



EDPC 5368 PLAY THERAPY

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building RM 108
Fall 2017; TH 5:00 PM -7:50 PM

Professor Information

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

Office Hours

Monday & Thursday 1:00PM - 5:00 PM and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include "EDPC 5368 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5368 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 course about the use of play and expressive arts in counseling. Theoretical orientations to play therapy, foundations of play therapy, practice of play therapy, and assessment/treatment planning are major areas of focus of the course. Play media such as guided imagery, puppets and dolls, art, creative dramatics, music and movement, games, and sand play will be integrated into the course curriculum. Demonstrations and experiential activities are a primary method of teaching and learning of the theory and practice of play therapy. Both directive and nondirective play counseling experiences are addressed.

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

Methods of Instruction

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 Specialist	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.

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.

Updated on August 28, 2017

Center for Play Therapy

Center for Play Therapy at University of North Texas (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%	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).

Assignments	Points
Mid-term Exam	100
Reflection on Dibs	50
Baseline Play Buddy Session and Evaluation	50
Second Play Buddy Session and Evaluation	50
Final Play Buddy Session and Evaluation	50
Play Buddy Session Presentation	50
Attendance, Preparation, and Participation	50
Final Exam	100
Total Points Possible	500

Midterm/Final Examinations (100 points each)

- The midterm examination (100 points) will cover the reading up to that date in the semester. The final examination (100 points) will be cumulative and applied, with emphasis on (1) theory and practice of play therapy and (2) demonstrating knowledge of play techniques and strategies, including materials selection, to provide effective counseling services in schools, community agency or family counseling practice.
- Each of the examinations will be worth 100 points.
- The formats of exams include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- Mid-term**

Updated on August 28, 2017

- Mid-term will be online and you do not need to attend class on October 5th.
- Mid-term will be open at 5:30pm and close at 7:30pm on October 5th, 2017.
- You will have two hours to complete the exam through Blackboard. Once you begin the exam you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have two hours of uninterrupted time to commit to the exam.
- You may NOT collaborate or share the information with others but you may consult your text and resources if necessary.
- It is an open book/open note exam, but students who study and read diligently for the exams are much more likely to do well on them.

e. Final exam

- Final will be offline, in-class and you have to attend class on December 15th, 2017.
- You have 2 hours to complete the exam.

Play Buddy Session and Evaluation (50 points each)

The purpose of play buddy sessions 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 play buddy video files for a grade. First tape will be a baseline (to be video-recorded with a classmate). Second and third video files will be recorded with a particular child throughout the course. Please note that you may be required to conduct more than four play buddy sessions.

- 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 therapy techniques and play process (with emphasis on child-centered play therapy skills—tracking, reflection, encouragement, 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 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 (6th 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.

Reflection on Dibs (50 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 reflection paper should be 3-5 page long including a cover page and reference page. 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 Wednesday October 18th. Students will participate in book discussions in class on Thursday October 19th. See **Appendix C** for evaluation criteria.

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 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.

Play Buddy Session Presentation (50 points)

Students will present a play buddy video clip in class. Each presentation will take 20 minutes and will consist of two parts. First, for the first 10 minutes, students must give a brief summary about the play buddy session that will be presented and must prepare a short video clip (2-5 minutes long) to show in class. The video clip must include a section that demonstrate the student's ability to implement CCPT techniques (opening/closing, reflecting, tracking, encouragement, and ACT). Second, the student will

present 3-5 discussion questions for the class regarding the video clip shown to class. In summary, you will introduce your play buddy and show your video clip (2-5 minute long) in the first 10 minutes; and provide 3-5 discussion questions for the class to discuss in the second 10 minutes. Please remember that you are responsible to make sure your video clip to play on the desktop in the classroom.

You will submit a 1-2 page handout that you might provide to a counseling case conference, highlighting the information below in an attractive, organized, and easy-to-read manner. Follow APA format including the headings suggested below (in bold) for ease of quick referencing. However, for this handout use **single spacing**. See **Appendix B** for evaluation criteria.

You will earn up to **50 points** for this assignment. Ensure that your handout includes the following:

1. **Description of play buddy:** Briefly introduce your play buddy by providing his/her demographic information (e.g., name, age, gender, family, school or grade, SES, etc.).
2. **Session information:** Provide information on the session that you will be presenting in class. For example, session #, time of the video clip you will present in class, setting, etc.
3. **Techniques.** List CCPT techniques you demonstrated in the video clip(s) that you will present. You can present the techniques that you did well and/or that you need to improve.
4. **Self-evaluation.** How would you evaluate your session? You can select one or two area(s) from Self-Evaluation of CCPT Session and present what you did well or how you could improve. You must present how you could have done.
5. **Discussion questions.** Ask classmates and the instructor 3-5 questions on your CCPT techniques. This is a great opportunity for everyone to learn from you.

