

University of North Texas at Dallas
Spring 2015
SYLLABUS

COUN 5640: Group Play/Activity Therapy 3 Hrs	
Department of	Counseling & Human Services
Division of	Education
Instructor Name:	Jennifer Baggerly, PhD, LPC, RPT-S
Office Location:	Building 2, Room 332
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Office Hours:	Mondays, Wednesday, and Thursdays 1:00 pm - 3:30pm and by appointment
Virtual Office Hours:	By appointment
Classroom Location:	Building 1, Counseling Clinic and Community Service Learning Site
Class Meeting Days & Times:	Thursdays 5:00 to 6:50 pm; Online assignment 1 hour
Course Catalog Description:	This course is designed to assist those who work with children in understanding a philosophy and rationale for group work with children and preadolescents. The course will focus on the goals of group play/activity therapy, the role of the play therapist, screening and selection of group members, the developmentally responsive use of play and other expressive/creative arts and activities with children and pre-adolescents, planning and structuring of sessions with emphasis on principles as well as application of methods and skills. Adaptation of the use of play/activity therapy with adolescents and families will also be explored.
Prerequisites:	COUN5700, COUN5740, & COUN5660
Co-requisites:	None
Required Text:	Sweeney, D., Baggerly, J., & Ray, D. (2014). <i>Group play therapy: A dynamic approach</i> . New York: Routledge.
Recommended Text and References:	Gallo-Lopez, L., & Schaefer, C. E. (2005). <i>Play therapy with adolescents</i> . Lanham, MD, US: Jason Aronson. Jaycox, L. (2004). <i>CBITS: Cognitive Behavioral Intervention for Trauma in Schools</i> . Frederick, CO: Sopris West. Oaklander, V. (1988). <i>Windows to our children</i> . Highland, NY: Gestalt Journal Press.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhq.follett.com
Course Goals or Overview:	
	The goal of this course is to facilitate knowledge and skills in group play therapy and activity therapy with children. Specifically, students will learn the role of the play therapist, screening and selection of group members, the developmentally responsive use of play and other expressive/creative arts and activities with children and pre-adolescents, planning and structuring of sessions with emphasis on principles as well as application of methods and skills.
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Explain the rationale for group play/activity therapy as a means of facilitating change in children.

	(CACREP II.K.6.a.)
2	Discuss the basic assumptions of the use of group play/activity therapy with children.
3	Explain the therapeutic goals of group play/activity therapy.
4	Identify eight rationales for utilizing group play/activity therapy with children. (CACREP II.K.6.a.)
5	Identify selection criteria for group play/activity therapy. (CACREP II.K.6.d.)
6	Discuss factors influencing the composition of group members in group play/activity therapy. (CACREP II.K.6.d.,g.)
7	Identify presenting issues in children that are not suitable for a group play/activity therapy format. (CACREP II.K.6.d.,g.)
8	Discuss the use of group play/activity therapy with diverse populations. (CACREP II.K.2.c.)
9	Explain multicultural considerations applicable to group play/activity therapy. (CACREP II.K.2.d.,e.)
10	Discuss special considerations in facilities and play media when conducting group play/activity therapy.
11	Discuss the unique role of the counselor when conducting group play/activity therapy. (CACREP II.K.6.b.,d.)
12	Describe strategies for meeting the unique challenge of involving parents when conducting group play/activity therapy.
13	Demonstrate skills in structuring the group play/activity therapy session, including opening and closing the session. (CACREP II.H.5.B.)
14	Demonstrate the ability to respond therapeutically to each child's needs, as well as group and/or relationship needs. (CACREP II.K.6.d.)
15	Demonstrate the ability to set therapeutic limits to ensure the safety of all group members. (CACREP II.K.6.d.,g.)
16	Demonstrate the ability to facilitate problem-solving and conflict resolution among group members. (CACREP II.K.6.d.)
17	Identify confidentiality issues specific to group work with children. (CACREP II.K.6.g.)
18	Demonstrate the ability to utilize feedback from supervisor.
19	Demonstrate an understanding and assimilation of relevant literature and research in group play/activity therapy. (CACREP II.K.8.e; II.D.2.5.)

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Blackboard course site.

Date	Topic	Related SLO	Readings/ Activities/Assignments
Class 1 Jan. 22	Introductions Overview of Group Play Therapy Review of Syllabus and Practicum Requirements	2, 8	Baggerly & Parker (2005) Online assignment 1
Class 2 Jan. 29	Rationale, Goals, and Process of Group Play Therapy	1, 3, 4, 10,	Sweeney Chapter 1 Online assignment 2
Class 3 Feb. 5	Role of Play Therapist, Selection of Group Members, and Leadership Skills	5, 6, 7, 11	Sweeney Chapter 5 Online assignment 3
Class 4 Feb. 12	Intake, Assessments, and Confidentiality of Groups Parent Consultation Prepare for Group Play Therapy Sessions	12, 17	Sweeney Chapter 4 Ware & Taylor, 2014 Online assignment 4
Class 5 Feb. 19	Conduct and Review Play Therapy Sessions Group Dynamics in Play Therapy	13, 14, 15	Garza, Kinsworthy, & Morrison (2014) Online assignment 5
Class 6 Feb. 26	Conduct and Review Play Therapy Sessions	15, 16	Sweeney Chapter 6, 13

