

*PVAMU Course Syllabi – Whitlowe R. Green College of Education*

<b>COURSE TITLE: CNSL 5193 PLAY THERAPY ONLINE</b>			
<b>SPRING 2013</b>			
<b>Department of</b>	<b>Educational Leadership and Counseling</b>	<b>College of Education</b>	
<b>Instructor Name:</b>	<b>Dr. Renelda Roberson</b>		
<b>Office Location:</b>	<b>Delco Bldg., Room 114</b>		
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<b>U.S. Postal Service Address:</b>		Prairie View A&M University	
		P.O. Box	P.O. Box 519
		Mail Stop	MS 2400
		Prairie View, TX 77446	
<b>Office Hours:</b>	<b>Monday: NWC 3-5:30; Wednesday: 1-4; &amp; Thursday: 8-2 &amp; Saturday 8-11</b>		
<b>Virtual Office Hours:</b>	E-mail is generally checked at least once a day, 5 days a week.		
<b>Course Location:</b>	Online		
<b>Class Meeting Days &amp; Times:</b>	virtual		
<b>Course Abbreviation and Number:</b>		<b>CNSL 5193 Z01 (21692)</b>	
<b>Catalog Description:</b>	<p><b>Catalog Description:</b>            This course is designed to expose the therapeutic meaning and function of play and develop an understanding of the major theories of play therapy. Participants will be exposed to the history and development of play therapy while understanding the rationale for selecting certain toys and materials for the play room. Attention will be given to the child's world by using the child centered play therapy approach as participants examine the process, the problems, and current issues in working with special populations.</p>		
<b>Prerequisites:</b>	Admission to Master's Counseling Program		
<b>Co-requisites:</b>	None		
<b>Required Text:</b>	<p><b>*Required Texts:</b></p> <p>*Landreth, G. (2012). Play therapy: The art of the relationship, (3<sup>rd</sup>ed.). Brunner-Routledge Publisher</p> <p><b>ISBN: 978-0-415-88681-9</b></p> <p>*iRead Book: The Present</p> <p><b>ISBN# 978-0-307-71954-6</b></p> <p><b>Optional:</b></p> <p>Landreth, G. (2001). Innovations in play therapy</p> <p>Carmichael, Karla D. (2006). Play therapy: An introduction, Pearson/Merrill Prentice Hall</p> <p><b>Recommended Text:</b>  <b>American Psychological Association. (2010) Publication manual (6<sup>th</sup> ed.). Washington, DC: Author.</b></p> <p><b>Required Readings:</b></p> <p><b>1. American Counseling Association:</b></p> <p align="center"><a href="http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</a></p>		

<b>Required Readings:</b>	<ol style="list-style-type: none"> <li>2. <b>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</b>  <a href="http://www.cacrep.org/2009standards.html">http://www.cacrep.org/2009standards.html</a></li> <li>3. <b>National Board for Certified Counselors</b>  <a href="http://www.nbcc.org/ethics/Default.aspx">http://www.nbcc.org/ethics/Default.aspx</a></li> <li>4. <b>Texas State Board of Examiners of Professional Counselors</b>  <a href="http://www.dshs.state.tx.us/counselor/lpc_rules.shtm">http://www.dshs.state.tx.us/counselor/lpc_rules.shtm</a>   <a href="http://www.dshs.state.tx.us/counselor/lpc_enforce.shtm">http://www.dshs.state.tx.us/counselor/lpc_enforce.shtm</a></li> <li>5. <b>Access to Learning Resources:</b>  PVAMU Library  Phone: (936) 261-1500  Web: <a href="http://www.pvamu.edu/pages/3585.asp">http://www.pvamu.edu/pages/3585.asp</a>  University Bookstore: phone: (936) 261-1990;  Web: <a href="https://www.bkstr.com/Home/10001-10734-1?demokey=d">https://www.bkstr.com/Home/10001-10734-1?demokey=d</a></li> </ol>
<p><b>Please Note:</b> House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserve at the library, etc). Students <b>are</b> required and held accountable to complete all assignments as noted in the syllabus.</p>	
<p><b>Course Goals, Overview, and/or Description:</b></p>	
	<ol style="list-style-type: none"> <li>(1) Assist those who work with children in obtaining an understanding of the major theories of play therapy.</li> <li>(2) Help participants develop an effective philosophy of and approach to play therapy,</li> <li>(3) Develop an awareness of the child's world as viewed by the child,</li> <li>(4) Help adults communicate with children at a "feeling level".</li> <li>(5) Increase the participant's understanding of children and their behavior,</li> <li>(6) Enhance participant's sensitivity to and acceptance of others, and</li> <li>(7) Promote self-exploration and self-understanding.</li> </ol>
<p><b><u>Course Objectives/ Accrediting Body (NCATE) Standards Met:</u></b></p>	
<p><b>At the end of this course, the student should be able to:</b></p>	
<ol style="list-style-type: none"> <li>1. Discuss the history and development of Play Therapy</li> <li>2. Discuss child-centered play therapy and its implications.</li> <li>3. Demonstrate knowledge of selected toys and Play Room materials.</li> <li>4. Demonstrate knowledge of Therapeutic limit setting.</li> <li>5. Demonstrate knowledge of current issues and Special Populations in play and Filial Therapy.</li> </ol>	
<p><b>TEXES Competencies for School Counselors that Relate to CNSL 5193 – Play Therapy:</b></p>	
<ul style="list-style-type: none"> <li>• <b>001 (Human Development):</b> The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.</li> <li>• <b>002 (Student Diversity)</b> The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.</li> <li>• <b>003 (Factors Affecting Students):</b> The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students ability to achieve their potential.</li> <li>• <b>006 (Counseling):</b> The school counselor understands how to provide effective counseling</li> </ul>	

