

COUN 6885 – PLAY THERAPY: THEORY AND PRACTICE

(All class materials will be available on D2L.)



A. Required Texts:

Axline, V. (1964) *Dibs: In search of self*. New York: Houghton Mifflin Co.

Landreth, G. (2001). *Innovations in play therapy: Issues, process, and special populations*. Philadelphia: Brunner-Routledge.

Landreth, G. (2002). *Play therapy: The art of the relationship* (2nd ed.) New York: Brunner-Routledge.

Moustakas, C. (1997). *Relationship play therapy*. Northvale, NJ: Jason Aronson Inc.

OR

Norton, C., & Norton, B. (1997). *Reaching children through play therapy*. Denver: Publishing Coop.

B. Course Objectives:

This purpose of this lecture-experiential course is to teach play therapy theory, techniques, and practice to graduate students who have completed the required course prerequisites. Students will learn the rationale behind the use of play therapy, the various theoretical approaches to play therapy, and the techniques used for effective play therapy. Students will also complete a supervised experiential practicum component. Specifically, the student will:

1. learn a definition of play therapy.
2. learn the rationale for the use of play therapy and its stages.
3. create a portable play therapy bag.
4. understand various theoretical approaches to play therapy.
5. read, study, and report on play therapy research.
6. learn effective skills and techniques for implementing play therapy, such as limit setting, etc.
7. learn about play therapy issues related to the special needs child and issues related to cultural diversity.
8. learn how to conduct an informational initial interview with the caretakers of the client, including pertinent developmental, medical, and familial history.
9. understand ethical and legal considerations surrounding play therapy.
10. demonstrate competence in role play practice with classmates.
11. demonstrate therapeutic competence with a client in play therapy for at least 6 sessions.
12. demonstrate ability to write concise, yet pertinent, counseling notes, & self-critiques.
13. demonstrate ability to constructively critique peers engaging in play therapy during live or videotaped observation.
14. demonstrate ability to write a final counseling summary, indicating ways in which progress of the client and of the graduate student was accomplished.

C. Activities required of students:

1. Maintain current **professional liability insurance**. Bring proof of such to your professor prior to beginning to see parents or clients. **Due: Given date or before.**
2. Adhere to the **ethical standards** of counselors as outlined by the American Counseling Association.
3. Obtain supervision from professor *immediately* if you become aware of any information that would cause you concern for anyone's safety.

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

4. Obtain signed assent from the student and signed consent from the parent prior to any taping. (See consent form.) Bring this with you to supervision.
5. Read **at least four books** (with critiques) on play therapy. Due: Given dates.
6. Create a portable **play therapy bag** and demonstrate it to the class. Due: Given dates.
7. Visit the **Association for Play Therapy** website (<http://www.a4pt.org>). Peruse the site and its links. List and elaborate on at least 5 things that you learned there about play therapy that you didn't know before. Type this up (double spaced, 2 pages). Due: Given date.
8. Library research on play therapy. Present a **play therapy research article** with one-page handouts for all class members (see example attached). Conduct a class discussion on the article from provocative prepared questions. Due: Given date.
9. Complete at least **6 videotaped sessions of play therapy** with the same client, including progress notes and a self-critique of each session (see D2L).
10. Complete a **parent interview** at the beginning (Use **Initial Interview** form on D2L) briefly in the middle, and then at the end of the series of 6 play therapy sessions. Arrange the Initial Interview at a time and place agreeable to both you and the parent. The child should **not** be present at this time. Please audiotape or videotape the interview for review in supervision. (Use Initial Interview form provided.) This is NOT a form to be filled out by the parent, but a semi-structured interview to be completed by you. ***A typed summary of the interview will be turned in at the following class, Given date, plus the Initial Interview form itself.***
11. In addition to his/her own bi-weekly play therapy session, each student will observe bi-weekly 4 entire live peer play therapy sessions and then will complete an accurate written critique of the peer's performance on the designated duplicate **PLAY THERAPY OBSERATION SHEET** (one copy for the peer & one copy for the instructor). If you are seeing the child at some time other than Saturday afternoon ***of class days for make-up***, make arrangements so that at least 1, preferably 2, of your peers can also be in attendance to observe you and operate the video equipment. ***Please observe each of your peers at least 3 times during the semester.***
12. Each student will attend at least **3 individual supervision sessions** with the instructor. Bring the client's file to each session, including **all** up-to-date case notes, signed consent/***assent*** form, Initial Interview form, and all taped sessions, including the ***taped*** parent interview. Bring videotapes to view, if you choose, for help and supervision.
13. **ARRANGE WITH THE INSTRUCTOR TO VIEW AT LEAST THREE OF YOUR LIVE SESSIONS.**
14. Students will attend **all 6 group supervision sessions** and will present their case to the class at least twice (see **Presentation Guidelines**). Although you may not be asked to, be prepared to present at ***EACH*** class meeting. Do NOT present if you are not fully prepared, with **ALL** requested information. Students will actively discuss cases presented by their peers.
15. At the completion of 6 sessions of play therapy, the student will write a 2-3 page typed double-spaced **Termination Summary** including progress made by the client, parental reactions, progress you have made in becoming a competent play therapist, and what you have learned about yourself in this class. Due on or before **Given date at time.**

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D. Evaluation procedures:

1.	Complete four text book critiques. (25 points each)	=	100
2.	Complete APT website exploration paper.	=	50
3.	Present adequately & appropriately stocked toy bag in class.	=	25
4.	Present a play therapy research article, with handouts & in class discussion.	=	75
5.	Complete a multiple choice/short-answer exam.	=	75
6.	Complete fair, objective, knowledgeable critiques of peers. (10 points each)	=	210
7.	Initial Parent Interview summary	=	75
8.	Level of competence reached by the final play therapy session (6 sessions).	=	100
9.	Final termination summary of counseling experience and progress shown.	=	<u>75</u>
			785 points total

NOTE: It is expected that all assignments will be turned in ON TIME. Five (5) percent of the points for an assignment may be deducted for excessively late assignments.

A = 93%; A- = 90%; B+ = 87%; B = 83%; B- = 80%; C+ = 77%; etc.

E. References and textbooks:

Axline, V. (1947). *Dibs: In search of self*. New York: Ballentine Books.

Axline, V. (1981). *Play therapy*. New York: Ballantine Books.

Drewes, A., Carey, L., & Schaefer, C. (2001). *School-based play therapy*. New York: John Wiley & Sons, Inc.

Kottman, T. (2001). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association.

Kottman, T. (1995). *Partners in play: An Adlerian approach to play therapy*. Alexandria, VA: American Counseling Association.

Landreth, G. (Ed.). (2001). *Innovations in play therapy: Issues, process, and special populations*. Philadelphia: Brunner-Routledge.

Landreth, G. (1991). *Play therapy: The art of the relationship*. Bristol, PA: Accelerated Development.

Moustakas, C. (1997). *Relationship play therapy*. Northvale, NJ: Jason Aronson Inc.

Norton, C., & Norton, B. (1997). *Reaching children through play therapy: An experiential approach*. Denver: The Publishing Cooperative.

O'Connor, K., & Ammen, S. (1997). *Play therapy treatment planning and interventions: The ecosystemic model and workbook*. San Diego: Academic Press.

F. Program and University Notes:

LAST DAY TO DROP WITHOUT A GRADE – ; LAST DAY TO DROP WITH A "W" – .

PROGRAM DISPOSITIONS STATEMENT:

Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical thinkers) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you have a documented disabilities described by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact John Harris, Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

G. TENTATIVE SCHEDULE:

Sessions

Activities

Assignments Due

1 -Class & syllabus overview. Discuss readings and play therapy in general, including history/theories. Watch play therapy demonstration video tapes. Set up the play therapy lab. Practice with each other!!

Turn in written critiques of any play therapy books you have completed:

Axline, V. (1947). *Dibs: In search of self*. New York: Ballentine ; Landreth, G. (2002). *Play therapy: The art of the relationship* (2nd ed.) New York: Brunner-Routledge;

2 -Play therapy training continues. Discussion of APT website observations. How to explain play therapy to parents. The initial interview with parents. What you need to cover re: consent forms, taping, and confidentiality. Play therapy techniques & ethics. Play! Receive child assignments.

Bring your toy bag. APT paper due.

Turn in written critique of next play therapy book, if completed: Norton, C., & Norton, B. (1997). *Reaching children through play therapy*. Denver: Publishing Coop. **OR** Moustakas, C. (1997). *Relationship play therapy*. Northvale, NJ: Jason Aronson Inc.

Begin interviewing parents this week (without the child present) at a time and location arranged by you and the parent. You have 2 weeks to get this done, but please DON'T wait until the second week.

3 – Begin seeing clients this week (#1). You must watch and critique at least 4 live sessions of your peers during each 2-week period in addition to doing a session of play therapy with your own client.

Presentation and discussion of play therapy research articles & handouts.

Initial Parent Interview & summary due. Read: Landreth, G. (2001). *Innovations in play therapy: Issues, process, and special populations*. Philadelphia: Brunner Routledge.
Turn in critique.

Given date - Individual supervision #1 begins this week. Schedule a time to meet with the instructor every two weeks or so, preferably alternating with class weeks. **NOT** on Saturday.

4 - Group supervision in class. Plan to present your case. Continue attending individual supervision.

EXAM in class over texts, lecture, & discussion.
See clients #2.

5 - Group supervision in class. Plan to present your case. Continue attending individual supervision.

See clients #3.

~~MTSU SPRING BREAK~~

6 - Group supervision in class. Plan to present your case. Continue attending individual supervision .

Brief summary of midterm parent conference due, typed.
See clients #4.

~~ CITY & RUTHERFORD CO. SCHOOLS SPRING BREAK~~

7 - Group supervision in class. Plan to present your case. Continue attending individual supervision.

See clients #5.

8 - Group supervision in class. Plan to present your case. Continue attending individual supervision.

See clients #6. **Termination summary** of play therapy experience due

9 - **MAKE-UP day for any make-up sessions that have not been completed.**

10 - **TN Association for Play Therapy (TNAPT) Annual Conference; see the instructor for registration forms.**