Course Description: This course is designed to provide students with extensive practical experience related to Sandtray as a therapeutic intervention for children, adolescents, adults, and families. This course uses both didactic and experiential methods to enhance student’s knowledge, skills and competence in using sandtray as a play therapy modality with clients. The curricula for this course include (1) knowledge of the literature of the discipline of sandtray in play therapy and (2) ongoing student engagement in professional play therapy practice.

REQUIRED TEXTS:

RECOMMENDED TEXTS:

Course objectives:
- Students will learn the basics of Sandtray set-up for use in play therapy settings.
- Students will learn basic components of Sandtray processing with a variety of play therapy clients and settings.
- Students will learn similarities between the response skills and principles of child-centered play therapy and the response skills and principles utilized in humanistic sandtray processing.
- Students will learn to utilize the client’s metaphor in deeper exploration of client issues.
- The student will participate in learning by active participation in all play therapy discussions.
- The student will demonstrate the ability to apply knowledge in directed and non-directed play therapy sandtray styles.

Standards:

<table>
<thead>
<tr>
<th>Topic(s)/Objective(s)</th>
<th>Activities/Assignments (including field-based activities)</th>
<th>Measurement (including performance-based)</th>
<th>Standards Alignment CACREP-2009 standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of counselor &amp; consultant characteristics &amp; behaviors that influence helping processes</td>
<td>Understanding the role(s) of counselor &amp; consultant characteristics &amp; behaviors that influence helping processes</td>
<td>Reflection Paper, Reflection Journal; Practice Sessions, Outline, Class Discussion.</td>
<td><em>CACREP 5.b; 2.f</em></td>
</tr>
<tr>
<td>Examining counseling theories that provide student with consistent models to conceptualize client presentation &amp; select appropriate counseling interventions</td>
<td>Examining historical development of Sandtray therapy &amp; theory infusion to development of personal style</td>
<td>Reflection paper, practice, group work, Class Discussion.</td>
<td><em>CACREP 5.d;</em>**</td>
</tr>
</tbody>
</table>

Web addresses for standards:
Web addresses for Play Therapy information:
Center for Play Therapy on-line Bibliography: http://www.coe.unt.edu/cpt/
Association for Play Therapy: http://www.a4pt.org
Texas Association for Play Therapy: http://www.txapt.org
Central Texas Play Therapy Chapter: https://txapt.org/category/central-texas-chapter-of-play-therapy/

Course Format: The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

This course will have a seminar format based on the indicated growth needs of the course participants. The following will be utilized to facilitate the learning process:
- Ongoing play therapy relationships for each student;
- Case analysis;
- Discussion;
- Films/videotapes;
- Simulation activities;
- Related reading;

COLLEGE MISSION STATEMENT
The mission of the Texas A&M-Central Texas College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

COUNSELING PROGRAM MISSION STATEMENT
The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master’s in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth.

COUNSELING PROGRAM OBJECTIVES:

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ
evidence-based practices in counseling interventions, assessments, and program evaluations.
4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

Confidentiality Awareness:

An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.

COURSE ASSIGNMENTS: Total points: 500

1. **Reaction Paper – The Power of Vulnerability by Brene Brown** (6hrs) = **50 points**
   This paper should reflect your impressions/thoughts/feelings as you listen to this insightful guide on authenticity. Your paper should be from 2 to 4 pages, and contain your personal critique of suggested constructs and how it applies to professional counselors and play therapists. Please utilize quotes where appropriate so that I may have context for your statements. **For consideration:** Discuss any similarities between the author’s style/approach of helping and your own theoretical beliefs. Was there ever a “disconnect” between the therapist’s response and your own views of helping? What was most helpful about the lecture? How did the information lend to your growth as a play therapist?

