



EDPC 5368 PLAY THERAPY FALL 2020

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
College of Business Admin 309
Fall 2020; T 5:00 -7:50 pm

Professor Information

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Course Teaching Assistant

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Office Hours

We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard (BB) Zoom during the following times:

- Tuesdays & Thursdays: 01:00pm - 04:00 pm (Mountain Time) and/or appointment via emails
- To schedule an appointment, send me an email with several blocks of time when you would like to meet virtually. I will send you a link for a virtual meeting.
- To help me keep track of emails from you, please put the course number and your last name in the subject line of any correspondence sent via email (e.g. EDPC 5368 Doe).

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

On-line 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. Small group discussions and BB discussions will also address key issues in play therapy and practitioner self-awareness. Your professional opinions, personal reactions, and evaluation of play therapy skills and attitudes will be solicited throughout the course term. Students are encouraged to play an active role in the organization and facilitation of the course.

For many students, the study of Play Therapy represents a theoretical and conceptual shift from the counseling orientations with which they are most comfortable. The philosophy of Play Therapy is based on the idea that children are innately able to grow and heal through the therapeutic relationship, which is based on positive regard, respect, and the genuine interest from the therapist. Identifying each child's

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

Course Objectives

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	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

Required and Recommended Course Readings

You are expected to complete all required readings for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, and related documents (e.g., power points) noted on the schedule so you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials may be placed on BB 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. (2019). *Publication manual of the American psychological association*. Washington: American Psychological Association.
- Drewes, A. A., & Schaefer, C. E. (Eds.). (2010). *School-based play therapy*. John Wiley & Sons.
- 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 BB. It's your responsibility to check BB before class and read the additional reading materials.

Student Evaluation Criteria and Procedures:

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

A	90% - 100%	451-500 points
B	80% - 89%	401-450
C	70% - 79%	351-400
D	60% - 69%	301-350
F	0% - 59%	0-300

Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. All the assignments should be submitted to BB or OneDrive. No assignment is submitted via email. In addition to submitting these assignments through BB, 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).

Assignments	Points
Child Persona	25
Tele Play Therapy Preparation	25
Mid-term Exam	100
Reflection on Dibs	50
First (Baseline) Play Buddy Package	50
Second Play Buddy Package	50
Final (your best) Play Buddy Package	50
Final Exam	100
Attendance, Preparation, and Participation	50
Total Points Possible	500

Midterm/Final Examinations (100 points each)

- a. The midterm examination (100 points) will cover the readings up to that date in the semester. The final examination (100 points) will be cumulative and applied, with emphasis on (1) theory and practice of play therapy and (2) demonstrating knowledge of play techniques and strategies, including materials selection, to provide effective counseling services in schools, community agency or family counseling practice.
- b. Each of the examinations will be worth 100 points.
- c. The format of exams include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- d. **Mid-term**
 - Mid-term will be online 09/29/2020 and there is no online class meeting.
 - Mid-term will be open at 5:00pm and close at 8:00pm on 09/29/2020.
 - You will have three hours to complete the exam through BB. Once you begin the exam you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have three hours of uninterrupted time to commit to the exam.
 - You may NOT collaborate or share the information with others, but you may consult your texts 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 online 12/08/2020 and there is no online class meeting
 - Mid-term will be open at 5:00pm and close at 8:00pm on 12/08/2020.
 - You will have three hours to complete the exam through BB. Once you begin the exam you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have three hours of uninterrupted time to commit to the exam.
 - 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.

Play Buddy Session and Evaluation (50 points each) See Appendix A for evaluation criteria.

The purpose of play buddy sessions is not to “treat” the child, but to practice your play therapy skills and to experience the play process. You will be assigned a group with two or three other students. You will participate in role-playing for the ***Play Buddy Session and Evaluation*** assignments. You will play a role as a play therapist and work with a particular “child” play buddy who is one of your group members. The third (and fourth) group member(s) will be observer(s) when you are conducting a play buddy session with your play buddy.

