



EDPC 5368 PLAY THERAPY

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building 108
Fall 2016; W 5:00 PM -7:50 PM

Professor Information

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

Office Hours

Monday & Wednesday 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 5368 your last name and your 80 ID #" in the subject line of any correspondence sent via email (e.g. EDPC 5368 SHIN 80123456).
- 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 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.

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.

Purpose of the Course

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.

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 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).

Objectives	CACREP Standards Entry-Level/ Specialty	TEXAS Administrative Code	Learning Activities	Outcome Measures
GOAL A: Understand the history and philosophy of the counseling profession and its specialty areas (CACREP Standards 2.F.4. a)				
Objective A-1. Define play therapy and the history of play therapy	2.F.1. a	Rule 239.15, Standard I (1)	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of play therapy; and history.	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 2.F.5.a & d)				
Objective B-1. Articulate and apply theoretical knowledge of play therapy	2.F.5.a & d	Rule 293.15, Standard I (2)	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) about theories and models of counseling	Passing grade on mid-term examination
Objective B-2. Understand and explore interrelationship among and between work life, mental well-being, relationships, and families.	2.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 B-3. Apply use of play media and process in various structured and unstructured situations	2.F.5.h	Readings, lectures, discussions, and class activities (classroom and/or outside classroom), and assignment (practicing play sessions, self-evaluations, and reflection papers)	Passing grade on Play Therapy Practice Sessions and Evaluation
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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
- Giordano, M., Landreth, G. L., & Jones, L. (2005). A practical handbook for building the play therapy relationship. Jason Aronson.
- 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 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.

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*

UTEP University Counseling Center <http://sa.utep.edu/counsel/>

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%	500-550 points
B	80% - 89%	450-499
C	70% - 79%	400-449
D	60% - 69%	350-399
F	0% - 59%	0-349

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
Mid-term Exam	75
Reflection on Dibs	30
Baseline Play Therapy Practice Sessions and Evaluation	50
Second Play Therapy Practice Sessions and Evaluation	50
Final Play Therapy Practice Sessions and Evaluation	50
Play Therapy Intervention Design & Presentation	100
Attendance, Preparation, and Participation	70
Final Exam	75
Total Points Possible	500

Midterm/Final Examinations (75 points each)

- The midterm examination (75 points) will cover the reading up to that date in the semester. The final examination (75 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

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materials selection, to provide effective counseling services in schools, community agency or family counseling practice.

- b. 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.
- c. Each examination will start at 5:00PM promptly in Education Building RM 411.
- d. You have 1 hour to complete the exam, and you must submit your response to Blackboard by 6:00pm. Exam response submitted later than 6:00pm will not be accepted.
- e. You can use your own laptop or a PC provided in the classroom.

Reflection on Dibs (30 points):

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 reaction paper. The reaction paper should be a maximum of five pages. 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. Submit Dibs reflection to Blackboard by 11:59pm Tuesday Oct. 4th.

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.

Play Therapy Practice Session and Evaluation (50 points each)

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.

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 particular child throughout the course. The sessions should be conducted in English. Please note that you may be required to conduct more than four play sessions with your play buddy.

- 1) Baseline session: First, you will conduct a baseline session (to be taped with a classmate). You will self-evaluate your baseline tape based on your use of play techniques and play process (with emphasis on basic skills—tracking, reflection, and limit-setting) during a play therapy session.
- 2) Play buddy sessions: You are required to conduct three “play buddy sessions” with a particular child throughout the semester for a minimum of 1.5 hour 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 taped sessions: second and final tapes. The taped sessions should be in English.

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

- a. Taped session video file: you must tape your session by using a video recording device, which disconnected from the internet or any other network or server (e.g. icloud, Dropbox). The file must be stored securely on a password-protected USB flash drive. All taped session files must be deleted from all of devices after completion of this course.
- b. Self-Evaluation of Child-Centered Play Therapy Sessions: 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 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.
- d. Reflection paper: it 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: (a) clarity, (b) thoroughness, and (c) 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?).

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 (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 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.

Play Therapy Intervention Design & Presentation (Information sheet 50 points and Presentation 50 points)

This project is designed to offer you further practice with the integration of theory and practice in play therapy (e.g., puppet shows, bibliotherapy activities). You will be assigned to a small group early in the semester and create your own directive intervention, linked to theory, to be used with school children. See *Appendix B* for evaluation criteria.