<p>services to individuals and small groups.</p> <ul style="list-style-type: none"> <li>• <b>010 (Professionalism):</b> The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.</li> </ul>			
	<b>DOMAIN I—UNDERSTANDING STUDENTS</b>	<p><i>Competency 001</i> Human Development</p> <p><i>Competency 002</i> Student Diversity</p> <p><i>Competency 003</i> Factors Affecting Students</p>	<p><i>Competency 001</i> Human Development</p> <p><i>Competency 002</i> Student Diversity</p> <p><i>Competency 003</i> Factors Affecting Students</p>
	<b>DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM</b>	<p><i>Competency 005</i> <i>Developmental Guidance Program</i></p> <p><i>Competency 006</i> Counseling</p>	<p><i>Competency 005</i> <i>Developmental Guidance Program</i></p> <p><i>Competency 006</i> Counseling</p>
	<b>DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM</b>	<p><i>Competency 008</i> Collaboration with Families</p> <p><i>Competency 009</i> Collaboration with Others in the School and Community</p> <p><i>Competency 010</i> Professionalism</p>	<p><i>Competency 008</i> Collaboration with Families</p> <p><i>Competency 009</i> Collaboration with Others in the School and Community</p> <p><i>Competency 010</i> Professionalism</p>

**Course Objectives include the following CACREP Standards**

1. CACREP Standards II-K-1a, School A-1 and Community A-1  
The student will identify or list and describes events in the history and philosophy of the counseling profession including significant factors and events in the human service/mental health movements and school settings.
3. CACREP Standards Community and School A-3, A-2  
The student will identify professional roles of the counselor in a variety of educational and non educational settings. They will also identify public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.
4. CACREP Standards II-K-1-b and Community B-1  
The student will identify or explain roles of non-counseling professionals including psychologists, social workers, teachers, and physicians in relation to counselors and will identify or explain proper steps and/or precautions in dealing with referrals to and/or from such professionals.
5. CACREP Standards II-K-1-d  
The student will list and/or describe the major services, benefits, and activities of professional associations such as ACA (and its divisions) and AAMFT and their state-level counterparts.
6. CACREP Standards II-K-1-e  
Student will understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
8. CACREP Standards II-K-5-b7 and School. B-7  
Student will have an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. This will include knowledge of prevention and crisis intervention. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
9. CACREP Standards II-K-5-c  
Student will know counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be

exposed to models of counseling that are consistent with current professional research and practice in the field so they can begin to develop a personal model of counseling.

10. CACREP Standard Community B-4

The student will learn the general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks in local community through site visits.

11. CACREP Standards II-K-5-a and School C-3b

The student will understand counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

12. CACREP Standards II-K-5-d

The student will be exposed to a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

13. CACREP Standards II-K-5-e

Student will have a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation.

14. CACREP Standards II-K-1-f

Student will understand public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.

## Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education

Office of Teacher Education

Delco Bldg., Room 302

P. O. Box 519; Mail Stop 2425

Prairie View, Texas 77446-0519

Tel: (936) 261-3605

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website Certify Teacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

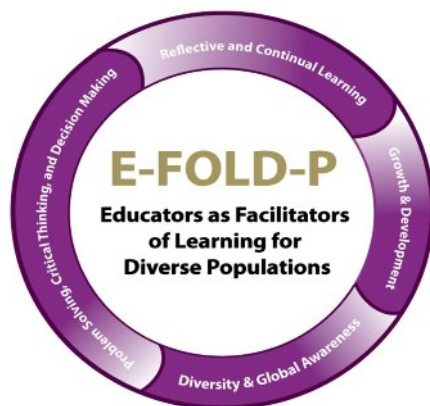
[WWW.CERTIFYTEACHER.COM](http://WWW.CERTIFYTEACHER.COM)

## McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each

homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

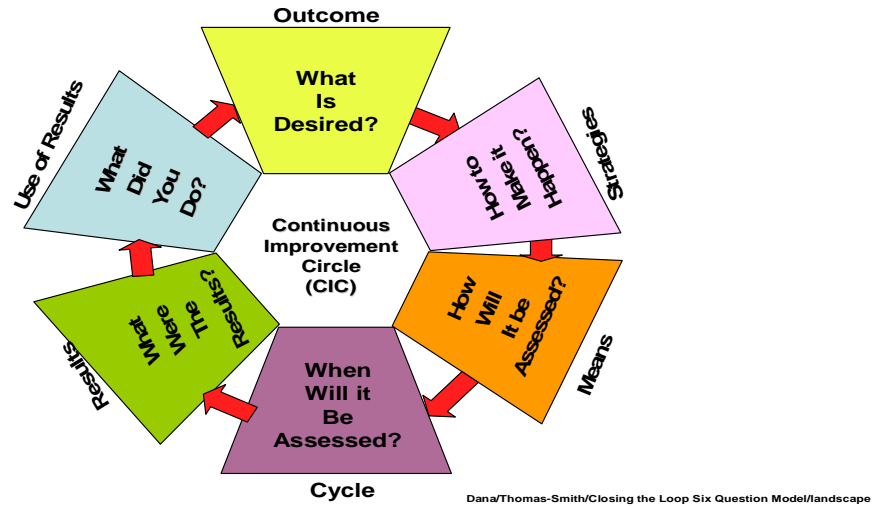


## **E-FOLD-P (CONCEPTUAL FRAMEWORK)**

### **Educator as Facilitator of Learning for Diverse Populations**

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

**Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University**



This course will be conducted as a graduate eCourse seminar of technological information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

### Technology Philosophy

The Department of Educational Leadership and Counseling is committed to pedagogy that models state-of-the-art teaching through infusing technologies and maximizing learner-centered opportunities for all students. This class is web enhanced and all assignments and exams must be posted in Ecourse.

### Instructional Objectives

An overall objective of the course is to provide a personal as well as an academic experience with issues related to Professional Orientation. More specifically, the course will enable the student to:

- Become exposed to the meaning of Professional orientation.
- Review the historical development of ethical and legal considerations in professional Orientation.
- Identify criteria and characteristics of professional counseling..
- Examine current relevant issues in professional orientation.

### Student Responsibilities

- **Be Prepared!** Complete all assigned reading **prior** to each class session.

## Course Evaluation Methods – Education Planning and Management

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

### Artifacts:

Pre/Post Test, iRead Assignment, Child Observation, Play Therapy Article

### Grading Matrix

Instrument	Value (points or percentages)	Total
Assignments	<b>33 assignments:</b> 31 @10 pts & 2 @ 25 pts	360
Mid Term Exam	50	50
Final Examination	50	50
<b>Total points earned</b>		<b>460</b>
<b>Extra Credit <u>may</u> be posted periodically</b>	Will vary	
<b>460 - 405    A</b>		
<b>404 –365    B</b>		
<b>364 – 328    C</b>		
<b>327 – 296    D</b>		
<b>295- 0        F</b>		

### Please Note: Continual matriculation at PVAMU requires,

1. That no more than two C's shall be earned in a graduate degree program.
2. Any grade earned below a C means **automatic dismissal** from the graduate program and requires the student to go through an academic appeal process.

### Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### American Psychological Association (APA):

All assignments are required to be in APA style/format. Papers will be penalized for failure to follow APA style. An APA style guide can be located at the following link:

<http://www.tamu.edu/pvamu/library/HowDoI/Citation.html>

### Graduate Catalogue/Grading Web Location:

PVAMU Graduate School Grading Policy can be found in the Graduate School Handbook and can be found online at: <http://www.pvamu.edu/pages/231.asp>

### Submission & Course Requirement Descriptions

**ALL** assignments **MUST** be submitted via ecourse. **NO late assignment will be accepted.**

**1. CHAPTER PRESENTATION :** Each student will develop a ppt presentations on chapter 17 in the required textbook.

- ✓ Power point presentation (**minimum of 15 slides, not including references**).
- ✓ 2 external references over chapter concepts (journal articles, books, etc)
- ✓ Five questions with answers over chapter presented.

## 2. PROFESSIONAL ETHICAL ARTICLE CRITIQUE

Summarize and critique one professional journal article on **ETHICS** in counseling. The professional journal article will be provided by the instructor and posted on e-Course. This summary shall be a minimum of three full pages (**Not** including coversheet or reference page, doubled-spaced, grammatically correct using APA style manual guidelines). Please include the headings below as you develop your critique.

Part I- In your own words, give a brief summary of the article.

Part II- Describe the strengths and weaknesses of the article.

Part III- If you were going to write a follow-up article, what would that article include?

Part IV- Discuss your learning experiences as a result of reading this article. What will you do differently in the future?

Part V- APA References

3. **Child Observation - Assign #4 Mid-Term Exam - Child Observation** - Observe a child playing (**JUST** observe (**Do Not** interact with the child – **Do Not** Observe your own child) and notice, at a park, on a playground, restaurant, etc). What did you notice or learn from your observation? How do you integrate other counseling classes, such as theories, human growth & development in relationship to your observation? A minimum 3 **full** pages, APA style writing which includes **in-text citation**, coversheet and references (**minimum** two external references, other than the textbook). A minimum of 5 total pages submitted.