Your handout should be submitted to Blackboard by Wednesday night, 11:59 pm, before your presentation day. You are responsible to make copies of your handout for classmates on your presentation day. The presentation day varies: **October 12, November 2, 16, and December 7**. Presentation date will be determined in class.

Attendance, Participation and Preparation (50 points)

You can earn up to 50 points for your attendance, participation, and preparation. For each hour, you will earn 1 point. 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 a 3-hour of scheduled class.

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, preparation, and contribution. Your active participation, insightful observation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience in this course. Especially, your feedback to your classmates' play buddy sessions are crucial to their learning. As this course consists of clinical practice, observation, and interactions with classmates, there is no way to get the information and/or experiences from a missed

class. The class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class, particularly to play buddy sessions. You must observe three of your classmates' full play buddy sessions and submit at least three observer's forms to Dr. Shin. The hard copy of observers' form will be provided in the lab. 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 BB by logging in to www.my.utep.edu. It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the BB link and look for the 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
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. If you have a problem with BB, 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. 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.

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.

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.

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" in the subject line of any correspondence sent via email (e.g. EDPC 5368 Doe).

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.

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/>

Honesty: “adhering to standards of truthfulness and integrity”

Trust: participating in “an environment of confidence”

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

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

Responsibility: assuming personal accountability and accepting sanctions in cases of misconduct.

Students are responsible for adhering to the above standards in all academic activity and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:

- **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
- **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
- **Collusion** – any collaboration with another student without the permission of the instructor.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

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.

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.

Tentative Class Schedule**

WK	Dates	Class Topics	Readings	Assignment Due
1	Aug 31	<ul style="list-style-type: none"> Overview of Syllabus Play Therapy & History of Play Therapy Culture of children & Child-Centered Philosophy 	<ul style="list-style-type: none"> L. CH 1, 2, & 3 S. CH 1 & 2 G. CH 1 	<ul style="list-style-type: none"> Pre-test PTAKSS will be provided in class. Please make sure to return the form before you leave the class.
2	Sep 7	<ul style="list-style-type: none"> The playroom and toy materials Professional Issues/Legal and Ethical Issues Technology in Counseling 	<ul style="list-style-type: none"> L. CH 4, 5, 6, & 8 S. CH 3 G. CH 2, 3 & 4 	<ul style="list-style-type: none"> Mr. Urquiza Technology Implementation Manager will provide Q&A session.
3	Sep 14	<ul style="list-style-type: none"> Background of child centered play therapy Tracking and Reflecting Esteem building & Encouragement 	<ul style="list-style-type: none"> L. CH 10 G. CH 6, 7, & 9 	
4	Sep 21	<ul style="list-style-type: none"> Limit-setting Facilitating decision making/returning responsibility Structure (Opening, timing reminders, closing) Tape a practice session with classmates 	<ul style="list-style-type: none"> L. CH 9, 10, & 11 S. CH 8, 9, & 10 G. CH 8, 10, & 11 	<ul style="list-style-type: none"> Bring your camera device to record your session with classmates.
5	Sep 28	<ul style="list-style-type: none"> Themes in play; Stages in play Collaborations with parents & teachers Documentation Jungian: <i>Sand tray</i> Tape a practice session with classmates 	<ul style="list-style-type: none"> L. CH 7, 12, 13, 14, & 15 S. CH 4 & 5 G. CH 12 	
6	Oct 5	<ul style="list-style-type: none"> No class: Midterm examination (2hr) - online exam 		
7	Oct 12	<ul style="list-style-type: none"> Adlerian Play Therapy Play Buddy Session Presentation Play buddy schedule finalization 	<ul style="list-style-type: none"> S. CH 6 	<ul style="list-style-type: none"> Submit Baseline session package Play Buddy Session Presentations
8	Oct 19	<ul style="list-style-type: none"> Gestalt: <i>The Rosebush Strategy</i> Dibs discussion Preparation for play buddy sessions (scheduling & lab) 	<ul style="list-style-type: none"> S. CH 10 	<ul style="list-style-type: none"> Submit Reflection on Dibs on October 18th by 11:59pm Prepare to contribute to the class discussion (Please read Appendix C)
9	Oct 26	<ul style="list-style-type: none"> Play buddy session #1 		
10	Nov 2	<ul style="list-style-type: none"> CBT Play Buddy Session Presentation 	<ul style="list-style-type: none"> S. CH 17 	<ul style="list-style-type: none"> Submit PB session #1 package Play Buddy Session Presentations
11	Nov 9	<ul style="list-style-type: none"> Play buddy session #2 		
12	Nov 16	<ul style="list-style-type: none"> Theraplay Termination Play Buddy Session Presentation 	<ul style="list-style-type: none"> S. CH 15 	<ul style="list-style-type: none"> Play Buddy Session Presentations
13	Nov 23	<ul style="list-style-type: none"> Thanksgiving –No Class Off campus Play buddy session #3 		
14	Nov 30	<ul style="list-style-type: none"> Play buddy session #4 		
15	Dec 7	<ul style="list-style-type: none"> Family system Play Buddy Session Presentation 	<ul style="list-style-type: none"> S. CH 9 & 12 	<ul style="list-style-type: none"> Submit PB session package & Post-test PTAKSS Play Buddy Session Presentations
16	Dec 14	<ul style="list-style-type: none"> Final examination in class (2hr) Results of PTAKSS tests Professional Development in Play Therapy 		

