



Department of Counseling, Special Education, & Educational Psychology
University of Texas at El Paso

EDPC 5368 PLAY THERAPY FALL 2022

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building RM 108
Fall 2022; Tuesday 5:00 PM -7:50 PM

Professor Information

Sang-Min Shin, PhD, LPC, NCC, RPT
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Office: Education Building 706

Office Hours

Tuesday & Thursday 1:00PM – 4:00 PM and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include “EDPC 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 Miners 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

The course format will be hybrid (50-85% online instructional method) and a combination of lectures, discussions, group works, presentations, exams, and experiential learning. 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).

Outcome Measures	Learning Activities	TEXAS Administrative Code	CACREP Standards Entry-Level Specialty	Objectives
GOAL A: Understand the history and philosophy of the counseling profession and its specialty areas (CACREP Standards 2.F.4. a)				
Passing grade on mid-term examination	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of play therapy; and history.	Rule 239.15, Standard I (1)	2.F.1. a	Objective A-1. Define play therapy and the history of play therapy
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)				
Passing grade on mid-term examination	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) about theories and models of counseling	Rule 293.15, Standard I (2)	2.F.5.a & d	Objective B-1. Articulate and apply theoretical knowledge of play therapy

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 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

- Drewes, A. A., & Schaefer, C. E. (Eds.). (2010). *School-based play therapy*. John Wiley & Sons.
- 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.

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. 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)

- 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 formats 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/Final**
 - o Mid-term will be on-line on 09/27/2022 and there is no class meeting.
 - o Mid-term will be open at 5:00pm and close at 8:00pm on 09/27/2022.
 - o Final will be online 12/06/2022 and there is no class meeting.
 - o Final will be open at 5:00pm and close at 8:00pm on 12/06/2022.
 - o You will have three 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 three hours of uninterrupted time to commit to the exam.
 - o You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary.
 - o 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)

The purpose of play buddy sessions is not to “treat” the child, but to experience the play media and play counseling 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 are required to conduct three in-person “play therapy practice sessions” with a particular “play buddy” throughout the semester for a minimum of 2 hours of direct contact (30 minutes per each session). You have to conduct all sessions with the same “play buddy” who is a particular child between the ages of 3 to 9). The child should NOT be your own child or be related to you. The sessions should

be conducted in English. Your “play buddy” cannot be changed during the semester without the instructor’s permission. You can have more than four practice sessions with your “play buddy”; however, you are required to submit three recorded sessions.

- 1) **Baseline session package:** Baseline session submission should be your very first session with your group member. 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) **First session with PB package:** First PB package should be your first session with your “play buddy”.
- 3) **Final (your best) PB Package:** Final PB package should be your best session with your “play buddy”. This could be your third session or fourth; you decided which session to submit for this final PB package.

When you submit each video-recorded session (baseline, first session, and best session 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). Do not use your phone for recording. 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 Progress 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 (no blank section left; use N/A). Please see a sample form on Blackboard before completing.
- c. **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.
- d. **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. Minimum 2 pages, but no more than 5 typewritten, double-spaced pages. It is important to include comments on both the theory and practice related to the use of play approaches and to cite relevant course material. Your reflection papers will be scored based on: (a) clarity, (b) thoroughness, and (c) critical application of course 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 critical incident, and describe the incident that is very important for you (e.g. “a-ha” moments) in detail (help your reader imagine exactly what the incident was).
2. Then, how do you interpret the incident 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 if needed.
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. Please provide a specific plan to improve them.
4. What thoughts and feelings did YOU experienced during the incident or session? (e.g., What did you learn about the 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.

- e. **Items a-c** should be submitted to Dr. Shin, in class and Item **d** 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)- See Appendix C 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 C for the detailed items you need to address in your reflection paper. Remember that a reflection paper is not a summary of the story.**

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 10/04/2022). 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 10/04/2022). 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**.

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).

Play Buddy Session Presentation (50 points)

Students will present a play buddy video clip in class. Each presentation will take 15 minutes and will consist of two parts. First, for the first 5 minutes, students must give a brief summary about the play buddy session that will be presented and must prepare a short video clip (2-3 minutes long) to show in class. The video clip must include a section that demonstrates 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 the class. In summary, you will introduce your play buddy session and show your video clip (2-3 minute long) in the first 5 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 is able to play on the desktop in the classroom.

You will submit a handout (1 sheet, printed on both sides; and in Word file format) that you might provide at 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 achieved any improvements.
5. **Discussion questions.** Prepare 3-5 thoughtful questions to ask classmates and the instructor on your CCPT techniques. Your questions demonstrate your knowledge and understanding of CCPT; as well as determine the class discussion topic. This is a great opportunity for everyone to learn from your experiences and insight.