## 4. PLAY THERAPY INTERVIEW PAPER

Students will be required to interview a **registered play therapist** and then write a paper on the various aspects of the roles, functions, nonverbal behavior, etc. of the counselors' interviewed. See **Appendix A** for specific instructions. This summary should be a minimum of five pages (**Not** including coversheet or reference page), doubled-spaced, grammatically correct using APA style manual guidelines.

5. **Mid Term and Final Examination – multiple choice exam.** The focus will be on concepts, theory, developmental sequences, and application. Exams will consist of 50 multiple choice questions per exam.

## 6. I-READ: QUALITY ENHANCEMENT PLAN SUMMARY

Students will read and then summarize the iRead assignment (specific assignment will be provided by instructor). This summary shall be a minimum of two pages (**Not** including coversheet or reference page, doubled-spaced, grammatically correct using APA style manual guidelines).

## 7. PLAY THERAPY VIDEO SESSION DEMONSTRATION ASSIGNMENT

Each student will complete and provide one 30 minute (minimum) counseling session with a child. **An observation form/rating sheet for this assignment will be provided as a guide for students. You are not a licensed counselor so DO NOT select a child experiencing behavior problems or family issues. DO NOT select your child or a child that you know closely. AND, you are not to provide any type of counseling/therapy during the session.**

**You are to observe the child only.** Each student will complete a case study summarization of the session with the child. **The assignment is required to be a minimum of 5 pages. A minimum of 5 in text citations are required. (NOT including coversheet or references). (APA Style & Format – coversheet, in text citations, and references).**

8. **DISCUSSION QUESTIONS:** Students will have weekly DQ's that stimulate and integrate understanding and competence in the subject area. The responses will come from the appropriate weeks readings that include the textbook and outside reading sources. Discussion questions **shall** include references cited.



**Please Note:** All written assignments shall follow APA style writing and documentation as reflected in the example provided on Ecourse by instructor.  
(Example: coversheet, references, in text citation, etc.).

**\*\*Extra Credit\*\* 25 points** - PV's annual counseling conference will be held from 8am-12pm on Saturday, March 2, 2013 on campus (certificate of attendance submission to instructor is required). The cost of the conference is \$35.00 (\$45.00 onsite).

### Course Outline

Week/Date	Chapter reading	Assignment
Week 1  1/14 <sup>th</sup> – 20 <sup>th</sup>	Click on <b>START HERE!</b> Review getting to know you, discussion room info, discussion rubric, course outline, and course checklist. Continue to review updates and handouts, and course resources on a weekly basis. <b>Be mindful of <u>ALL</u> due dates.</b>  <b>DQ1: Getting To Know You</b> Post your personal introduction and discuss why you enrolled in Play Therapy. Without knowing anything about the subject or reading about play therapy what do you think play therapy is? <b>DQ2:</b> In a word program, type what you think play therapy is about. Then, click on the link and observe a play therapy session selected by the instructor. Than write what you observed and thought about the play therapy session. <b>So, you are charged with writing <u>before</u> and <u>after</u> comments about play therapy of a minimum 100 words. You <u>DO NOT</u> have to respond to a classmate (but you may if you like!!!)</b> <b>**Complete PRE TEST</b> <b>NOTE: <u>ALL</u> discussion questions (unless otherwise noted) require an initial substantive response (a minimum of 250 words) and responding to one other learners posting (minimum of 100 words).</b> <b><u>ALL assignments are due no later than Sunday at 11pm</u></b>	<b>DQ1: Personal Introduction = no points earned</b>  <b>DQ2 Play Therapy -10 points</b>  &  <b>Pre Test = no points earned.</b>
Week 2  1/21 <sup>st</sup> – 27 <sup>th</sup>	1. About Me. Gary Landreth 2. The Meaning of Play <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> Discuss your comfort level in providing counseling services to a 5 year old and why? <b>DQ2:</b> Discuss how children communicate through play. Summarize the play therapy process.	<b>DQ/10 points each = 20 points</b>
Week 3  1/28 <sup>th</sup> – 2/3 <sup>rd</sup>	3. History and Development of Play Therapy 4. A View of Children <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> Read the first stage of the history and development of play therapy that detail key theorists. Summarize release play therapy. <b>DQ2:</b> Discuss the tenets for relating to children and detail children's resilience.	<b>DQ/10 points each = 20 points</b>
Week 4	5. Child-Centered Play Therapy 6. The Play Therapist	<b>Ethics Article Critique Due = 10 points</b>