**This schedule is subject to change

Appendix A
Play Buddy 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 recorded, stored, and handled professionally, legally and ethically (please see the last paragraph on page 5 which continues on page 6). 	/5
b. Play Therapy Competencies Scale (PTCS) & 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 alternatives. ▪ Student was able to articulate what happened theoretically. ▪ Overall the form was completed professionally. 	/15
c. Play Counseling Notes Form – Remember this is a clinical note.	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 “<i>Session Narrative</i>” section. ▪ Student was able to identify limits set and responses from 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 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 materials. ○ If there is any mistake you made, reflect on what you could have done instead. ○ 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 (Minimum 2 pages, but no more than 5 typewritten, double-spaced pages) ▪ Followed APA publications Manual (Cover page, page numbers, in-text citations, a reference list, New Roman 12 point font, and double space, etc.). 	/20
Total Point	/50

Appendix B
Play Buddy Session Presentation

Handout	10 points
<ul style="list-style-type: none"> ▪ Handout should follow the syllabus outline which includes: <ol style="list-style-type: none"> a. Description of play buddy: Briefly introduce your play buddy by providing his/her demographic information (e.g., name, age, gender, family, school or grade, SES, etc.). b. Session information: Provide information on the session that you will be presenting in class. For example, session #, time of the video clip you will present in class, setting, etc. c. Techniques. List CCPT techniques you demonstrated in the video clip(s) that you will present. You can present the techniques that you did well and/or that you need to improve. d. Self-evaluation. How would you evaluate your session? You can select one or two area(s) from Self-Evaluation of CCPT Session and present what you did well or how you could improve. You must present how you could have achieved any improvements e. Discussion questions. Ask classmates and the instructor 3-5 questions on your CCPT techniques. This is a great opportunity for everyone to learn from you. 	/5
Format <ul style="list-style-type: none"> ▪ Length of information sheet (1 page; printed on both sides; and in Word file format) ▪ Followed APA format for ease of quick referencing, but used single spacing. 	/5
Presentation	40 points
Presenters showed 3-5 minute long play buddy session? <ul style="list-style-type: none"> ▪ Was the presenter able to identify techniques that she used during the session? ▪ Was the presenter able to demonstrate theoretical understanding of techniques? 	/10
Did the presenter facilitate the classroom discussion? <ul style="list-style-type: none"> ▪ Provided 3-5 discussion questions? ▪ Was the presenter genuinely wanting to learn from this discussion? ▪ Was the discussion engaging and interactive? ▪ Was the presenter professional when he/she was confronted? 	/20
Presentation was well organized? <ul style="list-style-type: none"> ▪ First 10 minutes consists of introduction of play buddy and video clip presentation (including identifying techniques utilized) ▪ Second 10 minutes used for class discussion. ▪ Did the presentation finish in 20 minutes? ▪ Submitted to BB on time? 	/10
Total Point	/50

Appendix C
Reflection on Dibs Evaluation

Reflection Paper	20
<p>Reflection</p> <ul style="list-style-type: none"> ▪ Demonstrate clear understanding of play therapy process (e.g., principle, concepts, techniques, strategies, etc) ▪ Reflection on your own thoughts and feelings about the play therapy process described in the book ▪ Effectively demonstrates how you have grown in thinking about your own feelings and thoughts on play therapy process by incorporating with your personal and professional experiences ▪ Demonstrates your growth and development as a future play therapist ▪ Do NOT write what you read from the book 	/15
<p>Quality of academic writing</p> <ul style="list-style-type: none"> ▪ Length of paper: The reflection paper should be 3-5 page long including a cover page and reference page) ▪ Followed APA Publication Manual 6th edition format <ul style="list-style-type: none"> ○ Cover page (including title, name, and school) ○ 1-inch margins, double-space, Time New Roman, font size 12 ○ In-text citations, reference list/page ▪ Grammatical errors or spelling ▪ Reference page 	/5
Contribution to Book Discussion	10
<ul style="list-style-type: none"> ▪ Did the student contribute to the discussion by providing valuable thoughts and reflections? ▪ Did the student integrate his/her experiences, thoughts, and feelings on what he/she read? ▪ Did the student respect others by encouraging them to participate in the discussion? 	/10
Total Points	/30