You are required to conduct three virtual “play buddy sessions” with a particular play buddy throughout the semester for a minimum of 2 hours of direct contact (30 minutes per each session; in English). You have to conduct all sessions with the same play buddy who is a particular group member. Your play buddy cannot be changed during the semester. You can have more than four play buddy sessions with your play buddy; however, you are required to submit three recorded sessions.

- 1) **First (Baseline) PB Package:** First package should be your very first session with your play buddy. 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) **Second PB Package:** Second PB package should be your second session with your play buddy.
- 3) **Final (your best) PB Package:** Final PB package should be your best session with your play buddy.

When you submit, each package should include the 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, Google Drive, Dropbox). The file must be stored securely on your local PC/laptop or a password-protected USB flash drive. All video-recorded session files must be deleted from all devices after completion of this course.
- b. **Play Therapy Progress Form:** The electronic form can be found on BB. The form is to be filled out and submitted with your package. All sections must be completed (no blank sections left; use N/A). Please see a sample form on BB before completing.
- c. **Play Therapy Competencies Scale (PTCS):** The electronic form can be found on BB. The form is to be filled out and submitted with your taped session video file. All sections must be completed (no blank sections left; use N/A).
- d. **Self-Evaluation of Child-Centered Play Therapy Session:** The electronic form can be found on BB. 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 BB before completing.
- e. **Reflection paper:** This reflection paper is NOT about the child; it is about you! You need to reflect on your skills and feelings, and your thinking process during the sessions with your play buddy or while you were watching your session. The paper should be no more than 3 typewritten, double-spaced pages (excluding cover page and reference page). It is important to include comments on both the theory and practice related to the use of play approaches and to cite relevant course material. Your reflection papers will be scored based on: (a) clarity, (b) thoroughness, and (c) critical application of course materials.

In your reflection papers, focus on the following:

1. What happened (i.e., verbal and experiential components) during the session? Do not describe everything that happened during the session. Select ONE or TWO critical incident(s), and describe the incident(s) that is very important for you (e.g. “a-ha” moments) in detail. Focus on those examples.
2. How do you interpret the incidents from a child-centered theoretical perspective? What happened theoretically? Please actively apply the play therapy knowledge that you have learned from your readings and lectures when describing your interpretations. Link your observations to play therapy theory and practices, and cite relevant course materials.
3. If there is any mistake you made, reflect on what you could have done instead. Also, how

- you would like to work on improving those areas.
4. What thoughts and feelings did YOU experienced during the session? (e.g., What did you learn about theory, the process, AND yourself?).
 5. NOTE: this is not about your play buddy. Your paper has to focus on your own skills, knowledge, feelings, process, and growth.

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

Your play buddy's name must NOT be used in any of the items for the Play Therapy Practice Session and Evaluation assignment, your group member's "child persona" name must be used. Your play buddy's identity must be kept confidential.

- f. **Items a-e** should be submitted via BB or OneDrive. No assignment is submitted via email.

Child Persona (25 points) -See Appendix B for evaluation criteria.

This assignment is intended to create your child persona (character) for your "child" play buddy role to act when your "play therapist" role group member conducts play buddy sessions with you throughout this semester. Reflecting on your childhood, you will write a brief persona in bullet point style and/or paragraph form with considerations of the following background information:

1. Name of your child persona (please use a pseudonym for your child persona's name).
2. Age (age must be between 3-9), sex/gender, sexual orientation, race, ethnicity, any existing disabling conditions or health status, etc.
3. Family members/situation, family relationship, socioeconomic status, geographic region, religion, etc.
4. Level of education, academic performance/achievement, peer relationships, special needs, etc.
5. Emotional, behavioral, social issues if any, diagnosis, medication, etc.
6. List three thoughts the child will convey about his/her situation.
7. List three feelings the child will express.
8. List behaviors of the child.
9. Describe the thoughts and feelings of two key others (family, friends, teachers) regarding the child's situation.
10. Describe cultural factors that may impact the child's views and reactions to their situation.

You may add more items or omit some items if necessary. This post/paper should be no more than 2 pages, Times New Roman, 12-point font, and **single-spaced**.