2/4 <sup>th</sup> – 10 <sup>th</sup>	<p style="text-align: center;"><b>DISCUSSION QUESTIONS</b></p> <p><b>DQ1:</b> Discuss the child –centered approach in play therapy.  <b>DQ2:</b> Discuss the statement “How the therapist feel about a child is more important than what the therapist knows about the child (page 99).”</p>	<p style="text-align: center;">-----</p> <p><b>DQ/10 points each = 20 points</b></p>
<p><b>Week 5</b></p> <p>2/11 – 17<sup>th</sup></p>	<p>7. Parent’s as Partners in Play Therapy</p> <p style="text-align: center;"><b>DISCUSSION QUESTIONS</b></p> <p><b>DQ1:</b> Discuss filial therapy (CPR for parents, page 37).  <b>DQ2:</b> Discuss how explaining the play therapy process and separation to parents is a key part of providing counseling services to children.</p>	<p><b>Child Observation Due = 10 points</b></p> <hr/> <p><b>DQ/10 points each = 20 points</b></p>
<p><b>Week 6</b></p> <p>2/18<sup>th</sup> – 24<sup>th</sup></p>	<p>8. The Playroom and Materials</p> <p style="text-align: center;"><b>DISCUSSION QUESTIONS</b></p> <p><b>DQ1:</b> Discuss the statement “toys should be selected, not collected (page 156).  <b>DQ2:</b> Discuss how playroom materials can promote a wide range of feelings in children.  <b>DQ3:</b> In preparation for the play therapy video session assignment (<b>week 10</b>), you are to select a minimum of 5 toy items from the tote bag play room selection pages 165 – 167 and explain why you selected those particular toys for your interview session based on the textbook. (<b>Response to a peer is not required</b>).</p>	<p><b>DQ/10 points each = 20 points</b></p>
<p><b>Week 7</b></p> <p>2/25<sup>th</sup> – 3/3<sup>rd</sup></p> <p>3/2/2013</p>	<p>9. Beginning the Relationship: The Child’s Time</p> <p style="text-align: center;"><b>DISCUSSION QUESTIONS</b></p> <p><b>DQ1:</b> Discuss objectives of the relationship.  <b>DQ2:</b> Discuss how making contact with the child <b>and</b> the initial encounter in the waiting room establishes rapport with the child.</p> <p><b>Waymon T. Webster Conference – MSC Building, Prairie View A &amp; M University</b></p>	<p><b>DQ/10 points each = 20 points</b></p> <p><b>25 points</b></p>
<p><b>Week 8</b></p> <p>3/4<sup>th</sup> – 3/10<sup>th</sup></p>	<p style="text-align: center;"><b>No Discussion Questions</b></p>	<p><b>Midterm Exam = 50 points</b></p>
<p><b>Week 9</b></p> <p>3/11<sup>th</sup> – 3/17<sup>th</sup></p>	<p style="text-align: center;"><b>Spring Break</b></p>	<p><b>No Assignments</b></p>
<p><b>Week 10</b></p> <p>3/18<sup>th</sup> – 24<sup>th</sup></p>	<p>10. Characteristics of Facilitative Responses  11. Therapeutic Limit Setting</p> <p style="text-align: center;"><b>DISCUSSION QUESTIONS</b></p> <p><b>DQ1:</b> The author states “The natural response of many adults to children is to question, command, or provide answers and is the consequence of an attitude that children only need to be told what to do to “straighten them out (page 211).” Discuss sensitive understanding: Being with children.  <b>DQ2:</b> Read facilitative responses and discuss returning responsibility to children.</p>	<p><b>DQ/10 points each =30 points</b></p>

	<b>DQ3:</b> Discuss limit setting <b>and</b> procedures in therapeutic limit setting in play therapy.	
<b>Week 11</b> <b>3/25<sup>th</sup> – 31<sup>st</sup></b>	12. Typical Problems in Play Therapy and What to Do If.... <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> Discuss what if the child is silent in the playroom. <b>DQ2:</b> Discuss what to do if the child persists in seeking praise.	<b>Play Therapy Video Session Demonstration Assignment =25points</b> <hr/> <b>DQ/10 points each = 20 points</b>
<b>Week 12</b> <b>4/1<sup>st</sup> – 7<sup>th</sup></b>	13. Issues in Play Therapy <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> Discuss why the attitude of the therapist is the crucial variable, not the actual play participation. <b>DQ2:</b> Discuss how to inform children of the reason they are in play therapy.	<b>iRead Assignment Due = 10 points</b> ----- <b>DQ/10 points each = 20 points</b>
<b>Week 13</b> <b>4/8<sup>th</sup> – 14<sup>th</sup></b>	14. Children in Play Therapy <b>DISCUSSION QUESTIONS</b> Chapters 1-14 provide understanding play therapy and specific strategies in working with children in the play therapy process. Chapter 15 provides 2 case studies of children in play therapy. <b>DQ1:</b> Discuss and summarize Nancy – From Baldness to Curls. <b>DQ2:</b> Discuss and summarize Amy – A Selective Mute Child.	<b>DQ/10 points each = 20 points</b>
<b>Week 14</b> <b>4/15<sup>th</sup> - 21<sup>st</sup></b>	15. Determining Therapeutic Process and Termination <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> Discuss therapeutic Movement within sessions and dimensions of change (look for firsts) <b>DQ2:</b> Discuss termination in play therapy and determining the termination process.	<b>Interview a Registered Play Therapist (Appendix A) Assignment Due = 25 points</b> ----- <b>DQ/10 points each = 20 points</b>
<b>Week 15</b> <b>4/22<sup>nd</sup> – 28<sup>th</sup></b>	16. Intensive and Short-Term Play Therapy <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> The author states "We live in a world driven by the need for instant gratification, immediate success, and the quick fix (page 365). Discuss how effective play therapy can be used as short term therapy. <b>DQ2:</b> Discuss intensive play therapy.	<b>DQ/10 points each = 20 points</b>
<b>Week 16</b> <b>4/29<sup>th</sup> – 5<sup>th</sup></b>	17. Research in Play Therapy <b>DISCUSSION QUESTIONS</b> <b>DQ1:</b> Is the research on cross-cultural child centered research shown to be effective or not? <b>Click &amp; play link to the Play Therapy interview selected by instructor:</b> <b>DQ2:</b> Discuss your understanding of what play therapy is utilizing 5 ( <b>five</b> ) key words identified from the class textbook ( <b>not from the same chapter</b> ) in a <b>minimum of 350 words</b> . <b>FINAL EXAM &amp; POST TEST</b>	<b>Chapter PPT Presentation = 10 points</b> <hr/> <b>DQ/10 points each = 20 points</b>

