



**Department of
Counseling and
Psychology**

COUN 5367-110, CRN 10134, Play Therapy

Spring 2020 rev. 1.1.2020

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: *Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC*

Office: 318R

Email: lmccclendon@tamuct.edu

Office Hours: *11:00am-3:00pm Mondays, 12:00pm-4:30pm Wednesdays, Online by appointment*

Class Time: *6:00pm-8:45pm Wednesdays*

Class Location: *Warrior Hall, Room 312*

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

Email is checked once daily during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least a one week request for an appointment outside of my office hours.

COURSE INFORMATION

Course Overview and description:

Learn play therapy with an emphasis on developing counseling skills using play as the means of communication and understanding. Study background, history, various play techniques, and related ethical concerns.

Prerequisite(s): COUN 5350 or permission of department chair

To gain the most out of this course you will have also taken COUN 5304 and COUN 5357

Text/Readings:

Axline, Virginia (1964). Dibs: In search of self. Boston: Houghton Mifflin.

Landreth, Garry (2012). Play therapy: The art of the relationship. Muncie, IN: Accelerated Development.

Mullen, J.A. and Rickli, J.M. (2014). Child-Centered Play Therapy Workbook. Champaign, IL: Research Press.

Course Format: This seminar class includes online lectures/PowerPoint presentations, narrative presentations, video presentations, whole class discussions & practical exercises, self-selected inquiries, and research presentations. Evaluation consists of professor assessments, including critiques

of play therapy knowledge and skills, research paper, and case presentations.

Course Content:

- ⌘ Overview and history of the profession
- ⌘ Introduction to the major theories of the profession
- ⌘ Introduction to the practices of the profession
- ⌘ Introduction to the dynamics of the therapeutic relationship
- ⌘ Presentation of the role and responsibilities of the Play Therapist
- ⌘ Presentation of legal and ethical issues of the Play Therapist
- ⌘ Application of skill development
- ⌘ Discussion of the future/multicultural trends of the profession of Play Therapy

Participation:

I expect the following from all students:

1. You will demonstrate *quality class participation*. This means discussing and sharing information that is relevant to the overall learning experience of the class. You are expected to have read the material prior to class and be able to reflect and critique the material in discussions. In addition, you are expected to augment your class participation with relevant and related professional articles, as they relate to class topics. Additionally, due to the experiential nature of course instruction, I have expectancy that you will be open to opportunities for self/professional growth.
2. *Self-directed Inquiry/Reading*: You are encouraged to read materials, attend professional development workshops, conduct online and library searches that are personally meaningful. The content of the basic texts and other pertinent articles and books will be emphasized by the instructor according to her perceived level of interest or needs of the class.
3. *Simulation Activities*: You will be expected to participate in group and individual activities designed to facilitate the understanding requisite to achieving the course objectives.

Student Learning Outcomes:

- *Students will identify developmentally and theoretically appropriate play therapy toys and materials for the purposes of both assessment and treatment.*
- *Students will conceptualize a client's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical play therapy framework.*
- *Students will compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch.*
- *Students will 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.*

ASSIGNMENTS:

Total Points: 500

1. Participation

I am only responsible for certain elements of class learning opportunities; the extent of your learning is up to your own personal investment and interest in the course. Participation is expected and will be determined based on your attendance and contributions to class discussions/activities. I would like to have all students participate in text-generated insightful discussions. Additionally, I would like to see all students participate in live practice and experiential activities.

2. Spontaneous Celebration of Knowing (20 points)

The readings and workbook practices are essential for your understanding and application of course material. At random points throughout the semester, I will post Celebrations of Knowing on Canvas. You will have up to FOUR celebrations **with five questions each**. Format will be multiple choice or essay format if you have completed the readings/workbook (*or multiple guess/ creative writing if you have not done the readings/workbook*) throughout the semester. These celebrations may cover material from *Play Therapy: The Art of Relationship*, *DIBS*, or from the *Child-Centered Play Therapy Workbook*.

3. Tote-bag Playroom (25 points for cultural item, 25 for complete tote bag)

Compile your own Tote-bag Playroom for use with your “minipracticum” play therapy client. It must include 4 or 5 toys representative of each of Landreth’s 3 categories. Bring your tote-bag to class. You will set up your kit and as I walk through you will need to be able to identify each category your toys represent according to Landreth’s categories. Your chapter readings will suggest how categories may be modified to be responsive to culture and environment of differencing populations. Adapt your tote-bag for culture and be able to discuss your choices.

4. Reaction Paper -- *Dibs: In search of self* (50 points) (See Appendix B for Grading Rubric)

This paper should reflect your impressions/thoughts/feelings as you read this fascinating case study. Consider the possible developmental needs of Dibs, what assessment issues may be up for consideration and your initial impressions. It should be from two to five pages, and contain your observations of what Dr. Axline uses in her therapeutic repertoire to work with Dibs.

