CNS 569 - Play Therapy. Provides an overview of the essential elements and principles of play therapy including history, theories, and techniques. Assists students in understanding the developmental, social, cognitive, and emotional issues that impact children's behavior. Prerequisites/corequisites: Admission to or completion of approved program in a helping profession, or instructor permission.

Course Purpose: The purpose of this course is to provide human service professionals with knowledge and skills to assist children and adolescents in developing practical tools for living more effectively in an increasingly pluralistic society.

Required Text:


Suggested Text:

Required Materials:
Portable Play Therapy Kit – this kit will be developed individually by students, which includes toys in each of the play therapy toy categories.

Course Objectives: This course is designed to achieve learning outcomes consistent with the following 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Accreditation Standards:

Core Curriculum Knowledge Outcomes:
SCHOOL COUNSELING
Foundations – Knowledge A.6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
Diversity and Advocacy – Knowledge E.3  Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

Upon completion of this course, class members will be expected to:

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>2009 CACREP School Counseling Standards</th>
<th>How Addressed</th>
<th>Product or Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Demonstrate basic play therapy counseling skills.</td>
<td>A.6.</td>
<td>Textbook readings, Lecture, Class Discussion, Class role play activities</td>
<td>Play Therapy Simulated Video Demonstrations</td>
</tr>
<tr>
<td>II. Identify basic play therapy counseling skills and interventions.</td>
<td>E.3.</td>
<td>Textbook readings, Lecture, Class role play activities Video Observation</td>
<td>Play Therapy Simulated Video Demonstrations, Final Project</td>
</tr>
</tbody>
</table>

Students will:

✓ Be able to identify the history of play therapy and the most widely accepted theoretical models of play therapy.
✓ Be able to identify the developmental stages of children and children’s play.
✓ Be able to identify developmentally appropriate play therapy toys and materials.
✓ Be able to identify impact of atypical growth on children and adolescents
✓ Be able to demonstrate an understanding of the role of the play therapist and the play therapy. 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.
✓ Be able to conceptualize a client’s presenting clinical problem(s) developmentally and theoretically. Be able to incorporate issues of diversity and how they impact play therapy.
✓ Be able to identify elements of, and stages within the play therapy relationship, from intake to termination.
✓ Be able to identify ethical and legal issues that are unique to play therapy.

Commitment to Professionalism:  All students are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with the Western Kentucky University (WKU) Code of Ethics at: http://wku.edu/judicialaffairs/?pageid=70.

Class Attendance:  Throughout the semester, weekly attendance and class participation are expected. One absence may be allowed without a grade deduction, however the final grade may be lowered for additional absences.

In the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at
Methods of Instruction

The following methods of instruction may be used in order to facilitate learning of this class: lecture, PowerPoint, graphs, charts, videos, kinesthetic learning activities (similar to what would be found in an elementary classroom), classroom presentations, group activities, discussion, and individual or group presentations. This list is not intended to be all-inclusive, but rather a sample of methods that may be utilized throughout the semester.

Course Expectations

Informed Participation - Learners will be prepared to actively participate in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other’s learning. The student must understand that having little or no involvement in class discussions or problematic involvement in group projects will contribute to neglecting this portion of the final grade. The instructor reserves the right to reduce a learner’s grade for consistent lack of informed participation.

Communication Devices - Cellular phones are a wonderful technological advancement outside of the classroom, but are disruptive in a classroom setting. If you are awaiting an emergency phone call, please place your phone on silence and you may check it during the break. Please do not hesitate to speak with me about any circumstances or issues. I appreciate being made aware of this and your confidentiality is always guaranteed.

Some students are more comfortable using their computer to take down notes during class time. You are welcomed to use this method during class, but you may not surf the web, email, shop, or work on other assignments during class time. You may be asked to leave your computer in your book bag or at home if you are found to be doing this during class time.

Late Assignments - Late work will not be accepted. If the student has informed the instructor ahead of time that they will be absent on a day that an assignment is due that assignment must be completed prior to the absence. In addition, emergencies that interfere with assignment completion may be subject to grade reduction. Students are encouraged to notify the instructor by phone or email as soon as they anticipate problems completing assignment.