**The Syllabus Calendar for Prairie View A&M University Play Therapy class may be subject to change.**

**NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*  
 Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*  
 Institution: *Prairie View A&M University*  
*Office of Student Affairs & Institutional Relations*  
 Address: *P.O. Box 519: MS 1107*  
*A.I. Thomas Building, St 013*  
*Prairie View, Texas 77446*

Telephone: 936-261-2123  
 Fax: 936-261-2138  
 Email: [rrwilliams@pvamu.edu](mailto:rrwilliams@pvamu.edu)

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
 Title: Administrator for Diagnostic Testing and Disability Services  
 Institution: Prairie View A&M University

Email: [kfnorman@pvamu.edu](mailto:kfnorman@pvamu.edu)

**Nonacademic misconduct:**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct:**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Exam Policy:**

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

**Disability Statement:**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for

Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic Misconduct:**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that

- he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
  3. Fabrication: use of invented information or falsified research.
  4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Selected Readings**

- Allan, J., and Berry, P. (1987). *Sandplay*. Elementary school guidance and counseling. 21(4). pp. 300-306.
- Campbell, C. & Dahir, R.D. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.
- Fall, M. (2001). An integrative approach to working with children. In Drewes, A., Carey, L., and Schaefer, C. (Eds.). *School-based play therapy* (pp. 417-455). New York: Wiley and Sons.
- Faust, J. (1995). Oh, but a heart, courage and a brain: An integrative approach to play therapy. In Kottman, T., and Schaefer, C., *Play therapy in action: A casebook for practitioners* (pp. 169-208). Northvale, NJ: Aronson.
- Litrell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press: Boston, MA.
- Pederson, P.B. & Carey, J.B. (2003). *Multicultural Counseling in Schools: A Practical Handbook* (2<sup>nd</sup> ed). Allyn & Bacon: Boston, MA.
- Shovlin, K. J. (1999). Discovering a narrative voice through play and art therapy: A case study. *Guidance & Counseling*, 14 (4), 7-11.
- Studer, J.R. (2005). *The Professional School Counselor: An Advocate for Students*. Cengage: Upper Saddle River, NJ.

## **University Academic Calendar and Important Dates**

### **Academic Calendar – Spring 2013**

#### **January 14, Monday**

Instruction **Begins**

Late Registration and Drop/Add **Begins**

#### **January 18, Friday**

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students – **Student Web Registration Access Closed**

#### **January 19, Saturday**

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Registration Access Closed**

#### **January 21, Monday**

Dr. Martin Luther King Jr. Day (**University Closed**)

#### **January 24, Thursday**

General Student Assembly-**All Students Attend**

#### **January 30, Wednesday**

12th Class Day (Census Date)

Last Day to Withdraw from Course(s) **without Academic Record**

**Late Deadline** to apply for Spring 2013 graduation

#### **January 31, Thursday**

Withdrawal from courses **with Academic record ("W") Begins**

**March 11 - 16, Monday – Saturday**

Spring Break

**March 29 - 30, Friday - Saturday**

Good Friday/Easter (**Student Holiday**)

**April 1, Monday**

Withdrawal from Course(s) **with Academic record ("W") Ends**

**April 9, Tuesday**

Priority Registration **Begins** for Summer/Fall 2013

**April 12, Friday**

**Graduation Application Deadline for SUMMER 2013 AND FALL 2013**

**April 30, Tuesday**

Last Class Day for Spring Semester

**Last Day to Withdraw from the University (From All Courses)** for the Spring 2013 Semester

**May 1 - 7, Wednesday-Tuesday**

Final Examination Period

**May 11, Saturday**

Commencement

## **New University Policies and Regulations**

\*Effective Fall 2011

### **New Policy: Withdrawal from the University (Undergraduates Only):**

When an **Undergraduate** student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is **REQUIRED** to have hold lifted to allow future registration at the University.