2. **Sandtray Skill Building Sessions** = **50 points** (10 per session)
   Conduct five in-class Sandtray sessions were you are the counselor. This will provide you with an opportunity to implement Sandtray responses related to the Armstrong text.
   - Demonstrate feeling reflection. **10 points**
   - Demonstrate feeling reflection, and immediacy. **10 points**
   - Demonstrate feeling reflection, immediacy, and awareness. **10 points**
   - Demonstrate reflection of polarities. **10 points**
   - Demonstrate directive Sandtray technique(s). **10 points**
3. **Case Study = 50 points**
The student will complete a critical examination of the case study (video included in the Armstrong text), and verbally comment on the case study via presentation. It is important to discuss some aspect of the video: for example: the use of concepts (immediacy, awareness, polarities). Or therapist style, use of humor, use of touch, etc. Overall, your group can decide the direction of the discussion. Each group member must have a role in the discussion.

4. **Homeyer and Sweeney Creative Art Project = 50 points**
For this assignment you will create an art project of the significant points in chapters 1-10. I am not particular about the format of your project, what I will be looking for is how you grasped the main points highlighted in each chapter. This assignment will help you learn the practical information while our in-class time will highlight application.

5. **Create your own Sandtray: 90 points**
You will create your own sandtray following the requirements set by the Homeyer text. A syllabus rubric is provided.

6. **Outside learning = 50 points**
Any sandtray continuing education (contact or on-line). Evidence of participation can be a receipt of payment or completion certificate. Must be an APT approved provider.

7. **Participation = 50 points** (includes receptivity to feedback and your ability to give constructive feedback to others). Please note that the instructor assumes responsibility for providing some of the conditions that encourage involvement. The degree to which an individual student becomes involved will be a function of the student’s own goals for this experience and the responsibility and initiative which the student assumes for implementing the individual choice of goals. Consistent flow of discussion that demonstrates insightful processing and constructive feedback is encouraged for a full participation grade.

8. **Superhero = 10 points** Bring in a superhero miniature to discuss how you can use it in your sandtray. Reference the Garza Superheroes in the Tray article in your discussions.