For this assignment, students submit the same Child Persona twice as follows:

- 1) **Discussion Board:** Students must post **Child Persona** on BB discussion board (due 5:00pm, Tuesday 09/15/2020). The post should be made by copying & pasting the text into the discussion post, for other group members' easy access. Do not attach the file directly on the BB discussion board. Students are encouraged to post and submit before the deadline.

AND

- 2) **BB Assignment:** Students must submit **Child Persona** (in Word format) to BB for the instructor to grade (due 5:00pm, Tuesday 09/15/2020). You are encouraged to post and submit before the deadline.

Tele Play Therapy Discussion (25 points) - See Appendix C for evaluation criteria.

This assignment is to provide an opportunity for the students to evaluate a hypothetical situation related to legal and ethical issues in tele play therapy practice. Students are encouraged to start working on this assignment after completing their first play buddy session.

A number of ethical and legal considerations are discussed in the supplemental resources (e.g. articles, webpages) posted in the **Class** folder on BB; please read them prior to working on this assignment. The resources and the following questions can help you come up with a hypothetical situation/incident to use for this assignment. These are just examples of ethical and legal considerations related to tele play therapy to guide you, but the list is not exhaustive:

- There are limited studies that examine the effectiveness of play therapy through a tele-mental health platform, how would you select a tele-mental health platform?
- What are your plans for the technical difficult/unexpected situations? List specific situations.
- Is it emotionally and physically safe to include (or not to include) the parent in the room?
- If the session includes the parent in the room for safety, what other ethical and/or legal considerations do you need to address?
- If the session does not include the parent in the room for confidentiality, what other ethical or legal issues do you need to consider?
- What are the risks involved in tele play therapy?
- Despite national and state certification and licensing boards temporarily suspending requirements for the use of tele-mental health services, we need to abide by the ethical codes and laws. Are you practicing within your scope of competence when implementing tele-mental health services?

Based on the examples above and your tele play therapy practice experience with your group members, create one hypothetical incident related to legal and/or ethical issues in tele play therapy practice. You will earn up to 25 points for posting this assignment on the discussion board and for submitting to BB. Your post/paper should follow the outline below:

1. **Description of hypothetical situation/incident:** based on the resources list above and your experience in conducting tele play therapy sessions with your group members, provide a brief paragraph on a hypothetical, specific situation/incident related to legal and/or ethical issues in tele play therapy practice.
2. **Ethical and legal considerations:** provide a brief paragraph of ethical and legal considerations underlying the dilemma.
3. **Response:** in compliance with legal and ethical codes, write how you would address the situation in tele play therapy practice.
4. **Discussion question:** provide 1-2 questions related to your situation or incident for the class to discuss. Ensure your discussion question(s) are thoughtful, insightful, and meaningful for others to discuss. There will be opportunities to discuss your discussion question(s) with classmates during the online class meeting.
5. **Reference:** use appropriate professional standards and guidelines. All in-text citations and reference list should be in APA publication format.

Tele Play Therapy Discussion post/paper should be no more than 2 pages (excluding cover & reference pages); Times New Roman, 12-point font, and single-spaced.

For this assignment, students will submit the same Tele Play Therapy Discussion twice as follows:

- 1) **Discussion Board:** Students must post **Tele Play Therapy Discussion** on the BB discussion board (due 5:00pm, Tuesday 10/06/2020). The post should be made by copying & pasting the text into the discussion post, for other group members' easy access. Do not attach the file directly on the BB discussion board. Students are encouraged to post and submit before the deadline; thus, other students have enough time to reply to them.

AND

- 2) **BB Assignment:** Students must submit **Tele Play Therapy Discussion** (in Word format) to BB for the instructor to grade (due 5:00pm, Tuesday 10/06/2020). You are encouraged to post and submit before the deadline.

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

This assignment is intended to help you gain an understanding of the play therapy process and experience. Students are required to read the book *Dibs: In search of self* and write a reflection paper. Within the paper, students are expected to reflect upon (a) what they learned about the play therapy process, (b) their thoughts and feelings about the play therapy experience described in the book, and (c) their thoughts and feelings about play therapy after reading the book. **Please see Appendix D for the detailed items you need to address in your reflection paper.**

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

- 1) **Discussion Board:** Students must post **Reflection on Dibs** on the BB discussion board (due 5:00pm, Tuesday 10/20/2020). The post should be made by copying & pasting the text into the discussion post, for other group members' easy access. Do not attach the file directly on the BB discussion board. Students are encouraged to post and submit before the deadline; thus, other students have enough time to reply to them.

