

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
COURSE SYLLABUS

Title of Course: **Advanced Play Therapy (3 cr)**

Course No. **CP 658**

Reviewed Spring 2017

Semester: Spring 2020

Instructor: Holly H. Wagner, Ph.D., LPC, NCC

Office: SC 409C

Phone: 573-651-2091

E-mail: hwagner@semo.edu (**Preferred Method of Communication**)

Office Hours: Mondays and Thursdays from 3:30-5pm

Class Times: Face-to-Face: Thursdays 5-9pm (1/23, 2/6, 3/12, 4/9, & 4/16)

Class Room: Scully Hall Room 410

I. Catalog Description and Credit Hours of Course:

Advanced emphasis on play therapy skills, client-centered play therapy, trauma, group play therapy, Sandtray therapy, and working with adults. (3)

II. Prerequisite(s):

CP-610 and CP-614, CP- 652 (Introduction to Play Therapy) or Permission of Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed. S. Counseling Education	Psychological Examiner Certificate
	Required	Elective	Elective	

IV. Course Learning Outcomes: (CACREP Standards are in Italics)

- A. The student will further develop and apply play therapy skills that may be utilized in both school and agency settings.
(School Counseling, 5-G.3.c Practice; School Counseling, 5-G.3.f Practice)
 Assessed: Sandtray Experiential Paper, Intervention “Toolbox”, Play Therapy Session & Case Conceptualization

- B. The student will develop and synthesize an advanced theoretical understanding of play therapy, especially client-centered play therapy.
(Professional Counseling Identity, Section 2-F.5.a; Section 2-F.5.f; Section 2-F.5.j; Section 2-F.5.h; Section 2-F.5.i Counseling and Helping Relationships)
 Assessed: Moodle Forums, Play Therapy Session & Case Conceptualization,

- C. The student will apply specific modalities within play therapy, including Sandtray therapy, Group play therapy, as well as working with populations with trauma, adults, and families.
(Professional Counseling Identity, Section 2-F.3.g Human Growth and Development; School Counseling, 5-G.2.e; 5-G.2.g Contextual Dimensions, School Counseling, 5-G.3.c Practice; School Counseling, 5-G.3.f Practice)
 Assessed: Portable Play Therapy Kit, Sandtray Experiential and Paper, Intervention “Toolbox”, Trauma Play Clinical Response, Play Therapy Session & Case Conceptualization

V. Course as Relates to External Requirements

Council for Accreditation for Counseling & Related Educational Program Requirements (2016)	Department of Elementary & Secondary Education Requirements (2012)	Licensed Professional Counselor Requirements	National Board Certified Counselor Requirements	Registered Play Therapist Requirements
Section 5-G School Counseling, .2. Contextual Dimensions Section 5-G School Counseling, .3. Practice Section 2-F Professional Counseling Identity, .3 Human Growth and Development	MO School Counseling Standard 2: Program Implementation: The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.			67.5 hours of Play Therapy Specific Instruction toward Registered Play Therapist (RPT) Credential

Section 2-F Professional Counseling Identity, .5 Counseling and Helping Relationships				
---	--	--	--	--

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>School Counseling, 5-G.2 Contextual Dimensions</p> <ul style="list-style-type: none"> e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling <p>School Counseling, 5-G.3 Practice</p> <ul style="list-style-type: none"> c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies f. techniques of personal/social counseling in school settings <p>Professional Counseling Identity, Section 2-F.3 Human Growth and Development</p> <ul style="list-style-type: none"> g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan <p>Professional Counseling Identity, Section 2-F.5 Counseling and Helping Relationships</p> <ul style="list-style-type: none"> a. theories and models of counseling f. counselor characteristics and behaviors that influence the counseling process g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans i. development of measurable outcomes for clients

Department of Elementary & Secondary Education Standards (2012)

MO School Counseling Standard 2:

Program Implementation: The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.