	Group Stages in Play Therapy		Online assignment 6
Class 7 March 5	Conduct and Review Play Therapy Sessions Ethical and Professional Considerations	18	Sweeney Chapter 4 Session Summary & Better Responses 1 Due Online assignment 7
Class 8 March 12	Conduct and Review Play Therapy Sessions Theoretical Approaches and Strategies	13, 14, 15, 16	Sweeney Chapter 2 Online assignment 8
March 19	Spring Break		
Class 9 March 26	Conduct and Review Play Therapy Sessions Multicultural Considerations in Group Play Therapy	8, 9	Sweeney Chapter 3 Session Summary & Better Responses 2 Due Online assignment 9
Class 10 April 2	Conduct and Review Play Therapy Sessions Types of Groups and Special Issues	13, 14, 15, 16	Sweeney Chapters 7, 8 Online assignment 10
Class 11 April 9	Conduct and Review Play Therapy Sessions Termination of a Group	13, 14, 15, 16	Sweeney Chapters 9, 10 Session Summary & Better Responses 3 Due Online assignment 11
Class 12 April 16	Conduct and Review Play Therapy Sessions Group Presentations of Activity Therapy	8, 19	Sweeney Chapter 11 Group Presentation Due Online assignment 12
Class 13 April 23	Conduct and Review Play Therapy Sessions Group Presentations of Activity Therapy	8, 19	Sweeney Chapter 12 Group Presentation Due Online assignment 13
Class 14 April 30	Conduct and Review Play Therapy Sessions Activity Therapy Micro-practicum	13, 14, 15, 16	Sweeney Chapter 14 Service Learning Paper Due Online assignment 14
Class 15 May 7	Conduct and Review Play Therapy Sessions Research in Group PT Review for Final Exam	19	Sweeney Chapter 15 Online assignment 15
May 14	Final Exam - Online		Final Report Due

A

Course Evaluation Methods

This course will utilize the following methods to determine student grades and proficiency of the learning outcomes for the course.

1. Class Attendance and Participation Requirements:

- A. All students are expected to attend class on time. A large part of what we do in class is experiential so class attendance is considered to be crucial. More than one absence for a non-emergency reason (family member death, hospitalization, severe illness, etc.) may result in 50 points being deducted from your final grade. Any late assignment will result in a deduction of 10 points per class for that assignment.
- B. All students are expected to come prepared to class by having read assignments, be ready to engage in class discussions, and refrain from unnecessary distractions (eating snacks and taking

emergency phone calls are okay).

- C. This class is a hybrid face-to-face for two hours and online for one hour. Online assignments will need to be completed within five days. Please go to the discussion board to see your assignment.

2. Group Play Therapy Session Summaries and Final Report

All students are required to carry one group play therapy case (for a minimum of 8 sessions) at the designated service learning site during class time. Two children in the group are sufficient, especially for very young children. Children should be no more than 1 year apart in age. **All sessions must be videotaped.** You must complete session summaries on all sessions. The case file should be organized as follows:

- i. Client Background Form
- ii. Parent Permission Form
- iii. Play Therapy Session Summaries for Each Child for Each Session
- iv. Pre-Child Behavior Checklist Teacher and Parent form, Child Depression Inventory, and Revised Children's Manifest Anxiety Scale
- v. Post Child Behavior Checklist Teacher and Parent form, Child Depression Inventory, and Revised Children's Manifest Anxiety Scale
- vi. Final Report following the outline attached

3. Better Response Reviews:

For each group play therapy session and the activity therapy micropracticum, students will write a better response review using the attached form.

Video clips, session summaries and better response reviews will be submitted two times during the semester for formative evaluation. Your group play therapy skills will be evaluated based on the Group Play Therapy Skill Checklist.

4. Activity Therapy Program:

Students will either (a) complete the online CBITS: Cognitive Behavioral Intervention for Trauma in Schools training or (b) work in self-selected peer groups of 2 to 4 to design a cohesive activity therapy program for a specific population or subgroup of preadolescents/adolescents. If groups choose to design their own program, they must do the following:

1. Identify a specific group of preadolescents/adolescents with a specific problem (Examples: Children with imprisoned parent; children of divorce; children with learning disabilities; children in foster care; children who failed STAR test).
2. Write a 2 page literature review on the needs of this population and rationale for the program
3. Develop a curriculum for the group that includes 8 activities in a lesson plan format provided

Students will work on the activity therapy program during the hybrid part of the class. On a specified date, each group will provide classmates with an experience of one of their lesson plan activities that they created or from the CBITS curriculum. In addition, during the Activity Therapy Micropracticum, you will demonstrate your activities with volunteer pre-adolescent "clients".