Writing Assignments - Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate. If problems with writing or communication style interfere with effective communication of your ideas, you will rewrite or redo the paper or presentation to receive credit for the assignment.

*Course Requirements:
Classroom Participation – The major forum for learning in this class is through classroom discussion, experiential activities, and demonstrations. Therefore all students are expected to participate during class time. Students are allowed three hours of absence; those students who miss more than the allowed time may have their final grade reduced one letter grade. (14 points)

| Level 1  
(0-4 points) | Level 2  
(5-9 points) | Level 3  
(10-14 points) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student showed little evidence of classroom participation. Had opportunities to participate in class discussions or demonstrations and failed to do so. Missed more than three hours of class period.</td>
<td>Student showed moderate evidence of classroom participation. Had opportunities to participate in class discussions or demonstrations and sometimes participated. Did not miss more than three hours of class period.</td>
<td>Student showed advanced evidence of classroom participation. Had opportunities to participate in class discussions or demonstrations and always participated. Did not miss more than three hours of class period.</td>
</tr>
</tbody>
</table>

Play Therapy Article Discussion - Each student will read a journal article directly relating to a play therapy issue. You will provide an oral overview of the article to the class that provides basic critical information. Although your classmates may cover the same topics, the same article may not. You will need to provide at least two questions for your classmates to respond to in your discussion. Feel free to lead the class in a discussion about additional issues or concerns grounded from the article. You will submit your article by BlackBoard to Dr. Bratton for approval before you hold your discussion.*You are encouraged to use an article that can be used for your final paper. (10 points)

Simulated Play Therapy Session -- Each student will facilitate one simulated play therapy counseling session with a non-clinical volunteer. The play therapy session will last approximately 20 minutes and will be videotaped. A signed consent form will need to be provided by the child’s legal guardian. The simulated play therapy session may be held taped in the play therapy clinic room or at an off-campus location.

In addition to taping the session, you will need to fill out a self-evaluation form rating yourself on the basic play therapy skills introduced in this class. For each play therapy skill rated, you will need to provide concrete evidence of how you earned each rating. For example: Tracking Skill Rating = 8 I was able to track the client consistently and used general statements such as: “You are moving that to over there” and “You know just how you want that to look. You are working hard to get it just right.” Submit your self-evaluation form in a word document as I will provide feedback on the form and return it back to you.

Simulated play therapy sessions will be graded according to the level of basic play therapy skills demonstrated by the student. Basic play therapy skills include: tracking, limit setting, reflecting feelings, restating content, returning responsibility, and developmentally appropriate activity. (20 Points)

Portable Play Therapy Kit – Each student will assemble a portable play therapy kit that will include items from each category discussed in class. Students may select items that can be tailored for their specific population of clients. For example, some
students may wish to focus on sandtray, play therapy, or expressive art techniques. Portable Play Therapy Kits will be assembled as if you were preparing for a play therapy session with a client. All items you would need to use with clients must be represented in your kit. Students will present their kit on the day assigned. Be creative in your selection and remember that each kit will be different! (26 points)

**Final Project** – Each student will select an atypical issue directly relating to children and/or adolescents (anxiety, eating disorder, anger, suicidal ideation, etc). It is a good idea to use the same article selected for the play therapy article discussion so that students may become an expert of their selected issue.

You will use your experience working with the child or adolescent in the simulated play therapy session to guide your response for this project. You will develop a plan of action for your client based on the information you gather. This plan of action is similar to what you would do as a school or community counselor in preparing to work with clients. Include the following information and supporting documents as needed.

- Describe your Personal Counseling Theory
- Describe your Play Therapy or Expressive Art Activity
- Identify the Atypical Issue and how your selected Play Therapy or Expressive Art Activity can assist the client
- Discuss your Client – including demographics such as age, race, ethnicity, health and wellness, culture, language, ability level, and factors of resiliency. Describe how the above issues impact your client’s learning
- Identify potential Therapeutic Goals for the client
- Identify an Action Plan for Parents and Teachers that addresses any suggested Accommodations or Modifications necessary for school and home success. Provide a Rationale.
- Identify and Include Resources you would Provide to Parents and Teachers (handouts, web page addresses, etc.) or Community Resources you would Refer the Client to and how that would be beneficial.