VII. Purposes or Objectives of the Course:

- A. The student will identify the theory and techniques behind client-centered play therapy.
- B. The student will demonstrate proficiency in applying client-centered play therapy techniques.
- C. The student will demonstrate proficiency in using limit-setting skills.
- D. The student will be able to identify and connect play therapy themes.
- E. The student will recognize and articulate his/her/their own development as a play therapist.
- F. The student will connect the impact of trauma on children and the benefit of play therapy techniques in working with traumatized children.
- G. The student will identify the theory behind Sandtray therapy and how to apply this modality with different populations.
- H. The student will investigate the usefulness of group play therapy.
- I. The student will assess factors related to providing play therapy in schools and community agencies.
- J. The student will identify how play therapy can be adapted to work with families and adults.

VIII. Course Content or Outline:

Class Hours

- | | | |
|----|--|---|
| A. | Theoretical Perspectives of Play Therapy | 6 |
| 1. | Client-Centered Play Therapy | |
| a. | Process of Client-Centered Play Therapy | |
| b. | Conceptualization Skills | |
| B. | Process of Play Therapy | 6 |
| 1. | Play Therapy Themes | |
| 2. | Play Therapy Skills | |
| 3. | Counselor Development | |

C.	Working with Individuals with Trauma	9
	1. Understanding the Impact of Trauma on the Brain	
	2. Implications for Development	
	3. Prevalence of Trauma	
	4. Working with Trauma in the School	
	5. Working with Trauma in Community Settings	
D.	Sandtray Therapy	9
	1. History of Sandtray Therapy	
	2. Sandtray Materials	
	3. Skills and Strategies	
	4. Process of Sandtray Therapy	
	5. Applications of Sandtray Therapy	
	6. Multicultural Applications & Considerations	
E.	Group Play Therapy	6
	1. History of Group Play Therapy	
	2. Applications and Context	
F.	Play Therapy with Adults and Families	9
	1. History and Context of Play Therapy with Adults	
	2. Innovative Applications	
	3. Diversity, Settings, & Future Trends	
		<hr/>
		45

IX. Textbook(s):

Gil, E. & Terr, L. C. (2010). *Working with children to heal interpersonal trauma: The power of play*. New York: The Guilford Press.

Ray, D. C. (2011). *Advanced play therapy: Essential conditions, knowledge and skills for child practice*. New York: Taylor & Francis Group.

Assigned readings from current professional journals.

X. Expectations of Student:

- A. The student will participate in seminar discussions, in-class, and online assignments.
- B. The student will be responsible for in-class presentations.
- C. The student will write one process conceptualization paper.

XI. Basis for Student Evaluation: (CACREP Standards are in Italics)

- A. Portable Play Therapy Kit (10%)**
– Students will create a portable kit according to specified play therapy categories (list of potential materials will be provided by instructor). **Due: 2/6 in class**
(*School Counseling, 5-G.3.c Practice; School Counseling, 5-G.3.f Practice*)
- B. Moodle Forums (20%)**
- Students will respond to online forums, throughout the semester, based on content from the textbooks: *Advanced Play Therapy* (Ray, 2011) and *Working with Children to Heal Interpersonal Trauma* (Gil & Terr, 2010). **Due: various dates on Moodle**
(*Professional Counseling Identity, Section 2-F.5.a; Section 2-F.5.f; Section 2-F.5.j; Section 2-F.5.h; Section 2-F.5.i Counseling and Helping Relationships*)
- C. Sandtray Experiential and Paper (10%)**
- In class, students will create a sandtray at the direction of the instructor and using the materials provided. Students should take notes on their sandtray and also photograph it. Following the class, the students will write an analysis of their sandtray. The paper should be APA style (2-4 pages) and include:
1. Items selected
 2. Observations and themes: what is visually observed when looking at the tray, emotional observations and any themes
 3. Thoughts about object placement
 4. Questions that remain about the tray
- Paper due: 2/27 on Moodle**
(*School Counseling, 5-G.3.c Practice; School Counseling, 5-G.3.f Practice*)
- D. Therapeutic Intervention “Toolbox” (20%)**
- The student will select an appropriate directive therapeutic intervention to present in class. The intervention can utilize any play-related modalities: art, play, bibliotherapy, music or Sandtray. It can be one that you learned from others, from a book, or created yourself. Describe and demonstrate to the class the therapeutic intervention. Your classmates will need to participate in trying your intervention as you facilitate how it is done. **Present a one-page handout/description of this intervention, including goals, process, and materials needed.** Please bring enough copies of the intervention for each student so that they can add it to their therapeutic intervention “toolbox.” **Due: 3/12 in class**
(*School Counseling, 5-G.3.c Practice; School Counseling, 5-G.3.f Practice*)
- E. Trauma Play Clinical Response Case Presentation (Online) (15%)**
-Students will select a case presentation to encapsulate and present from the text *Working with Children to Heal Interpersonal Trauma: The Power of Play* by Gil (2010). Each presentation (from Chapters 5-15) will include the following information and be posted to an open forum in Moodle for the rest of the class to respond to:
1. Case Referral Information
 2. Formulation of the Problem