5. Service Learning Paper:

Submit a two page self-reflection paper describing (a) How you benefited the children, families, school, and communities you served, (b) what you learned about the population (children, families, school, and communities) you served, and (c) what you learned about yourself.

6. Final Exam

A final exam will be administered online via Blackboard. The exam will be multiple choice questions and some short answers covering textbook readings and class discussions.

Grading Matrix:

Instrument	SLO	Value
Online assignments (15 x 5 points each)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 19	75 points
Session Summaries & Final Report:	13, 14, 15, 16,	325 points

Activity Therapy Program	8	200 points
Video Tapes & Better-Responses 2x75	13, 14, 15, 16, 18	150 points
Service-Learning Paper	8	50 points
Final Exam	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 19	200 points
TOTAL		1000 points

Grade Determination:

- A = 1,000 – 900 pts; i.e. 90% or better
- B = 899 – 800 pts; i.e. 80 – 89 %
- C = 799 – 700 pts; i.e. 70 – 79 %
- D = 699 – 600 pts; i.e. 60 – 69 %
- F = 599 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

All assignments should be submitted with a cover page stating your name, course title, assignment title, and date. References and format should follow APA 6th edition. Late assignments will have points deducted.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual

orientations, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *Please check the course Blackboard site each week prior to class for documents and instructions.*
- *Professional behavior of business casual dress is expected. Cell phones should be silenced. Texting during class meeting time is considered unprofessional.*

GROUP PLAY THERAPY SKILL CHECKLIST

Therapist _____ Child/Age _____ Supervisor _____ Date _____

Therapist Responses	Well Developed	Appropriate	Needs to Improve	N/A	Examples and/or Suggestions
1. Tracking Behavior					
2. Reflecting Content					
3. Reflecting Feelings					
4. Facilitated Decision-Making/Responsibility					
5. Facilitated Creativity/Spontaneity					
6. Esteem Building/Encouraging					
7. Enlarged the Meaning/ Facilitated Understanding					
8. Succinct/Interactive					
9. Rate of Responses					
NON-VERBALS					
10. Lean Forward/Open					
11. Relaxed/Comfortable					
12. Appeared Interested					
13. Tone/Expression Congruent with Child's Affect					
14. Tone/Expression Congruent with Therapist's Responses					

Limit Setting:

Group Skills (Balancing, Joining, Conflict Management, etc...)

Identified Themes:

Therapist's Strengths:

Areas for Growth:

PLAY THERAPY SESSION SUMMARY

Child/Age: _____ Counselor: _____ Date _____ Session# _____

Subjective: (Feelings expressed)

Objective:

Toys/Play Sequences

Play Themes (Note Specific Theme and Duration in Estimated Minutes)

Verbal Themes

Limits Set

Assessment: (Your general impressions/clinical understanding/conceptualization based on theoretical orientation. Progress toward goals.)

Plans/Recommendations

Counselor Name: _____

Session Date: _____

Strengths You Exhibited (minimum of 2) and Why They Were Effective:

Better Responses (minimum of 2):

Interaction # 1

- a. Child - What the child said or did
- b. PT Response - What you said or did
- c. Better Response - What you would have like to have said or done
- d. Reason for Change - Why this would have been a better response

Interaction # 2

- a. Child - What the child said or did
- b. PT Response - What you said or did
- c. Better Response - What you would have like to have said or done
- d. Reason for Change - Why this would have been a better response

Areas for Growth (minimum of 2) and How this Area Interfered with the Counseling Process:

Counselor Goals and Strategies: (List at least 2 goals that you will set for yourself to improve your approach and describe strategies for you to obtain these goals.)

FINAL COUNSELING REPORT

Client's First Name: _____ Play Therapist: _____
Date of Report: _____ Dates Seen: _____

A. Introductory Information:

1. Origin of material and reliability
2. Identifying data: age, gender, ethnicity, SES, etc.
3. Date first seen/evaluated and state reason for seeking help, i.e., presenting problem and past history of present concern.

B. Background Information:

1. Developmental History
Family constellation and attitudes
School and peer adjustment
Medical concerns
2. History of Trauma or Disruptive Events (Such as abuse or parental divorce)
3. Relevant Testing Results
 - a. Pretest Results
 - b. Posttest Results

C. Mental Status and Diagnosis (may not be formal DSM-IV diagnosis)

D. Play Therapy Process and Progress:

1. Theoretical approach utilized and number of sessions provided
2. Feelings: Progress from initial feelings, middle, and ending feelings
3. Play Themes: Progress and frequency of themes (use chart to track)
4. Verbal Themes: Progress
5. Peer Interaction and Group Dynamics: Progress
6. Resolutions of Problems if any
7. Overall progress based on posttest results

E. Assessment of Client:

1. Clinical understanding of child using theoretical constructs
2. Strengths and resources of child
3. Areas of concern and growth

F. Recommendations and Plans: