

UNT DALLAS
Fall 2015
SYLLABUS

COUN 5700D: Introduction to Play Therapy		3 Hrs
Department of	Counseling	Division of Education and Human Services
Instructor Name:	Jennifer Baggerly, PhD, LPC, RPT-S	
Office Location:	UNT Dallas Campus, Building 2, #332	
Office Phone:	972.338.1375	
Email Address:	jennifer.baggerly@unt.edu	
Office Hours:	Tuesdays and Thursdays 1:30 - 4:30 pm	
Virtual Office Hours:	PRN	
Classroom Location:	UNT Dallas, Building 2, #308 first 7 weeks, then Kahn Elementary (see syllabus)	
Class Meeting Days & Times:	Thursdays 5:00pm-6:45 pm the rest of the time is online.	
Course Catalog Description:	Enhancing the counseling relationship with children by utilizing play media to facilitate expression, self-understanding, and personal growth and development. Observation of and supervised experience in play therapy with children are an integral part of the course.	
Prerequisites:	DFST 5123, COUN 5680 and 5710, or consent of instructor	
Co-requisites:	N/A	
Required Texts:	Axline, V. (1964). <i>Dibs, in search of self</i> . New York: Ballantine. Landreth, G. (2012). <i>Play therapy: The art of the relationship (3rd ed)</i> . New York, NY: Routledge.	
Required Material:	Mobile Play Therapy Kit and Professional Liability Insurance	
Recommended Texts and References:	Giordano, M., Landreth, G. & Jones, L. (2005). <i>A practical handbook for building the play therapy relationship</i> . Lanham, MD: Jason Aronson.	
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@fheg.follett.com	
Course Goals or Overview:	As a step in the process of developing one's own approach to working with children in a play therapy relationship, each student will develop an integrated understanding of children's developmental communication and will acquire the necessary play therapy skills to facilitate children's expression, self-understanding, personal growth, and development.	

Learning Objectives. By the end of the course, students will be able to:	Standards: CACREP and APT	Assessment Measure
1. Compare and contrast essential people, theorists and organizations that shaped the history of the profession of play therapy.	CACREP III.G.1.a APT 1	<ul style="list-style-type: none"> • Discussion Board • Final Exam
2. Differentiate between the developmental stages of children and children's play.	CACREP III.G.3.a APT 2	<ul style="list-style-type: none"> • Discussion Board • Final Exam
3. Compare and contrast the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.).	CACREP III.G.3.d APT 3	<ul style="list-style-type: none"> • Play therapy comparison Paper
4. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment.	CACREP III.G.3.h III.G.5.c APT 4	<ul style="list-style-type: none"> • Discussion Board • Final exam
5. Conceptualize a client's presenting clinical problem(s) developmentally and theoretically.	CACREP III.G.3.d III.G.5.d APT 5	<ul style="list-style-type: none"> • Play therapy session notes
6. Demonstrate an understanding of the role of the play therapist and play therapy in the context of the client's broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community).	CACREP III.G.5.b APT 6	<ul style="list-style-type: none"> • Discussion Board • Final Exam
7. Identify and differentiate the stages within the play therapy process from intake to termination.	CACREP III.G.5.b APT 7	<ul style="list-style-type: none"> • Discussion Board • Final exam
8. Examine and discuss key elements in a play therapy relationship.	CACREP III.G.5.b APT 8	<ul style="list-style-type: none"> • Discussion Board • Final Exam
9. Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.	CACREP III.G.5.c APT 9	<ul style="list-style-type: none"> • Play Skills Session Demo Video and Summary
10. Evaluate personal and professional relational style and the impact of relational style on the unfolding relationship with the client. This will include issues of transference and counter-transference	CACREP III.G.5.c APT 10	<ul style="list-style-type: none"> • Play Skills Session Demo Video and Summary
11. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch. (vist A4PT.org for recent <i>Paper on Touch and Play Therapy Best Practices</i> .)	CACREP III.G.1.j APT 11	<ul style="list-style-type: none"> • Discussion Board • Final Exam
12. Identify and recognize the evolving body of qualitative and quantitative play therapy research.	CACREP III.G.8.a APT 12	<ul style="list-style-type: none"> • Discussion Board • Final Exam
13. Analyze issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.	CACREP III.G.2.a, d APT 13	<ul style="list-style-type: none"> • Discussion Board • Final Exam
14. Identify the minimal training/supervision guidelines and play therapy best practices promulgated by the Association for Play Therapy.	CACREP III.G.1.g APT 14	<ul style="list-style-type: none"> • Discussion Board • Final Exam

Course Outline

This schedule is subject to change by the instructor.