1. Information Sheet

- a. You will earn up to 50 points for this assignment.
- b. Information sheet describes the directive intervention that your group created.
- c. Your group's information sheet serves as a handout to the class (2-3 pages, printed on both sides; and in a Word file format).
- d. Submit 2-3 page information sheet that you might provide to a play therapy colleague highlighting the information below in an attractive, organized, and easy-to-read manner.
- e. Follow APA format including the headings suggested below (in bold) for ease of quick referencing. However, for this assignment use single spacing.
- f. In your information sheet, be specific in the description of the activities and how they illustrate play process.
- g. Ensure your information sheet includes the followings:
 - i. **Title**—Give your idea a descriptive title.
 - ii. **Purpose**—Describe the theoretical approach of your intervention.
 - iii. **Objectives**—Cite one or two specific objectives for the intervention.

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- iv. **Materials Needed**—List those items or materials needed for the session.
 - v. **Experiential & Verbal Components**—Describe extent to which experiential components and verbal components will be used in the intervention.
 - vi. **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.
 - vii. **Processing leads**—List possible phrases or statements, which might be used to help process the experience or activity.
 - viii. **Recommendations**— Cite any recommendations that are appropriate or seem relevant to help make the activity successful.
 - ix. **References**—Cite any relevant references or resources needed.
2. **Presentation:** At the end of this semester, your group will present *Play Therapy Intervention* in class.
- a. You will earn up to 50 points for this assignment.
 - b. Your group will complete a 30 minute oral presentation of the case in class (including 5 minutes for Q&A).
 - c. Your presentation follow the outline:
 - i. **Title**
 - ii. **Purpose**
 - iii. **Objectives**
 - iv. **Materials Needed**
 - v. **Procedures**— Explain the specific steps (procedures) and provide processing leads for each step. Also, tell what counselors should do in easy to follow guidelines and why.
 - vi. **Demonstration/experiential activity**— Implement or practice the intervention with class. Make sure this component experiential and interactive.
 - vii. **Discussion** – Your group must facilitate a class discussion after implementing or practicing the intervention/experiential activity. You may want to prepare processing lead questions for the discussion.
 - d. In class presentation must include PowerPoint slides (which should be readable from the back of the classroom) and information sheet (handout).
 - e. Your group's drafts of information sheet (handout) and PowerPoint slides should be submitted to Dr. Shin via email by Wednesday night, 11:59 pm, Nov. 16th.
 - f. After group presentation, submit your final information sheet and PowerPoint slides to Dr. Shin via email by 11:59pm Nov.23th

Attendance, Participation and Preparation (70 points)

You can earn up to 45 points for your attendance and to 25 for participation and preparation. For each hour, you will earn 1 point. As indicated in the Graduate Catalog, attendance is required at all class meetings. Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 7.5 hours of the scheduled classes and pass this course, excused absence or not. An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.). Our one class meeting is 3 hours. Thus, if you miss two class meetings and 1.5 hours; you may be subject to not passing this course.

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 3 hours of scheduled classes.

Please use your time management skills properly and be on time and ready to learn at 5:00 pm sharp. You are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to stay until released by the instructor. This applies scheduled play buddy sessions in class.

You can earn up to 25 points for your participation and preparation. 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 class mates, 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 conducted at the lab. *You must observe your classmates' play buddy sessions and submit at least SIX observer's forms to Dr. Shin throughout the semester. Your preparation includes completing assignment readings, maintain professionalism and excellence in practice when you conduct 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 Blackboard by logging in to www.my.utep.edu. It is recommended that you access Blackboard from Firefox or Chrome. Using Internet Explorer creates numerous problems in Blackboard, 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 Blackboard link and look for the Theories of Counseling class.

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
Location: Library Room 300

If you go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402>, you can do a live chat with them. The instructions are the same: *if you have a problem with Blackboard, contact UTEP HELP DESK (blackboard team) and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned.*

Syllabus: A copy of the syllabus is accessible on the UTEP Blackboard. If there are any changes to the syllabus during the semester I will send you an announcement of the change through the announcement tab and I will also post a new copy of the syllabus that reflects these changes. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. Also, in most cases, I will e-mail each of you a new syllabus through your UTEP Minor e-mail. *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.

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Announcements: This is where I will send you information during the course, if needed. This tab will have a green asterisk within it if there is a new announcement waiting for you. Click on the tab to receive it.

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.

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. Procrastination is not an accepted excuse for an extension!

Some students may encounter unexpected technical problems (e.g. cannot access Blackboard, experience unexpected Blackboard 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 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).

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 & 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 (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. However, in this course students will use **single spacing** for their assignments in this course.

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 (e.g., "EDPC 5368_Shin_SM"). 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

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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.

Before starting your play buddy sessions, you are expected to select your toys which will be used for your play buddy. Before each session with your play buddy, you should prepare play therapy materials/toys to provide to your play buddy during each session. You are responsible to clean your toys for the next counselor and to return the toys and materials to Dr. Shin. Failure to maintain professionalism includes, but is not limited to, unprepared for play buddy session, late to your play buddy session, inappropriately select toys/materials, tape play buddy session by using a personal phone, save the file on a personal electronic device (or unlocked USB flash drive), fail to clean or return toys after using a room at the lab, etc.

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 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.

Course Schedule

You are responsible for reading assigned text, supplemental readings, and other resources located in 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 the Blackboard for updated readings, videos, and activities due each class.

Revised on August 21, 2016

Tentative Class Schedule

WK	Dates	Class Topics	Readings	Assignment Due
1	Aug 24	<ul style="list-style-type: none"> • Overview of Syllabus • Culture of children • Pre-test PTAKSS 	<ul style="list-style-type: none"> • L. CH 1, 2, & 3 • S. CH 1, 2, & 3 • G. CH 1 	<ul style="list-style-type: none"> • Begin Reading <i>Dibs: In Search of Self</i>
2	Aug 31	<ul style="list-style-type: none"> • Child-Centered Philosophy • Background of child centered play therapy • Toy selection/play room • Professional Issues/Legal and Ethical Issues 	<ul style="list-style-type: none"> • L. CH 4, 5, 6, & 8 • S. CH 4 & 5 • G. CH 2 & 3 	
3	Sep 7	<ul style="list-style-type: none"> • Tracking and reflective listening • Limit Setting • Tape a practice session with classmates 	<ul style="list-style-type: none"> • L. CH 10 & 11 • G. CH 5,6, & 7 	<ul style="list-style-type: none"> • Submit a completed parent informed consent form to Dr. Shin in class
4	Sep 14	<ul style="list-style-type: none"> • Limit Setting • Returning Responsibility to the Child • Integrating Skills • Structure (Opening, timing reminders, closing) • Tape a practice session with classmates 	<ul style="list-style-type: none"> • L. CH 9 • G. CH 8,9, & 10 	<ul style="list-style-type: none"> •
5	Sep 21	<ul style="list-style-type: none"> • Themes in play; Stages in play • Collaborations with parents & teachers • Documentation • Jungian: <i>Sand tray</i> • Practice session with classmates 	<ul style="list-style-type: none"> • L. CH 7, 12, 13, 14, & 15 • S. CH 4 & 5 	<ul style="list-style-type: none"> • Submit Baseline tape envelop to Dr. Shin in class
6	Sep 28	<ul style="list-style-type: none"> • Mid-term examination (1hr) - Class meets at RM 411 • Jungian: <i>Sand tray</i> 	<ul style="list-style-type: none"> • S. CH 4 & 5 	<ul style="list-style-type: none"> • Submit your mid-term response to Blackboard by 6pm
7	Oct 5	<ul style="list-style-type: none"> • Gestalt: <i>The Rosebush Strategy</i> • Dibs discussion • <i>Review baseline tape</i> • Play buddy schedule finalization 	<ul style="list-style-type: none"> • S. CH 10 	<ul style="list-style-type: none"> • Submit your schedule of play buddy sessions in class • Submit Dibs reflection paper via Blackboard by 11:59pm Tuesday Oct. 4th
8	Oct 12	<ul style="list-style-type: none"> • Adlerian Play Therapy • Preparation for play buddy sessions • Counseling lab & Scheduling 	<ul style="list-style-type: none"> • S. CH 6 	
9	Oct 19	<ul style="list-style-type: none"> • Play buddy session #1 		
	Oct 22	<i>Play Buddy session #1</i>		
10	Oct 26	<ul style="list-style-type: none"> • CBT • Theraplay • Process play buddy sessions 	<ul style="list-style-type: none"> • S. CH 15 & 17 	<ul style="list-style-type: none"> • Submit PB session #1 envelop to Dr. Shin in class
11	Nov 2	<ul style="list-style-type: none"> • Play buddy session #2 		<ul style="list-style-type: none"> •
	Nov 5	<i>Play Buddy session #2</i>		

