SYLLABUS
COUN 6885 - PLAY THERAPY:
THEORY AND PRACTICE

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<tr>
<th>Season</th>
<th>Instructor</th>
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<tr>
<td>Class time</td>
<td>Office:</td>
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<td>Class in:</td>
<td>Phone:</td>
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<td>Email:</td>
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<td>Cell:</td>
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<td>FAX:</td>
<td>(preferred) by appointment</td>
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REQUIRED TEXTS:

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 about the rationale behind the use of play therapy, various theoretical approaches to play therapy, and the techniques used for effective child-centered play therapy. Students will also complete a supervised experiential practicum component. The objectives of this class mirror the objectives of the Professional Counseling Program.

1. Graduates will have acquired knowledge and skills to work with individuals in the context of human growth and development principles.
2. Graduates will have an appreciation of the unique contributions and concerns of diverse populations and will have the ability to work with all individuals to enhance and encourage their full participation in a pluralistic society.
3. Graduates will have developed a professional counselor identity based on strengths, wellness, empowerment, prevention and early intervention.
4. Graduates will evidence commitment to the practitioner-scholar role and to ongoing professional development.
5. Graduates will have the knowledge and skills needed to plan, implement, and evaluate counseling programs that are designed to facilitate the academic, career, and personal/social development of all individuals as lifelong learners in a pluralistic society.

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 DATE or before.
2. Adhere to the ethical standards of counselors as outlined by the American Counseling Association.

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3. Obtain supervision from professor immediately if you become aware of any information that would cause you concern for anyone’s safety.

4. Obtain signed assent from the child and signed consent from the parent prior to any taping. (See consent form.) Bring this with you to class.

5. Read at least three books on play therapy (with 2-page critiques in APA style). Due DATE, or whenever you complete them. (“Critique” = Synopsis of the most interesting, eye-catching parts of the book + your opinion of those parts, & why.) Penalties for late critiques will be imposed starting March 8.

6. Create a portable play therapy bag and demonstrate it to the class. Due DATE.

7. Visit the Association for Play Therapy website (http://www.a4pt.org). Peruse the site and its many 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, APA style). Due DATE in class.

8. Library research on play therapy. Present an empirical play therapy research article with one-page handouts for all class members (see example on D2L). Conduct a class discussion on the article from provocative prepared questions. Due DATE.

9. One EXAM on DATE, matching and short answer, over lecture & texts. Study guide-D2L.

10. Complete at least 6-7 videotaped sessions of play therapy with the same client, including progress notes and a self-critique of each session (see D2L). Bring these to each supervision. Your progress note and self-critique are due after EACH session at the following class.

11. Complete a parent interview at the beginning (Use Initial Interview form on D2L), briefly in the middle (no formal write-up), and then at the end of the series of 6-7 play therapy sessions (Termination Summary). Arrange the Initial Interview at a time and place agreeable to both you and the parent between DATES. The child should not be present at this time. Please audiotape or videotape the interview for review in supervision, if needed. (Use Initial Interview form provided on D2L.) This is NOT a form to be filled out by the parent, but a semi-structured interview to be completed by you. A complete typed summary of the entire interview will be turned in at the following class, preferably by DATE, plus the Initial Interview form itself attached to your summary. (See rubric attached.)

12. In addition to his/her Saturday play therapy sessions, each student will observe 4 entire live peer play therapy sessions each day of class and then will complete an accurate written critique of the peer’s performance on the designated duplicate PLAY THERAPY OBSERVATION SHEET (one copy for the peer & one copy for the instructor). Please observe each of your peers at least 3 times during the semester.

13. Each student will attend at least 2 individual supervision sessions with the instructor. Bring the client’s up-to-date case notes, signed consent/assent form, all critique forms, & Initial Interview form, including the taped parent interview. Have some ideas written down of questions you want to ask and any problems & sources of pride.

14. Students will attend all 5 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 6-7 sessions of play therapy, the student will write a 2-3 page typed double-spaced Termination Summary including a) progress made by the client, b) parental reactions to the play therapy experience, c) progress you have made in becoming a competent play therapist, and d) what you have learned about yourself in this class. Due on or before DATE AND TIME (submit through D2L or hand deliver it).

**EVALUATION PROCEDURES:**

1. Complete three text book critiques. (30 points each) = 90
2. Complete APT website exploration paper. = 50
3. Present adequately & appropriately stocked toy bag in class. = 50
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 = 100
8. Level of competence reached by the final play therapy session (6 sessions). = 100
9. Final termination summary of counseling experience and progress shown. = 100

850 points total

**NOTE:** It is expected that all assignments will be completed in a timely manner. Five (5) percent of the points for an assignment may be deducted for excessively late assignments (e.g., book critiques turned in after DATE; other assignments more than one class late).

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

**REFERENCES AND TEXTBOOKS:**

PROGRAM AND UNIVERSITY NOTES:

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.

EMAIL TO AND FROM YOUR INSTRUCTOR:
All email will be sent to your MTMAIL account. It is your responsibility to check this email frequently and to use the MTMAIL account and your MTSU email address when communicating with your instructor. The instructor rarely checks D2L email unless you alert the instructor you've emailed something to D2L.