AND

- 2) **BB Assignment:** Students must submit **Reflection on Dibs** (in Word format) to BB for the instructor to grade (due 5:00pm, Tuesday 10/20/2020). You are encouraged to post and submit before the deadline.

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

Attendance, Participation and Preparation (50 points)

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- 1) Reading chapters and watching materials posted on BB to ensure understanding of assignment requirements. Students are encouraged to actively contribute to class discussions by demonstrating their understanding and knowledge of course materials.
- 2) Participating in engaging discussions with your peers on the discussion boards- Tele Play Therapy Discussion & Reflection on Dibs. In addition to their own original posts, students are required to respond to other students' posts more than twice on each discussion board (in total more than four responses required).
- 3) Participating in class meetings via BB Zoom Meeting. Online class meetings will be at 05:00 pm to 07:50 pm on BB Zoom Meeting. Please use your time management skills properly and be on time and ready to learn at 5:00 pm. Students are NOT required to attend the class meetings but are highly recommended. Students will NOT be penalized for not attending.
- 4) Observing other group members' play buddy sessions and providing feedback to the member(s). Students are required to observe three full play buddy sessions (from the very beginning to the end of the session); complete and submit at least three Observation Forms. The form should be submitted to BB.
- 5) **Working with Group Members-Let's practice professionalism!**
 - a. The related interactions in a small group are necessary in this course. Student-led meetings will be at times and days that all your group members agreed. Also, there are group activities (e.g. Play buddy sessions) that require classmates' participation, contribution, and feedback. Specific timelines related to the assignments/activities will be provided in this syllabus separately.
 - b. Your participation, contributions, accountability, punctuality, and helpful feedback are critical for your group members' learning. Thus, it is important to communicate with your group members at times.

- c. At the end of this semester you will receive a **short survey** asking about your experiences working with your partner/group members. Each of you will have an opportunity to evaluate other group members' participations, contributions, accountability, punctuality, interpersonal skills, and professionalism. The results of short survey on your performance in this course may affect your **Attendance, Participation and Preparation**.

Technology Requirements

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

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

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

Technical Problems

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

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

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

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

Course Communication

Office Hours

We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on BB Zoom meeting during the following times:

- Tuesdays & Thursdays: 01:00pm - 04:00 pm (Mountain Time) and/or appointment via emails
- 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 put the course number and your last name "EDPC 5368 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5368 Doe).

Email

UTEP e-mail is the official communication mean in this course. Also, UTEP email is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number and your last name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Online UTEP Blackboard

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

- **Announcement:** All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) will be posted on BB Announcement. It is the student's responsibility to check and/or retrieve announcements and course materials. Check the BB announcements frequently for any updates, deadlines, or other important messages.
- **Discussion Boards:** There are several discussion boards inside of this BB course. These discussion boards are to post assignments and to respond to other students' posts.
- **Syllabus & More:** A copy of the syllabus & course schedule are accessible on BB. If there are any changes to the syllabus & course schedule during the semester, I will post an announcement of the change through the announcement tab and I will also post a new copy of the syllabus & course schedule that reflects these changes under the **Syllabus & More** tab. This course's meeting schedule and/or assignment deadlines are subject to change. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via BB Announcement. You are responsible for using the most recent version of the syllabus & course schedule. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you save it and refer to it frequently, especially in the event that BB is down.
- **My Grades:** This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly, I provide my narrative feedback through My Grades. If you have a hard time locating my narrative feedback, please read [How to View Feedback on BB](#). Please note: I have had several recent experiences with BB calculating grades inaccurately, so you should keep track of your grades as the semester progresses, and **contact the instructor if you see discrepancies!** Email is not a secure method of communication for grades. You need to provide written permission (via email) for me to email your grades.
- **Class:** You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in BB. You will need to read ahead in order to be properly prepared for course meetings, assignments, exams, and discussions. The list of readings below may change; follow the directions in BB for updated readings, videos, and activities due each class.

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.

Late or Missing Assignments

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

Commitment to Professionalism

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

Netiquette

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

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- BB is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Academic Performance

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

Academic Integrity and Plagiarism

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

[Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

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

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

Honesty: “adhering to standards of truthfulness and integrity”

Trust: participating in “an environment of confidence”

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

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

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

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

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

Accommodation Policy

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

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Other Course 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 CEU workshop on various topics of play therapy in El Paso. If you would like to be on the listserve, please email to Viridiana Gonzalez M.Ed., LPC (President Elect of FWTAPT) at (915) 845-3122 vgonzalez@ccocea.com.

Center for Play Therapy

[Center for Play Therapy at University of North Texas](http://www.cpt.unt.edu) (www.cpt.unt.edu) provides various play therapy workshop and training, including summer intensive supervision trainings for the credentials.

UTEP provides a variety of student services and support:

Technology Resources

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

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for online assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.

- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Appendix A
Play Buddy Session and Evaluation

1. Recorded video file	5 points
<ul style="list-style-type: none"> a. Video recorded session lasts 30 minutes. b. Video clip was visible and audible. c. Video file was stored and transmitted securely via BB or OneDrive. No assignment is submitted via email. d. Video recorded file was stored, and handled professionally, legally and ethically. 	/5
2. Play Therapy Competencies Scale (PTCS) & Self-Evaluation of Child-Centered Play Therapy Sessions	15 points
<ul style="list-style-type: none"> a. All sections were appropriately completed (no blank section left; use N/A). b. Student was able to identify inaccurate responses he/she had provided. c. Student was able to identify and provide appropriate examples. d. Student was able to provide appropriate alternatives. e. Student was able to articulate what happened theoretically. f. Overall, the form was completed professionally. 	/15
3. Play Therapy Progress Form – Remember this is a clinical note.	10 points
<ul style="list-style-type: none"> a. All sections were appropriately completed (no blank section left; use N/A). b. Student was able to identify appropriate subjective feelings expressed. c. Student was able to identify appropriated play themes. d. Student was able to provide professional and sufficient “<i>Session Narrative</i>” section. e. Student was able to identify limits set and responses from the child. f. Student professionally and effectively completed Reminders/other notes section. g. Overall, the form was completed professionally. 	/10
4. Reflection Paper	20 points
<p>In your reflection papers, focus on the following:</p> <ul style="list-style-type: none"> a. What happened (i.e., verbal and experiential components) during the session? Do not describe everything that happened during the session. Select ONE or TWO critical incident(s); and describe the incident(s) that is very important for you (e.g. a-ha moment) in detail. Focus on those examples. b. How do you interpret the incidents from a child-centered perspective? What happened theoretically? Please actively apply the play therapy knowledge that you have learned from your readings and lectures when describing your interpretations. Link your observations to play therapy theory and practice and cite relevant course materials. c. If there is any mistake you made, reflect on what you could have done instead. Also, how you would like to work on improving those areas. d. What thoughts and feelings did YOU experienced during the session? (e.g., What did you learn about theory, the process, AND yourself?). e. NOTE: this is not about your play buddy. Your paper has to focus on your own skills, knowledge, feelings, process, and growth. <p>Reflection papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7th ed). This includes, but is not limited, to a cover page, reference page, page numbering, citations, and grammatical considerations. Please use Times New Roman 12-point font and <u>double-space</u>.</p>	/20
Total Point	/50

Appendix B
Child Persona (25 points)

1. Child Persona Paper (20 points)

Based on the following background information, student provided a child persona description that is very specific, descriptive, and realistic enough for the group member to role play “play therapist” for their practice sessions.

- a. Name of your child persona (please use a pseudonym for your child persona’s name).
- b. Age (age must be between 3-9), sex/gender, sexual orientation, race, ethnicity, any existing disabling conditions or health status, etc.
- c. Family members/situation, family relationship, socioeconomic status, geographic region, religion, etc.
- d. Level of education, academic performance/achievement, peer relationships, special needs, etc.
- e. Emotional, behavioral, social issues if any, diagnosis, medication, etc.
- f. List three thoughts child will convey about his/her situation.
- g. List three feelings child will express.
- h. List behaviors of child.
- i. Describe the thoughts and feelings of two key others (family, friends, teachers) regarding the child’s situation.
- j. Describe cultural factors that may impact on the child’s views and reactions to their situation.