**TENTATIVE CLASS OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities/Topics</th>
<th>Readings and Assignment Due Dates</th>
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</thead>
</table>
| Aug 28th | **Introduction of course** Group Discussion: Semester Goals  
Topics: Introduction to Sandtray Work as it relates to play therapy | **Readings and assignments are due on the dates listed.**  
*For example, for September 4th, you need to have read Armstrong Chp 1-2 and Homeyer 1-3.**  
No Reading or Assignments Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 4th</td>
<td>Complete Sandtray Training Videos Online: 1-6</td>
<td>Read Armstrong text chapters 1-2</td>
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<tr>
<td></td>
<td><a href="http://sandtraytherapyinstitute.com/sandtray-training/">http://sandtraytherapyinstitute.com/sandtray-training/</a></td>
<td>Homeyer text 1-3</td>
</tr>
<tr>
<td>Sept 11th</td>
<td>Facilitating directive Sandtray work</td>
<td>Practice 1 – In Class</td>
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<td></td>
<td>The “Be With” attitude of the play therapist</td>
<td>Read Armstrong text chapters 3 – 4</td>
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<td>Homeyer text 4-5</td>
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<tr>
<td>Sept 18th</td>
<td>Watch the library online streaming video titled: Sandtray Therapy for</td>
<td>Come to the next class prepared to discuss how this</td>
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<tr>
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<td>veterans and their families: a training video for counselors</td>
<td>lesson resonates with the “be with attitudes” of the</td>
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<td>play therapist</td>
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<td></td>
<td>Time for Sandtray CE</td>
<td>Read Armstrong text chapter 5</td>
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<td>Read Homeyer 6-7</td>
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<td>Sept 25th</td>
<td>Reflecting feelings/Compassion - Sandtray work</td>
<td>Practice 2 – In Class</td>
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<td>Read Homeyer 8-9</td>
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<td>Oct 2nd</td>
<td>Time off to work on Sandtray</td>
<td>Homeyer Text chapters 10-11</td>
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<td>Read Armstrong text chapter 6</td>
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<td>Oct 9th</td>
<td>Film: Sandtray with a teenager in play therapy</td>
<td>Sandtray Due</td>
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<td>Immediacy - Sandtray work</td>
<td>Practice 3 – In Class</td>
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<td>Read Art Turlock: Immediacy in Counseling: Recognizing</td>
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<td>Clients’ Unspoken Messages</td>
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<td>Oct 16th</td>
<td>Processing Armstrong text Polarities (in play therapy) – Sandtray work</td>
<td>Practice 4 – In Class</td>
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<td>Read Armstrong text chapter 7</td>
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<tr>
<td>Oct 23rd</td>
<td>Time off for Text Outline and Sandtray CE</td>
<td>Homeyer text Art Project Chapters 1-10</td>
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<td>Due</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>Oct 30th</td>
<td>Processing Armstrong text Awareness (in play therapy) - Sandtray work</td>
<td>Practice 5 – In Class</td>
</tr>
<tr>
<td>Nov 6th</td>
<td>Listen to the audio book titled: The power of vulnerability. Brene Brown Audiobook (must be the 6 hour lecture) free with audible trial on amazon</td>
<td>No Reading or Assignments Due. What can I say except:</td>
</tr>
<tr>
<td>Nov 13th (TCA)</td>
<td>There once was a porcupine play therapist whose quills made it difficult for people to get close. A mindful therapist showed it how to work its quills, when it needed, to become soft as feathers. In this way, the play therapist could do its best work.</td>
<td>No Reading or Assignments Due.</td>
</tr>
<tr>
<td>Nov 20th</td>
<td>Application of Group – Sandtray The play therapist at his/her best</td>
<td>Brene Brown Reaction Paper – Due</td>
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<td>Read Article Effect of Sandtray with Preadolescents (Canvas Online Module Reading)</td>
<td>Read Sweeny, Baggerly, &amp; Ray Book</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<td>Nov 27th</td>
<td>Topic: Superheroes and Sandtray Theories</td>
<td>Read Superheros in the Tray Article</td>
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<td>(Canvas Online Module Reading)</td>
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<td>Bring in a Superhero Miniature to discuss</td>
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<tr>
<td>Dec 4th</td>
<td>Group discussion on outside reading</td>
<td>Case Study Discussion/Presentations</td>
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<tr>
<td></td>
<td>Group discussion on CE workshop</td>
<td>Sandtray CE Due</td>
</tr>
</tbody>
</table>

**Sandtray and Other References**


**August 26, 2019**  Classes Begin for Fall Semester

**August 28, 2019**  Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

**September 2, 2019**  Labor Day (University Closed)

**September 3, 2019**  Deadline to Drop First 8-Week Classes with No Record

**September 11, 2019**  Deadline to drop 16-Week Classes with No Record

**October 4, 2019**  Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

**October 4, 2019**  Deadline for Graduation Application for Ceremony Participation

**October 18, 2019**  Classes End for First 8-Week Session

**October 18, 2019**  Deadline to Withdraw from University for First 8-Week Classes (WF)

**October 21, 2019**  Add, Drop, and Late Registration Begins for Second 8-Week Classes $25 fee assessed for late registrants

**October 21, 2019**  Classes Begin for Second 8-Week Session

**October 21, 2019**  Class Schedule Published for Spring Semester

**October 23, 2019**  Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

**October 28, 2019**  Deadline to Drop Second 8-Week Classes with No Record

**November 1, 2019**  Deadline for GRE/GMAT Scores to Graduate School
2019
November 4, 2019
Registration Opens for Spring Semester

November 8, 2019
Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

November 11, 2019
Veteran's Day (University Closed)

November 22, 2019
Deadline for Final Committee-Edited Thesis with Committee Approval

November 28-29, 2019
Signatures to Graduate School for Fall Semester

November 29, 2019
Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 13, 2019
Deadline for Degree Conferral Applications to the Registrar’s Office $20 Late Application Fee

December 13, 2019
Deadline to Withdraw from University for 16- and Second 8-Week Classes

December 13, 2019
Fall Semester Ends

December 13, 2019
Fall Commencement Ceremony

December 17, 2019
Deadline to Clear Thesis Office for Fall Semester

December 23, 2019
Winter Break (University Closed)