### **New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):**

- The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

### **Grade Replacement Regulation (Undergraduate Students Only):**

- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12<sup>th</sup> class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

### **Administrative Drop (All Students):**

- Students who do not attend “**at least one day**” of class by **February 14, 2012**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.
- 

**QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.**

## ***APPENDIX A***

### ***Interview Format***

#### **The Assignment**

Interview a **registered play therapist (RPT)** **NOT just an LPC or LPC-S**. The written paper will assist students to gain a greater understanding of the role of the certified play therapist.

#### **The guidelines are as follows:**

1. Select a registered play therapist by googling the Association of Play Therapist, calling DePelchin Children's Home, or utilizing whatever professional organization that is involved in play therapy.
2. Call ahead to schedule an appointment. Ask for 45 minutes to an hour of the professional's time. You may audio tape your interview provided the participating professional gives his/her permission. Should the individual offer to show you around the facility, this would be beneficial for information gathering.
3. Questions you may consider for the interviews should address the focus of the interview and provide relevant information for the paper you will write. Some questions you may want to ask are:
  - What is your job title?
  - What is your training/education and experience? In what ways did your training prepare you well for the job? In what areas was your training lacking?
  - To whom do you report? What is the attitude of your superior/s (e.g., principal to counselor) about counseling?
  - To what professional organizations do you belong? How are they useful/helpful to you?
  - What is the typical salary range for a position such as yours?
  - What is your client/case load? How are clients assigned to you? What types of clients do you typically work with? What kinds of problems or concerns do the clients most frequently bring to you?
  - What referral sources do you use? What types of clients/problems do you typically refer?
  - Who are your professional peers? Do you work with other "counselors" or do you work alone?
  - What is your theoretical orientation? How did you select your particular orientation?
  - What counseling techniques do you typically use? What techniques do you avoid using? Why? How would you describe your counseling style?

## Format for Reporting Interviews

*Use a narrative style to report what you have learned. The paper will consist of four sections:*

- a) An introduction to the assignment/paper that includes an overview of the paper contents
- b) Descriptive information for each counselor
  - date of interview
  - length of interview
  - type of setting
  - description of counselor
- c) Registered Play Therapist information and settings
  - education/training
  - work experience
  - structure of setting (e.g., who the counselor reports to, professional peers, types of clients, typical salary, professional organizations to which they hold membership, client load, referral resources)
  - theoretical orientation (e.g., structural framework, techniques they do/don't use, counseling style, problems/concerns they generally deal with)
  - describe the typical day (e.g., hours worked, client time, record keeping, on-site visits)
- d) Conclude with your personal reactions
  - what appeals to you about the work of each counselor
  - what you see as drawbacks or problems inherent in working in each setting
  - what you learned that surprised you. Use "I learned" statements which summarize what you gained from this interviewing experience, which will serve as the summary for the paper.



## Permission for Interview

I give my permission for \_\_\_\_\_ to interview  
(*PVAMU Student's Name*)

assess, and tape my child, \_\_\_\_\_. I have  
(*Child's Name*)

been given the opportunity to read the instructions for this

assignment in Play Therapy, provided by the professor, Dr. Renelda

Roberson.

\_\_\_\_\_  
Parent(s)/Guardian(s) Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent(s)/Guardian(s) Signature

\_\_\_\_\_  
Date

**\*\* Permission form must include signature from both parents and/or guardian(s).**

**Prairie View A & M University  
College of Education**

**Basic Play Therapy Skills Video Recording Observation/Rating Sheet**

Student Counselor: \_\_\_\_\_ Date of Session: \_\_\_\_\_

Child's First Name \_\_\_\_\_ Age \_\_\_\_\_

**\*\*Review Chapters 6 and 9 PRIOR to interviewing the child and completing this rating sheet\*\***

**In order for this rating sheet to be as accurate as possible of the session HONEST self-reflection in responding to this checklist is critical.**

**Performance Areas:**

**Making contact with the child:** Did you accept the child as they were? \_\_\_\_\_

**Introduction to playroom/area:** Was communication kept at a minimum \_\_\_\_\_

**Allow child to lead:** Did you allow the child to lead or not? \_\_\_\_\_

**Hearing Nonverbal expressions:** Did you: \_\_\_\_\_

Respect the child's space \_\_\_\_\_

Physically tracked the child \_\_\_\_\_

Reflect content of session \_\_\_\_\_

Reflect child's feelings \_\_\_\_\_

**Questioning techniques:** How did you respond to questions asked by the child? \_\_\_\_\_

**Explaining observation recording:** If the child asked, how did you explain the video \_\_\_\_\_

**Being With:** Were you fully present? \_\_\_\_\_

**Personality Characteristics:** During the session, were you: \_\_\_\_\_

Objective & Flexible \_\_\_ Does Not Judge or Evaluate \_\_\_ Open-Minded \_\_\_ Patient \_\_\_