Submit the Final Project to the CEBS Electronic Portfolio System. (30 points)

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 90 points = A</td>
<td>Blackboard &amp; Classroom Participation</td>
</tr>
<tr>
<td>89 - 80 points = B</td>
<td>Play Therapy Article Discussion</td>
</tr>
<tr>
<td>79 - 70 points = C</td>
<td>Portable Play Therapy Kit</td>
</tr>
<tr>
<td>69 - 60 points = D</td>
<td>Simulated Play Therapy Session</td>
</tr>
<tr>
<td>59 points and below = F</td>
<td>Final Project</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

*Please consider the online grade book as a courtesy to you, subject to errors given various upgrades and shifts in the software. I reserve the right to make Grade book corrections to keep it consistent with the syllabus so that your grade reflects true performance, not software or user error. If you see something that doesn’t make sense, please alert me! Thanks much for your help.*

**Discussing Grades**

*You will be able to check your grades in an online grade book. You can ask me*
about grades in person or by phone. As email is not a protected method of communication and can be easily misinterpreted, I will only discuss grades in person or by phone (This is to protect your privacy. E-mail is not a private form of communication).

**Professional Performance Review:** Please refer to the rubric for the Professional Performance Review, which is printed in the Department of Counseling and Student Affairs Graduate Student handbook (pp. 35-37). This rubric is used at the close of every course to evaluate each student’s progress in the program.

**Electronic Mail (e-mail)** is the official means of communication with class members. A student’s failure to receive or read official university communications sent to the student’s official e-mail address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check e-mail messages regularly. You can typically expect a response from me within 24 hours Monday through Friday.

**Academic Performance**

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at:


Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

**Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

**Academic Integrity and Plagiarism:** Academic integrity is an essential component of an academic community. Every class member is responsible for fostering and maintaining a culture of academic honesty by committing to the academic values of honesty, integrity,
responsibility, trust, respect for self and others, fairness, and justice. In addition, members are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequences of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Class members who have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or “F” for the course, at the instructor’s discretion. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental Graduate Student Handbook.

Please note: The University uses web-based products to detect plagiarism. Student work may be checked by plagiarism detection software.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper to meet a course requirement in another course. Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

A tutorial is posted online in the Student Handbook. In the Statement of Understanding Form you sign regarding responsibility for policies and procedures presented in the handbook, the following statement and signature line is included:

“I also attest that I have successfully completed the plagiarism tutorial as required by the department and will be held responsible for upholding department and university standards for ethical behavior and academic integrity.”

Signed_____________________________________________________

Informed Consent: Students enrolled in counseling classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student’s fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment.

Faculty and Department Responsibilities: A student’s progress in this program is
contingent upon the student’s ability to meet the requirements and expectations of a professional counselor, as delineated by professional organizations such as the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Areas of expectation include but are not limited to issues such as ethical and legal responsibilities, competence, and client respect and care. Counselor educators are bound by the ACA code of ethics to recommend remediation or to refuse endorsement of a problematic counselor-in-training. These factors are evaluated based on a class member’s performance, academic behaviors, personal and professional behaviors and awareness, and impact on others, as well as the ability to accept personal responsibility and feedback.

**Students with Disabilities Who Require Accommodations:**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270)745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Student Assistance/Tutoring:**
*Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Academic Advising and Retention Center, DUC A-330, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC’s web site at http://www.wku.edu/tlc for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.*

***The syllabus and grading requirements may be changed if unforeseen extenuating circumstances occur. If such an event occurs, class members will be properly informed.***
APPENDIX A

CSA Policy On Security Of Media (Video and Audio)
Department Policies

Video Media Format

Students must submit video assignments in a digital format (e.g., DVD or USB drive).

*Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.*

Video and Audio Security

Videos or audio recordings of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (*lock 1*) in a room that has a locked door (*lock 2*), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (*lock 1*) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (*lock 2*).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy.

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.

*My signature below verifies that I acknowledge and agree to comply with this Audio and Video Security policy.*

Counseling Student’s Signature _________________________ Date _______________
Thank you for selecting the **Talley Family Counseling Center** at Western Kentucky University for your present needs. We offer free individual, couple, and family counseling sessions. On occasion, we also offer group counseling programs. Except for short semester breaks, the Talley Family Counseling Center operates weekdays and evenings throughout the year. Counseling sessions are 50 minutes in length with play therapy sessions ranging from 25 minutes to 50 minutes.

Graduate students from the Counselor Education program are enrolled in the counseling course that will be working with you and/or your child. All sessions are videotaped and monitored by closed circuit TV. A faculty member along with graduate students learning clinical skills observe the counseling sessions. The graduate student working with you receives consultation and suggestions from the supervisor(s) reviewing these tapes and session. These activities are intended to ensure you that you are receiving the highest quality service. The Talley Family Counseling Center adheres to the ethical standards of the **American Counseling Association**. All videotapes and participant records will be retained in a confidential file. The videotapes will be erased at the end of all demonstration sessions. As per Kentucky Statues, participant information is confidential and not released without your written authorization.

**The only exceptions to this are:**
1. If you are likely to do harm to yourself;
2. If you are likely to do harm to others;
3. If you report suspected abuse or neglect of a child, elderly person, resident of an institution, or a disabled person; and/or
4. If we are court-ordered to release information

- I acknowledge that I have received, read and understand the PARTICIPANT INFORMATION and DEMONSTRATION form.
- I have had an opportunity to ask questions and receive answers.
- My participation is voluntary
- I understand that the sessions are for demonstration/training purposes only
- I acknowledge that this Clinic is a training facility and give my permission to have my demonstrations viewed by graduate students, who are bound by ethical codes. Ethical codes prohibit students or the professor from discussing this video outside of the educational setting

My signature on this document shows that I understand and agree with the above statements.

Participant Name_______________________
Participant Signature__________________________________

If client is a minor (under 18 years of age):

Residential Parent/Guardian Signature_________________________ Date:________

2nd Parent Guardian Signature___________________________________________Date: _________
(if required)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>What You Will Work on AFTER Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday March 21, 2014 5:15 p.m. - 9:30 p.m.</td>
<td>BlackBoard Introduction to Class Expectations &amp; Syllabus</td>
<td>Participate in BlackBoard Discussion</td>
</tr>
<tr>
<td>Saturday March 22, 2014 8:00 a.m. - 6:45 p.m.</td>
<td>Introduction to Play Therapy History of Child Centered Play Therapy Personality Behavior Play Therapist’s Way of Being Playroom Materials</td>
<td>Read Landreth Chapters 1 - 8 Create Your List of Beliefs Submit Play Therapy Article via BlackBoard</td>
</tr>
<tr>
<td>Friday April 4, 2014 5:15 p.m. - 9:30 p.m.</td>
<td>Beginning Relationship Facilitative Responses Limit Setting PT Skill: Tracking and Restating Content, Reflecting Feelings</td>
<td>Read Landreth Chapters 9 - 13</td>
</tr>
<tr>
<td>Saturday April 5, 2014 8:00 a.m. - 6:45 p.m.</td>
<td>Typical Problems/Issues PT Skill: Responsibility &amp; Limit Setting Article Discussion</td>
<td>Read Landreth Chapters 14 - 17 Prepare Play Therapy Simulation Prepare Portable Play Therapy Kit</td>
</tr>
<tr>
<td>Friday April 18, 2014 5:15 p.m. - 9:30 p.m.</td>
<td>Case Studies Process Play Therapy Kit Presentations</td>
<td></td>
</tr>
<tr>
<td>Saturday April 19, 2014 8:00 a.m. - 6:45 p.m.</td>
<td>Termination Short Term/Intensive Research</td>
<td>Prepare Play Therapy Simulation Prepare for Final Project</td>
</tr>
<tr>
<td>Saturday</td>
<td>Submit Final Project</td>
<td>Have a Great Summer!</td>
</tr>
</tbody>
</table>