Elementary School Site Contact: Ms. Williams @214.675.9703 or kywilliams@dallasisd.org

610 N Franklin St.
Dallas, TX
75211 (972)
502-1400

On days at Kahn Elementary, class will dismiss early at 6:30pm so students may travel back to UNT Dallas if they have a 7pm class

Date Location	TOPICS	SLO	Readings/ Activities/Assignments
Class 1 Aug. 27 UNTD	Definition of Play Therapy Rationale For Play Therapy Development of Children and children's play	2	Landreth Chapter 1, 2, 4 Discussion Board 1
Class 2 Sept. 3 UNTD	History and Development of Play Therapy Legal and ethical issues in play therapy	1, 11, 14	Before Class Read Landreth Chapter 3 <i>visit A4PT.org for recent Paper on Touch and Play Therapy Best Practices</i> Discussion Board 2
Class 3 Sept. 10 UNTD	Child-centered play therapy theory and objectives	5, 8	Before Class Read Landreth Chapter 5 Discussion Board 3
Class 4 Sept. 17 UNTD	Role of play therapists Playroom and Materials	4, 6,	Before Class Read Landreth Chapter 6, 8 Discussion Board 4
Class 5 Sept. 24 UNTD	Child-centered play therapy skills	9, 10	Before Class Read Landreth 9, 10 Discussion Board 5
Class 6 Oct. 1 UNTD	Therapeutic Limit Setting	9	Before Class Read Landreth 11 Discussion Board 6
Class 7 Oct. 8 UNTD	Resolving challenges in the play room Parents as partners in play therapy	9	Before Class Read Landreth 7, 12, 13 Discussion Board 7
Class 8 Oct. 15 Kahn	Implement play therapy session at Kahn Elementary school Documentation of Play Therapy sessions	9	Before Class Read Axline Discussion Board 8 Session Notes
Class 9 Oct. 22 Kahn	Implement play therapy session at Kahn Elementary school Play therapy credential criteria: RPT	9, 14	Before Class Read Landreth 14 Discussion Board 9 Session Notes
Class 10 Oct. 29 Kahn	Implement play therapy session at Kahn Elementary school Play Therapy Stages and Termination	7, 9	Before Class Read Landreth 15 Discussion Board 10 Session Notes
Class 11 Nov. 5 Kahn	Implement play therapy session at Kahn Elementary school Intensive and Short-Term play therapy	9	Before Class Read Landreth 16 Discussion Board 11 Session Notes
Class 12 Nov. 12 Kahn	Implement play therapy session at Kahn Elementary school Multicultural approaches to play therapy	9, 13	Before Class Read Journal article Discussion Board 12

			Session Notes Play Therapy Paper Due
Class 13 Nov. 19 Kahn	Implement play therapy session at Kahn Elementary school Research in play therapy	9, 12	Before Class Read Landreth 17 Discussion Board 13 Session Notes Play Therapy Session Demo and Analysis Due
Class 14 Dec. 3 Kahn	Implement play therapy session at Kahn Elementary school Various therapeutic approaches to play therapy	9, 3	Before Class Read Journal article Discussion Board 14 All Session Notes Due
Class 15 Dec. 10 Online	Final Exam Online		Discussion Board 15

Methods of instruction:

Instructional methods include readings, lecture, discussion, role-playing, small group experiences, video/film analysis, demonstrations, exploratory papers, observation of play therapy sessions and supervised play therapy sessions.

Course Evaluation Methods

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

1. Attendance and Participation (Professional Responsibility)

Attendance and appropriate participation are required as part of professional responsibility. Students are

expected to demonstrate (a) personal characteristics listed in the *Master's Student Handbook*, (b) engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and (c) adhere to Academic Integrity Policy. Students are responsible for coming to class prepared to discuss readings, make productive contributions to class discussions/activities, and be respectful of others. The following chart serves as a guide regarding expectations for professional behavior. Below professional expectations may result in a 5% grade reduction and significantly below may result in 10% plus probation.