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### TENTATIVE SCHEDULE:

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<tr>
<th>Date</th>
<th>Activities</th>
<th>Assignments Due</th>
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<tr>
<td>DATE</td>
<td>- Class &amp; 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!</td>
<td>Turn in written critiques of any play therapy books you have completed: Axline, V. (1947). Dibs: In search of self. New York: Ballentine; Toy bag S &amp; T.</td>
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<td>DATE</td>
<td>- Begin seeing clients this week (#1). You must watch and critique at least 4 live sessions of your peers during each day in addition to doing a session of play therapy with your own client.</td>
<td>Presentation and discussion of play therapy research articles w/ handouts. Initial Parent Interview completed &amp; summary due. See clients #1.</td>
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<td><strong>DATE - Individual supervision #1 begins this week.</strong> Schedule a time to meet with The instructor during the week, NOT on Saturday.</td>
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<td>DATE</td>
<td>Group supervision in class. Plan to present your case. Continue attending individual supervision.</td>
<td>See clients #3. Critique/notes #2 due.</td>
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<td>DATE</td>
<td><strong>SPRING BREAK – MTSU</strong></td>
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<td>DATE</td>
<td>Group supervision in class. Plan to present your case. Continue attending individual supervision.</td>
<td><strong>Summary discussion</strong> of midterm parent conference.</td>
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<td>See clients #4. Critique #3 due.</td>
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<td>DATE</td>
<td>Group supervision in class. Plan to present your case. Continue attending individual supervision.</td>
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<td>DATE</td>
<td><strong>SPRING BREAK - RCS &amp; M’boro Schools</strong></td>
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<td>DATE</td>
<td>Group supervision in class. Possible make-up day.</td>
<td>See clients #6. Critique/notes #5 due.</td>
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<tr>
<td>DATE</td>
<td>Group supervision in class. Plan to present your case. Continue attending individual supervision.</td>
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<td>DATE</td>
<td>Group supervision in class. Possible make-up day.</td>
<td>See clients #7. Critique/notes #6. <strong>Termination summary</strong> of play therapy experience (see syllabus) due by <strong>Date, time or before</strong>.</td>
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<td>DATE</td>
<td>Possible MAKE-UP day for any make-up sessions that have not been completed. Clean up &amp; pack away toys.</td>
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<td>DATE</td>
<td><strong>– TNAPT Annual Conference; The instructor has registration forms.</strong></td>
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<td>Standard</td>
<td><strong>CACREP Curricular Objectives (COUN 6885)</strong></td>
<td><strong>Assignment that Addresses this Objective</strong></td>
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<td>Professional Orientation &amp; Ethical Practice II-G-5d.</td>
<td>Knows counseling theories that provide the student with models to conceptualize client presentation and that help the student selects appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;</td>
<td>Completes six sessions of child-centered play therapy with a child client.</td>
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<td>II-G-1f.</td>
<td>professional organizations, including membership benefits, activities, services to members, and current issues;</td>
<td>Discuss APT &amp; process of registration as a Registered Play Therapist (RPT); Oral report &amp; written paper on APT website</td>
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<td>II-G-1g.</td>
<td>professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;</td>
<td>Discuss APT &amp; process of registration as a Registered Play Therapist (RPT);</td>
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<td>II-G-1j.</td>
<td>ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</td>
<td>Discussion in group supervision</td>
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<td>II-G-8e.</td>
<td>the use of research to inform evidence-based practice;</td>
<td>In-class presentation of evidence-based research</td>
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<td>School Counseling F.4. Diversity &amp; Advocacy Skills &amp; Practices</td>
<td>Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</td>
<td>Developmental Interview with parents of child clients; mid-term and final interviews with parents.</td>
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<td>School Counseling M.5. Collaboration &amp; Consultation - Knowledge</td>
<td>Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.</td>
<td>Discussion of techniques during group supervision.</td>
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**PLAY THERAPY SESSIONS RUBRIC**

*Knowledge, skills, and attitudes observed:* rapport-building, competent counseling skills, accurate use of theories, applicability of counseling plan to client(s), age/developmental & cultural appropriateness, identification of relevant issues, ethical behavior, self-confidence, positive attitude, & professionalism.

In addition, the student demonstrates competent play therapy skills such as reflection of feeling and compound reflections, returning responsibility to the child, reflection of competency, open-ended statements, reflection of self-ideation, encouragement, tracking, paraphrase, and therapeutic limit-setting.

5 = Excellent quality (virtually no errors observed, target performance)

4 = Good quality (few errors observed; also target)

3 = Average quality (some errors observed, but acceptable performance)

2 = Below average (many errors observed)

1 = Poor quality (excessive errors, unacceptable performance)

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<th>4 or 5</th>
<th>SCORE</th>
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<td>Student commits many errors and the performance is below average or of poor quality; Unacceptable performance.</td>
<td>Some student errors observed in the skills listed above, but generally competent performance; Acceptable performance.</td>
<td>Student demonstrates all of the skills listed above to an excellent or good degree; virtually no errors observed; Target performance.</td>
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**PARENTAL INTERVIEW WRITTEN REPORT RUBRIC**

1 or 2

- Poorly written
- Numerous writing errors
- Difficult to follow & understand
- Lacks structure
- Very unclear and non-specific
- Poorly organized
- Lacks many key and/or required elements
- Unacceptable quality.

3

- Reasonably professional high quality
- Includes most key and/or required elements
- Largely comprehensive & coherent
- Somewhat organized
- Lacks some clarity and/or specificity;
- Acceptable quality.

4 or 5

- Well written & organized
- Excellent integration, synthesis and/or analysis of ideas
- Logically organized
- Comprehensive & coherent
- Includes key and/or required elements
- Very clear and specific
- Target quality.

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<td><em>Very late papers may require a reduction in points.</em></td>
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