NOTE: **Child Persona** post/paper should be no more than 2 pages (excluding cover & reference pages); Times New Roman 12-point font; and single-spaced.

2. Submission (5 points)

Students submitted **Child Persona** to both on time:

- a. **Discussion Board:** Students must post **Child Persona** on BB discussion board (due 5:00pm, Tuesday 09/15/2020). The post should be made by copying & pasting the text into the discussion post, for other group members’ easy access. Do not attach the file directly on the BB discussion board. Students are encouraged to post and submit before the deadline; thus, other students have enough time to reply to them.

AND

- b. **BB Assignment:** Students must submit **Child Persona** (in Word format) to BB for the instructor to grade (due 5:00pm, Tuesday 09/15/2020). You are encouraged to post and submit before the deadline.

NOTE: Child Persona Discussion Board submission will NOT be credited for **Attendance, Preparation, and Participation** grade. Please see syllabus page 8 if needed.

Point you earned: /25

Appendix C
Tele Play Therapy Discussion (25 points)

1. Tele Play Therapy Discussion Paper (20 points)

- a. **Description of hypothetical situation/incident:** student provided a hypothetical situation/incident that is very specific and directly related to tele play therapy practice. The described situation/incident provided a meaningful opportunity for the student to reflect on, from a legal and ethical perspective.
- b. **Ethical and legal considerations:** student provided a brief paragraph of ethical and legal considerations underlying the dilemma.
- c. **Response:** the student provided a thoughtful discussion on how he/she would prevent and/or address the situation/incident in compliance with legal and ethical codes. The student provided adequate and appropriate citation(s) in APA format.
- d. **Discussion question:** student provided 1-2 questions related to the given situation or incident for classmates to discuss. The question(s) were thoughtful, insightful, and meaningful for others to discuss.
- e. **Reference:** used appropriate professional standards and guidelines. All in-text citations and reference list should be in APA publication format.

NOTE: Tele Play Therapy Discussion post/paper should be no more than 2 pages (excluding cover & reference pages); Times New Roman 12-point font; and **single-spaced**.

Submission (5 points)

Students submitted ***Tele Play Therapy Discussion*** to both on time:

- a. **Discussion Board:** Students must post ***Tele Play Therapy Discussion*** on BB discussion board (due 5:00pm, Tuesday 10/06/2020). The post should be made by copying & pasting the text into the discussion post, for other group members' easy access. Do not attach the file directly on BB discussion board. Students are encouraged to post and submit before the deadline; thus, other students have enough time to reply to them.

AND

- b. **BB Assignment:** Students must submit ***Tele Play Therapy Discussion*** (in Word format) to BB for the instructor to grade (due 5:00pm, Tuesday 10/06/2020). You are encouraged to post and submit before the deadline.

NOTE: Tele Play Therapy Discussion submission will be credited for ***Attendance, Preparation, and Participation*** grade. Please see syllabus page 8 for details.

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

Point you earned: /25

Appendix D
Reflection on Dibs (50 points)

1. Reflection on Dibs (45 points)

- a. Demonstrate clear understanding of the play therapy process (e.g., principle, concepts, techniques, strategies, etc.)
- b. Reflection on your own thoughts and feelings about the play therapy process described in the book
- c. Effectively demonstrates how you have grown in thinking about your own feelings and thoughts on the play therapy process by incorporating with your personal and professional experiences

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

2. Submission (5 points)

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

- a. **Discussion Board:** Students must post **Reflection on Dibs** on BB discussion board (due 5:00pm, Tuesday 10/20/2020). The post should be made by copying & pasting the text into the discussion post, for other group members' easy access. Do not attach the file directly on the BB discussion board. Students are encouraged to post and submit before the deadline; thus, other students have enough time to reply to them.