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectation</i>
§ <input type="checkbox"/> 0 – 1 absences (Excused) § <input type="checkbox"/> Seldom tardy or late from break § <input type="checkbox"/> Contributions reflect careful preparation for class and allow for other students to participate § <input type="checkbox"/> Attentive and respectful toward others when not contributing directly § <input type="checkbox"/> No concerns regarding personal characteristics § <input type="checkbox"/> Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> § <input type="checkbox"/> No concerns regarding academic integrity	§ <input type="checkbox"/> 2 unexcused absence* (Excused absence is due to a medical emergency or death in the family) § <input type="checkbox"/> 2+ tardy or leave early (10 minutes or more) § <input type="checkbox"/> Contributions reflect only occasional preparation for class or inhibits others' participation § <input type="checkbox"/> Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class) § <input type="checkbox"/> Occasional or minor personal characteristic concerns § <input type="checkbox"/> If ethical violation present, concern is minor and student takes action to remedy	§ <input type="checkbox"/> 2 + unexcused absences § <input type="checkbox"/> Persistent tardiness § <input type="checkbox"/> Contributions are rare or not productive § <input type="checkbox"/> Contributions reflect consistent lack of preparation for class § <input type="checkbox"/> Behaviors detract from safe, scholarly learning environment § <input type="checkbox"/> Serious concerns regarding personal characteristics § <input type="checkbox"/> Major ethical violation OR inability to understand ethical concerns/implications § <input type="checkbox"/> Intentional violations of Academic Integrity Policy

2. **Discussion Board (15%)** Students will post their response to questions and respond to two other students on Blackboard.

3. **Play Therapy Paper 30%**

5-6 pages in length/APA Format with title page, References (at least 5 current), etc.

Compare (Contrast) Child Centered Play Therapy with one other theoretical approach

to play therapy or expressive arts

- a. Description of CCPT and other approach: Compare and contrast
- b. View of Child/Personality Development of CCPT and other approach: Compare and contrast
- c. The role of therapeutic relationship of CCPT and other approach: Compare and contrast
- d. Two or three interventions specific to the model: Compare and contrast
- e. Ethical/Multi-Cultural Considerations: Compare and contrast
- f. Research validation: Compare and contrast
- g. Your brief personal reactions to the two paradigms and which one(s) you want to utilize and why (This last section only should be written in 1st person)

Additional Instructions:

Be sure to utilize subheadings in your paper. **Strict adherence to APA format is expected. Please refer to the rubrics.** Please remember that this is a research paper. Focus on recent text- books and peer-reviewed research articles within the past 10 years or so. Please use references throughout the paper. Writing must be in the third person (personal reactions and first person may not be included except in the 5th area from the outline above). Include a reference list (no less than 5 references). The body of pages should not go beyond 6 pages (body not including references).

4. Play Therapy Skills Demonstration Video and Analysis 20%

Please video-tape a 20 minute play session with a 4 to 12 year old child, from Kahn Elementary. Based on your review of your recorded session, complete a Play Skills Session Summary and Skills Critic. See forms online.

5. Play Therapy Session Notes 10%

Maintain play therapy session notes on all of your sessions and keep in folder on your person.

The form is located on Blackboard.

- 6. Final Exam 25%.** An online final exam of multiple choice, short answer, and essay questions will be posted on Blackboard.

Grading Matrix:

Instrument	Value (percentages)
Discussion Board	150
Play Therapy Paper	300
Play Skills Session	200
Play Therapy Session Notes	100
Final Exam	250
Total	1000

Grade Determination:

- 100% to 90% = A

- 89% to 80% = B
- 79% to 70% = C*
- 69% to 60% = D
- 59% and below = F

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Assignment Policy:

Assignments are expected to be submitted on the due date designated in the syllabus. Assignments that are not received at the beginning of class on which they are due will receive an automatic deduction of 10% for every day thereafter late. After 3 days of being late, a zero will be earned.

Incompletes:

Incompletes are only given if the student is passing in the last ¼ of the semester and there is documented reason.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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 mandatory because the class is designed as a shared learning experience and because essential information (not always in the textbook(s)) 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. Excused absences are of an urgent, serious medical condition; death of immediate family member; and military deployment. Excused absences that meet the specific criteria must be accompanied with written documentation. Students are also responsible to make up any work covered from unexcused absence by consulting with a classmate and not the professor. **For one unexcused absence, the student's final grade will be lowered by a letter grade. Two or more unexcused absences will result in a non-passing grade for the course.**

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 preferences, 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:

- *Blackboard- please check Blackboard regularly*
- *Remember to turn your phone on silent with vibrate off before class begins****
- *Food & Drink in the Classroom: The student may eat small snacks and drink non-alcoholic beverages during class, provided they are respectful of their classmates by eating food with little to no odor and placing all trash in the trash bin. If there are any complaints regarding this food privilege, the instructor reserves the right to cancel this policy at ANY TIME and for whatever reason deemed fit.*
- *Use of Laptops: Students may use laptops to take notes and access documents related to class during class.*