffairs.utep.edu/cass>
Current physical location of CASS is at Room 106 Union East Building.

Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist your needs in this class.

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 sources and 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 Syllabus and Announcement:

This course meeting schedule is subject to change. It is the responsibility of the instructor to give appropriate notice of such changes, and it is the student's responsibility to take note of these changes. Also, it is the student's responsibility to check and/or retrieve announcements and course materials.

Tentative Course Schedule:

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
8/24	Overview Syllabus Culture of Children: Hook Background of Play in Counseling Introductory Play Activities: PTAKSS	Landreth Chapters 1, 2, & 3
8/ 31	History of Play Therapy; Culture of Children; Professional Issues/Legal and Ethical Issues Child-Centered Philosophy: Eight basic principles; Tracking and reflective listening *Small group: Practice sessions	Landreth Chapters 4, 5, 6 & 13
9/ 7	No class- Labor Day	Schaefer Chapters 1,2,3, & 8
9/14	Limit Setting; Returning Responsibility to the Child; Integrating Skills *Small group: Practice sessions	Landreth Chapters 10 &11
9/ 21	Setting up a session (Opening, timing reminders, closing); Stages in play *Small group: Practice sessions	Landreth Chapters 8 & 9
9/28	More nondirective approaches— Psychoanalytic; and <i>It's a miniature world</i> : Sand tray—Jungian	Schaefer Chapters 4 & 5 ○ Submit Your Plan For Play Buddies & Parent Consent Forms ○ Baseline Tape Due
10/ 5	Practice sessions with your play buddies	
10/ 12	Practice sessions with your play buddies	
10/ 19	<i>Windows to our Children</i> : Using more direction in play—Gestalt Using Art in play: <i>The Rosebush Strategy</i>	Schaefer Chapters 10 ○ Second Tape & Self-Evaluation (session with play buddy) due

10/ 26	<i>Nondirective/Directive Integration: Adlerian</i> Cognitive Behavioral Play Therapy	Schaefer Chapters 6 & 17 Wolfe & Collins-Wolfe (1983) ○ Mid Term Exam
11/2	Child developmental play; Theraplay Create Your Own Workshop Presentation	Schaefer Chapters 15 ○ Create Your Own Workshop Due
11/ 9	Family Systems and Filial Create Your Own Workshop Presentation	Schaefer Chapter 9 ○ Create Your Own Workshop Due
11/ 16	Practice sessions with your play buddies	
11/ 23	Practice sessions with your play buddies Final PTAKSS	
11/ 30	Course Wrap-Up; Process play buddies/case conceptualizations Future Directions; Professional Development in Play Therapy	○ Final Tape & Self-Evaluation (session with play buddy) due ○ Final Examination
12/ 7	Final Exam Week	Culminating Activities TBA