Your handout should be submitted to Blackboard by **Monday 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: **10/11/2022; 10/25/2022; 11/08/2022; 11/15/2022; and 11/29/2022**. 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. 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. 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 during play buddy sessions. Your preparation includes completing assignment readings, maintaining professionalism and excellence in practice when you conduct play buddy sessions.

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

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. 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 Modules:** 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 graduate-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.

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.

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 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate

accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

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.

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 Karina Hernandez, LPC-Associate (President Elect of FWTAPT) at farwesttapt@gmail.com.

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.

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).

Course Schedule

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

This course's 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.

Appendix A
Play Buddy Session and Evaluation

1. Taped session video file	5 points
<ol style="list-style-type: none"> 1) Taped session lasts 30 minutes. 2) Taped session video was visible and audible. 3) The file was stored securely on a password-protected USB flash drive. 4) The session was recorded, stored, and handled professionally, legally and ethically. 	/5
2. Self-Evaluation of Child-Centered Play Therapy Sessions	15 points
<ol style="list-style-type: none"> 1) All sections were appropriately completed (no blank section left; use N/A). 2) Student was able to identify inaccurate responses he/she had provided. 3) Student was able to identify and provide appropriate examples. 4) Student was able to provide appropriate alternatives. 5) Student was able to articulate what happened theoretically. 6) Overall the form was completed professionally. 	/15
3. Play Counseling Notes Form – Remember this is a clinical note	10 points
<ol style="list-style-type: none"> 1) All sections were appropriately completed (no blank section left; use N/A). 2) Student was able to identify appropriate subjective feelings expressed. 3) Student was able to identify appropriated play themes. 4) Student was able to provide professional and sufficient “<i>Session Narrative</i>” section. 5) Student was able to identify limits set and responses from the child. 6) Student professionally and effectively completed Reminders/other notes section. 7) Overall the form was completed professionally. 	/10
4. Reflection Paper	20 points
<ol style="list-style-type: none"> 1) Focused on the following: <ol 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 critical incident, and describe the incident that is very important for you (e.g. “a-ha” moments) in detail (help your reader imagine exactly what the incident was. b. Then, how do you interpret the incident 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 if needed. 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. Please provide a specific plan to improve them. d. What thoughts and feelings did YOU experienced during the incident or session? (e.g., What did you learn about the 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. 2) Length of presentation (Minimum 2 pages, but no more than 5 typewritten, double-spaced pages) 3) 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
<p>1. Handout should follow the syllabus outline which includes:</p> <ol style="list-style-type: none"> 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 achieved any improvements. 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. <p>Your handout should be submitted to Blackboard by Monday night, 11:59 pm, before your presentation day. You are responsible to make copies of your handout for classmates on your presentation day.</p>	/5
<p>2. Format</p> <ol style="list-style-type: none"> 1) Length of information sheet <ol style="list-style-type: none"> a. 1 page; printed on both sides; and in Word file format). 2) Followed APA format for ease of quick referencing, but used single spacing. 	/5
Presentation	40 points
<p>1. Presenters showed 3-5 minute long play buddy session?</p> <ol style="list-style-type: none"> 1) Was the presenter able to identify techniques that she used during the session? 2) Was the presenter able to demonstrate theoretical understanding of techniques? 	/10
<p>2. Did the presenter facilitate the classroom discussion?</p> <ol style="list-style-type: none"> 1) Provided 3-5 discussion questions? 2) Was the presenter genuinely wanting to learn from this discussion? 3) Was the discussion engaging and interactive? 4) Was the presenter professional when he/she was confronted? 	/20
<p>3. Presentation was well organized?</p> <ol style="list-style-type: none"> 1) First 5 minutes consists of introduction of play buddy and video clip presentation (including identifying techniques utilized) 2) Second 10 minutes used for class discussion. 3) Did the presentation finish in 15 minutes? (We have large class this semester, please be respectful to others' presentation time.) 	/10
Total Point	/50