High Tolerance for Ambiguity \_\_\_ Future-Minded \_\_\_ Personal Courage \_\_\_

Being Real, Warmth, and Caring... \_\_\_ Personally Secure \_\_\_ Sense of Humor \_\_\_

**Therapist Self Understanding:** Do you believe you have self-understanding and insight into your own motivations, needs, blind spots, biases, personal conflicts, and areas of emotional difficulty as well as personal strengths. \_\_\_\_\_

**Therapist Self-Acceptance:** Did you provide deep respect for the child and give full, complete, undivided attention and acceptance to the child \_\_\_\_\_

**Ending the session:** Student managed the session time appropriately. Play session began and ended in a timely and effectual manner per the textbook? \_\_\_\_\_

**Comments:**

\_\_\_\_\_

Student Electronic Signature \_\_\_\_\_ Date: \_\_\_\_\_

Code: T=Target

A=Acceptable

U=Unacceptable

## Play Therapy Video Session Demonstration Assignment

The student will read and familiarize themselves with Chapters 6 and 9, (The Play Therapist and Beginning the Relationship: The Child's Hour), prior to taping the play therapy session and based on that review the student will conduct a:

**1. Session Demonstration.** Each student will complete and provide one 30 minute (minimum) counseling session with a child. **An observation form/rating sheet for this assignment will be provided as a guide for students. You are not a licensed counselor so DO NOT select a child experiencing behavior problems or family issues. DO NOT select your child or a child that you know closely. AND, you are NOT to provide any type of counseling/therapy during the session. You are to observe and interact with the child only.** Items to be included in this assignment are:

1.1. **Permission Form.** All work with children must include the signed permission form attached. Permission form must include both parents and/or guardian(s) signature. **Assignment will not be graded if consent form is not attached.**

1.2. **Video Recording.** Session shall be recorded in a format easily accessible for display by professor. Possible formats are DVD or flash drive.

1.3. **Case Study Summarization.** A summarization of the recorded session shall be completed as a case study and should specifically reflect a play therapy approach.

1.4. **Self-Evaluation.** Each student will self-evaluate his/her play therapy skills as part of the case study (see below).

**2. Case Study Summarization/Self-Evaluation of the Session Demonstration.** Each student will complete a case study summarization of the session with the child. **Prior** to completing the summarization paper **complete the basic play therapy skill rating sheet** as a guide to the paper. **The assignment is required to be a minimum of 4 pages. A minimum of 5 in text citations are required. (NOT including coversheet or references). (APA Style & Format – coversheet, in text citations, and references).**

The case study assignment with the following **headings** noted, permission form, and rating sheet will be submitted in ecourse **(submit assignment as a pdf that is scanned along with all required documents as one attachment that is uploaded into ecourse):**

**I. Introduction-** The initial paragraphs lay out the background information about the client. The client's full name should not be used. Much of this information may be drawn from your personal information about the child and may include informal observations. **(As this "client" is a child without a presenting problem or issues no formal information is required.)**

**II. Conceptualization-** Here the discussion should focus on the therapeutic goals and strategies. Justification for the use of play therapy should be discussed as well as the focus on the theoretical orientation of child-centered play therapy. Additionally, an understanding of play therapy based on any number of identification from the textbook may be cited. **In text citations** shall be utilized and cited in APA format for referenced material.

**III. Process-** Actual client contact is described. What happened in the session? Present sequenced information for the session held with child. How did the student's relationship with the child changed over time?

**IV. Outcomes-** A description of the results/outcomes/changes in play should be reported here. This may be brief as the child does not have a presenting problem or issue but may include changes of play themes during the session.

**V. Discussion/Concluding Paragraph-** With the benefit of hindsight as well as observation and lessons learned an explanation of change and growth for the student/counselor should be provided. This may include, but not limited to, reflections of growth in comfort with play therapy, comfort with the unique techniques & skills needed for PT, and future plans for use of PT. This should be followed by a concluding reflection. **\*In text citations and APA Style References**

## ***TECHNICAL CONSIDERATIONS***

### ***Minimum Recommended Hardware and Software:***

- Pentium with Windows XP or PowerMac with OS 10
- High speed modem (cable modem) or Broadband network access
- Internet provider with SLIP or PPP
- 16X CD-ROM
- 500 MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 6.0 or Firefox 3.0
- Google Chrome is NOT recommended for use with eCourses

**Note:** Be sure to enable Java & pop-ups

### ***Participants should have a basic proficiency of the following computer skills:***

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

### ***Netiquette (online etiquette):***

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

### ***Technical Support:***

Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The Helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

### ***Communication Expectations and Standards:***

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### ***Discussion Requirement:***

Because this is an online course, there will be no required face-to-face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.