AND

- b. **BB Assignment:** Students must submit **Reflection on Dibs** (in Word format) to BB for the instructor to grade (due 5:00pm Tuesday 10/20/2020). You are encouraged to post and submit before the deadline.

NOTE: Reflection on Dibs submission will be credited for **Attendance, Preparation, and Participation** grade. Please see syllabus page 8 for details.

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

Point you earned: /50

Tentative Class Schedule**

WK	Dates	Class Topics	Complete reading and/or watching prior to Tuesdays	Assignment Due
1	Aug 25	<ul style="list-style-type: none"> Overview of Syllabus CH 2. Meaning of Play CH 3. History & Development of Play Therapy CH 4. View of children, CH 5. Child-Centered Play Therapy 	<ul style="list-style-type: none"> Syllabus L. CH 1-5 S. CH 8 G. CH 1 	<ul style="list-style-type: none"> Get to know your group members via Discussion board (post your introduction for your group members).
2	Sep 1	<ul style="list-style-type: none"> CH 6. Child-Centered Philosophy Ch 8. Toy selection/playroom 	<ul style="list-style-type: none"> L. CH 6 & 8 G. CH 2 Alexanderstreet's video provided on BB 	
3	Sep 8	<ul style="list-style-type: none"> CH 9-10. Facilitative Responses CH 11. Limit-setting 	<ul style="list-style-type: none"> L. CH 9-11 G. CH 5-7 Alexanderstreet's video provided on BB 	
4	Sep 15	<ul style="list-style-type: none"> Integrating Skills Structure (Opening, timing reminders, closing) 	<ul style="list-style-type: none"> G. CH 8-10 Alexanderstreet's video provided on BB 	<ul style="list-style-type: none"> Post <u>Child Persona</u> by 5pm 09/15/2020
5	Sep 22	<ul style="list-style-type: none"> Integrating Skills CH 2. Themes in play; Stages in play 	<ul style="list-style-type: none"> L. CH 2 G. CH 11 	<ul style="list-style-type: none"> Submit <u>First (Baseline) package</u> any time before 11:59pm 09/27/2020
6	Sep 29	<ul style="list-style-type: none"> No class meeting: <u>Midterm examination</u> 		
7	Oct 6	<ul style="list-style-type: none"> Jungian Play Therapy 	<ul style="list-style-type: none"> S. CH 5 	<ul style="list-style-type: none"> Post <u>Tele Play Therapy Discussion</u> by 11:59pm on 10/06/2020
8	Oct 13	<ul style="list-style-type: none"> Tele-Play Therapy CH 7. Ethical and Legal Issues CH 7. Collaborations with parents & teachers 	<ul style="list-style-type: none"> L. CH 7 S. CH 3 & 15 	
9	Oct 20	<ul style="list-style-type: none"> No class meeting: Please use this week to conduct a PB session with your group members and post reflection on Dibs. 		<ul style="list-style-type: none"> Post <u>Reflection on Dibs</u> by 11:59pm on 10/20/2020
10	Oct 27	<ul style="list-style-type: none"> Adlerian Play Therapy 	<ul style="list-style-type: none"> S. CH 6 Alexanderstreet's video provided on BB 	<ul style="list-style-type: none"> Submit <u>Second PB package</u> any time before 5pm 10/27/2020
11	Nov 3	<ul style="list-style-type: none"> Theraplay 	<ul style="list-style-type: none"> S. CH 15 	
12	Nov 10	<ul style="list-style-type: none"> No class meeting: Please use this week to conduct a PB session with your group members 		
13	Nov 17	<ul style="list-style-type: none"> CBT Termination 	<ul style="list-style-type: none"> L. CH 15 S. CH 17 G. CH 11 	
14	Nov 24	<ul style="list-style-type: none"> No class meeting: Please use this week to conduct a PB session with your group members 		
15	Dec 1	<ul style="list-style-type: none"> Family system 	<ul style="list-style-type: none"> S. CH 9 & 12 	<ul style="list-style-type: none"> Submit <u>Final (your best) PB session package</u> any time before 5pm 12/01/2020
16	Dec 8	<ul style="list-style-type: none"> <u>Final Examination</u> 		

** This tentative schedule is subject to change.