3. Invitation to Play Therapy
4. Case Illustration (explain the stages of the therapeutic process, in detail)
5. Summary of Clinical Impressions of the Author

Due: various dates on Moodle

(Professional Counseling Identity, Section 2-F.3.g Human Growth and Development; School Counseling, 5-G.2.e; 5-G.2.g Contextual Dimensions)

F. Play Therapy Session and Case Conceptualization Presentation (25%)-

1. Arrange 1 thirty-minute **Client-centered/non-directive** play session with a child other than your own (between the ages of 4 and 12) and videotape the session. Either use your portable play therapy kit or toys that are consistent with appropriate toys in the playroom.
2. Present the following report (PowerPoint/ Prezi may be used) to the class. Your presentation should include the following headings:
 - a. Overview of the Session (setting, happenings, etc.)
 - b. My feelings about the session (explain in detail)
 - c. Child's Reactions
 - d. Play Therapy Themes observed
 - e. Examples of Limit Setting
 - f. Examples of Facilitating Decision-Making/Taking Responsibility
 - g. Corrected Responses: Select 3 responses you would like to correct. Share both the original response, the corrected response and a rationale for the change.
3. After presenting your report to the class, show 15-20 minutes of clips from the session, including either an example of Limit Setting or of Facilitating Decision-Making/Taking Responsibility.

Due: 4/9 or 4/16 in class

(School Counseling, 5-G.3.f Practice)

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

XII. Methods of instruction

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions and tests/exams

Additional Course Information:

All course information is included in the Keys to Success Booklet included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Policy on late work is based upon individual faculty discretion. Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.

Cheating includes copying from another person or source of information to meet the requirements of a task.

Contract cheating is paying someone else or a company to do your work.

Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.

Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate

information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

Student Success – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIII. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of **competence, reflection and caring**, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <http://www.semo.edu/pdf/EduLeadCounsel-StudentHandbook2016.pdf>

XIV. Knowledge Base References:

Axline, V. M. (2012). *Play therapy*. Ballantine Books.

Flahive, M. H. W., & Ray, D. (2007). Effect of group sandtray therapy with preadolescents. *The Journal for Specialists in Group Work*, 32(4), 362-382.

Garrett, M. (2014). Beyond play therapy: using the sandtray as an expressive arts intervention in counselling adult clients. *Asia Pacific Journal of Counselling and Psychotherapy*, 5(1), 99-105.

Kottman, T. (2011). *Play therapy basics and beyond*. (2nd ed.). ACA.

Kaduson, H., & Schaefer, C. (1997). *101 favorite play therapy techniques*. Lanham, MA: Rowman & Littlefield.

Landreth, G. L. (2012). *Play therapy: The art of the relationship*. Routledge.

Lowenstein, L. (2008). *Assessment and treatment activities for children, adolescents, and families: Practitioners share their most effective techniques*. Toronto, Canada: Champion Press.

Vernon, A. (2009). *Counseling children and adolescents*. (4th ed.). Denver, CO: Love Publishing.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Melissa Odegard- Koester, Chair, Department of Psychology and Counseling.

DEPARTMENTAL APPROVAL DATE

COLLEGE COUNCIL APPROVAL DATE

XV. Course Schedule

1/23

Overview of Course

Advanced Play Therapy Skills

Creative Interventions & Techniques to Address Community Trauma

2/6

Portable Play Therapy Kit--- **Presentations**

Sandtray videos

Sandtray Experiential Sessions

3/12

Child Centered Play Therapy video

Intervention Toolkit--- **Presentations**

4/9 & 4/16

Play Therapy Session & Case Conceptualization--- **Presentations**