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WK	Dates	Class Topics	Readings	Assignment Due
12	Nov 9	<ul style="list-style-type: none"> Family system Process play buddy sessions 	<ul style="list-style-type: none"> S. CH 9 & 12 	<ul style="list-style-type: none"> Conduct your PB session #3 <i>outside</i> class
13	Nov 16	<ul style="list-style-type: none"> Play buddy session #4 		<ul style="list-style-type: none"> Submit <i>drafts</i> of your group's information sheet and PowerPoint slides to Dr. Shin via email by 11:59pm Nov.16th
	Nov 19	<i>Play Buddy session #4</i>		
14	Nov 23	<ul style="list-style-type: none"> Play Therapy Intervention Presentation Complete Post-test PTAKSS 		<ul style="list-style-type: none"> Submit PB session #4 envelop to Dr. Shin in class Submit final drafts of your group's information sheet and PowerPoint slides to Dr. Shin via email by 11:59pm Nov.23th
15	Nov 30	<ul style="list-style-type: none"> Final examination (1hr) - Class meets at RM 411 Professional Development in Play Therapy Results of PTAKSS tests 		<ul style="list-style-type: none"> Submit your final response to Blackboard by 6pm

This course 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.

- L. CH indicates Landreth's chapters
- S. CH indicates Schaefer's Chapters
- G. CH indicates Giordano's Chapters

Appendix A
Play Therapy Practice Session and Evaluation

a. Taped session video file	5 points
<ul style="list-style-type: none"> ▪ Taped session lasts 30 minutes. ▪ Taped session video was visible and audible. ▪ The file was stored securely on a password-protected USB flash drive. ▪ The session was taped professionally, legally and ethically. ▪ The taped file was handled professionally, legally and ethically. 	/5
b. Self-Evaluation of Child-Centered Play Therapy Sessions	15 points
<ul style="list-style-type: none"> ▪ All sections were appropriately completed (no blank section left). ▪ Student was able to identify inaccurate responses he/she had provided. ▪ Student was able to identify and provide appropriate examples. ▪ Student was able to provide appropriate alternates. ▪ Student was able to articulate what happened theoretically. ▪ Overall the form was completed professionally. 	/15
c. Play Counseling Notes Form	10 points
<ul style="list-style-type: none"> ▪ All sections were appropriately completed (no blank section left). ▪ Student was able to identify appropriate subjective feelings expressed. ▪ Student was able to identify appropriated play themes. ▪ Student was able to provide professional and sufficient Session Narrative. ▪ Student was able to identify limits set and response of the child. ▪ Student professionally and effectively completed Reminders/other notes section. ▪ Overall the form was completed professionally. 	/10
d. Reflection Paper	20 points
<ul style="list-style-type: none"> ▪ Focused on focus on the following: <ul style="list-style-type: none"> ○ What happened (i.e., verbal and experiential components)? Provided descriptive and detailed examples and/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?). ▪ Length of presentation (no more than five typewritten, double-spaced pages) ▪ Followed APA publications Manual (Citation, reference, New Roman 12 point font and double space. 	/20
Total Point	/50

Appendix B
Play Therapy Intervention Design & Presentation Evaluation

Play Therapy Intervention Design Information Sheet	50 points
<ul style="list-style-type: none"> ▪ Information sheet covered each section according to the syllabus outline ▪ Demonstrated knowledge and understanding in each section <ol style="list-style-type: none"> a. Title—Give your idea a descriptive title. b. Purpose—Describe the <i>theoretical approach</i> 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. 	/40
Format <ul style="list-style-type: none"> ▪ Length of information sheet (No less or no more than 2-3 pages) ▪ Followed APA format for ease of quick referencing, but used single spacing 	/10
Group Presentation	50 points
Presenters understood and were knowledgeable? <ul style="list-style-type: none"> ▪ Demonstrated theoretical understanding of intervention? ▪ Demonstrated understanding of contents? ▪ Did they read from slides or scripts? (They should not.) ▪ Did each group member have an opportunity to present? 	/10
Intervention demonstration and processing discussion was engaging and interactive? <ul style="list-style-type: none"> ▪ Were the presenters enthusiastic and professional? ▪ Did they practice or implement the intervention with class? ▪ Did they facilitate a class discussion after implementing the intervention? 	/5
Provided an information sheet (handout) and PowerPoint slides to class? <ul style="list-style-type: none"> ▪ Did the handout and PowerPoint slides support the presentation? ▪ PowerPoint slides: are they readable from the back of the classroom? 	/5
Presentation was well organized? <ul style="list-style-type: none"> ▪ Length of presentation (no less or more than 30 minute) ▪ Did they meet the deadlines? 	/5
Total Point	/100