Appendix C
Reflection on Dibs Evaluation

Reflection Paper	30
<p>1. Reflection</p> <ol style="list-style-type: none"> 1) Demonstrate clear understanding of play therapy process (e.g., principle, concepts, techniques, strategies, etc.) 2) Reflection on your own thoughts and feelings about the play therapy process described in the book 3) 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 4) Demonstrates your growth and development as a future play therapist 5) Do NOT write what you read from the book 	/25
<p>2. Quality of academic writing</p> <ol style="list-style-type: none"> 1) Length of paper: The reflection paper should be 3-5 pages long including a cover page and reference page 2) Followed APA Publication Manual 7th edition format <ol style="list-style-type: none"> a. Cover page (including title, name, and school) b. 1-inch margins, double-space, Time New Roman, font size 12 c. In-text citations, reference list/page 3) Grammatical errors or spelling 4) Reference page 	/5
Contribution to Book Discussion	15
<ol style="list-style-type: none"> 1) Did the student contribute to the discussion by providing valuable thoughts and reflections? 2) Did the student integrate his/her experiences, thoughts, and feelings on what he/she read? 3) Did the student respect others by encouraging them to participate in the discussion? 	/15
2. Submission (5 points)	5
<p>For this assignment, students submit <u>the same Reflection on Dibs twice</u> as follows:</p> <ol style="list-style-type: none"> 1) Discussion Board: Students must post Reflection on Dibs on the BB discussion board (due 5:00pm, Tuesday 10/04/2022). 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. <p><u>AND</u></p> <ol style="list-style-type: none"> 2) BB Assignment: Students must submit Reflection on Dibs (in Word format) to BB for the instructor to grade (due 5:00pm, Tuesday 10/04/2022). You are encouraged to post and submit before the deadline. <p>NOTE: Reflection on Dibs submission will be credited for Attendance, Preparation, and Participation grade. Please see syllabus page 8 for details.</p> <p>Participating in engaging discussion with your peers on the discussion board- Reflection on Dibs Discussion board. <u>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).</u></p>	
Total Points you earned	/50

Tentative Class Schedule**

WK	Dates	Class Topics	Readings	Assignment Due
1	Aug 23	<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, 17 S. CH 8 G. CH 1 	<ul style="list-style-type: none"> Prepare for PB sessions- recording device, encrypted USB, parent's consent form, and related documents. Start read Dibs: In search of self.
2	Aug 30	<ul style="list-style-type: none"> CH 6. The Play Therapist CH 8. Toy selection/playroom 	<ul style="list-style-type: none"> L. CH 6 & 8 G. CH 2 Alexanderstreet's video on BB 	<ul style="list-style-type: none"> Have you found your PB?
3	Sep 06	<ul style="list-style-type: none"> CH 9-10. Facilitative Responses CH 11. Limit-setting 	<ul style="list-style-type: none"> L. CH 9-12 G. CH 5-10 Alexanderstreet's video on BB 	<ul style="list-style-type: none"> Bring your camera device to record your session with classmates.
4	Sep 13	<ul style="list-style-type: none"> Integrating Skills Structure (Opening, timing reminders, closing) CH 13. Ethical and Legal Issues CH 7. Collaborations with parents & teachers 	<ul style="list-style-type: none"> L. CH 7, 13 G. CH 3,4 S. CH 3 Alexanderstreet's video on BB 	<ul style="list-style-type: none"> Bring your camera device to record your session with classmates.
5	Sep 20	<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, 7 	<ul style="list-style-type: none"> Submit Baseline package by 5:00pm on 09/20/2022
6	Sep 27	<ul style="list-style-type: none"> No Class Meeting: Midterm examination (3hr) - online exam 		
7	Oct 04	<ul style="list-style-type: none"> CH 5. Jungian Analytical Play Therapy 	<ul style="list-style-type: none"> S. CH 5 	<ul style="list-style-type: none"> Submit Reflection on Dibs by 5:00pm on 10/04/2022
8	Oct 11	<ul style="list-style-type: none"> Presentation #1 CH 6. Adlerian Play Therapy Preparation for play buddy sessions 	<ul style="list-style-type: none"> S. CH 6 	
9	Oct 18	<ul style="list-style-type: none"> Play buddy session #1 – No class meeting 		
10	Oct 25	<ul style="list-style-type: none"> Presentation #2 CH 15. Theraplay 	<ul style="list-style-type: none"> S. CH 15 	<ul style="list-style-type: none"> Submit PB session #1 package by 5:00pm 10/25/2022
11	Nov 1	<ul style="list-style-type: none"> Play buddy session #2 – No class meeting 		
12	Nov 8	<ul style="list-style-type: none"> Presentation #3 CH 17. CBT Termination 	<ul style="list-style-type: none"> S. CH 17 L. CH 17 G. CH 11 	<p>Please make sure to conduct Play buddy session #3 on your own. Play buddy session #3 won't be conducted during class time.</p>
13	Nov 15	<ul style="list-style-type: none"> Presentation #4 CH 10. Gestalt: <i>The Rosebush Strategy</i> 	<ul style="list-style-type: none"> S. CH 10 	
14	Nov 23	<ul style="list-style-type: none"> Play buddy session #4 –termination sessions. 		
15	Nov 29	<ul style="list-style-type: none"> Presentation #5 CH 12. Family system 	<ul style="list-style-type: none"> S. CH 9 & 12 	<ul style="list-style-type: none"> Submit last PB session package by 5:00pm 11/29/2022
16	Dec 06	<ul style="list-style-type: none"> No Class Meeting: Final examination (3hr) - online exam 		

*This schedule is subject to change