Do not hand in a summary - I have read the book.

Helpful phrasing to avoid a summary might include:

“Based on my experience with children I believe...”

“I found it interesting that Axline...”

“On the point of _____, I disagree with Axline’s belief because...”

5. Play Therapy Sessions (150 points, 75 per session completed & documented)

Conduct two play therapy sessions, with an unrelated child of your choice, using your Tote-bag Playroom. This will provide you with an opportunity to implement CCPT concepts. These experiences must be videotaped. I expect audio and visual to work for a full grade, they will be critiqued in group sharing sessions. **Tapes will be shared for a grade. Complete a session summary and skills sheet for the midterm and final.** Ensure that you watch each tape in its’ entirety before you complete the skills sheet.

6. APT Credentialing Assignment (150 points) See Rubric and instructions on the course rubrics document.

7. Research Paper / Class Presentation (100 points)

This activity will require an in-depth study of one particular THEORY of play therapy. You may choose from a variety of theories that will be introduced to you in Kottman's text (*Play Therapy: Basics and Beyond*). Please follow the APA, 6th Edition format and style for organization and include abstract, running head, & references. The paper should be from 8 to 10 pages in length (not including Cover Page, Abstract, References). Use at least 4 references for the paper, *in addition* to your texts; at least two must be from original sources and no more than one in the first five references may be from the internet. The paper will be graded according to the department writing standards, addressed at the end of this syllabus. Come prepared to discuss your findings in a formal presentation in class.

On the final day of class, you will present your research project in a PowerPoint, Prezi, or other visual media. You will complete a mock role play with a client utilizing two or three skills specific to your play therapy theory.

8. Play Therapy Online Discussion Board (30 points)

You will be required to post two thoughtful discussions after reading the following articles: "Why Play Therapy is Really, Really, Stupid" and "APT and Touch." Make sure you review the rubrics for these assignments on Canvas

Grading

Assignment	Points
<i>Spontaneous Celebrations of Knowing</i>	20
<i>Tote-Bag</i>	50
<i>Reaction Paper: DIBS</i>	50
<i>Midterm Play Therapy Session</i>	75
<i>APT Credentialing Assignment</i>	100
<i>Final Play Therapy Session</i>	75
<i>Research Paper / Class Presentation</i>	100
<i>Discussion Board</i>	30
<i>Total Points Earned</i>	500

Attendance policy: Class attendance is required and crucial to your development as a student and future counselor. Please email me before class if you will be absent. There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first. Two or more in-class lecture absences may result in grade of "F" (at the instructor's discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

Late work policy: If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 30%). **However, credit will NOT be awarded for assignments turned in more than 7 days past its due date.**

Success in the Clinical Mental Health Counseling Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct

4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

Web addresses for Play Therapy information

Center for Play Therapy: <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 Association: <http://centraltexasplaytherapy.org>

Date	Topics <i>Readings and Chapters are due on the date listed (e.g., Chapter 1 is due on Day 1 of class.)</i>	Readings/Assignments Due
January 22 F2F	What's in Store: Principles of child-centered work Children Basic Tenets of CCPT History of PT Theoretical Approaches Overview	Landreth Ch. 1, 8 Workbook p. 49
January 29 Online	Continue: What is in store...? Narrated PowerPoint: Principles of child-centered work Children Basic Tenets of CCPT History of PT Theoretical Approaches Overview	Landreth Ch. 2-3 Workbook p.11, 16-17 and 23-25
February 5 F2F	Topics: Meaning of Play Logistical aspects of PT Tracking behavior Tote-bag Playroom	Landreth Ch. 6 & 9 Workbook 34-47
February 12 Online	Video: Child Centered PT-Garry Landreth Video: Touching the Inner World of Children-Landreth Narrated PowerPoint: Reflecting Content and Feelings	Dibs Paper Due Landreth Ch. 4-5
February 19 F2F	Topics: Cultural Toy: Speed Dating Reflecting Content, and Feelings	Cultural Item Due
February 26 F2F	Topics: Setting Limits, Returning Responsibility	Tote Bag Due Narrated PowerPoint: Setting Limits/Returning Responsibility

		Video: Choices cookies and Kids Landreth Ch. 10-11 Workbook p.51-57
March 4 Online	Video: How to: complete the skills sheet Video: How to: complete a session summary Finalize your tapes for the midterm	
March 11	SPRING BREAK	None
March 18	Midterm: Skill Demonstrations	Session Tapes Due Workbook p.92-93
March 25 Online	Narrated PowerPoint: Encouraging/Esteem Building Narrated PowerPoint: Enlarging the Meaning	
April 1	Encouraging/Esteem building	APT Credentialing Due Landreth Ch. 12-13 Workbook p.59-64
April 8 F2F	Topic: Enlarging the Meaning AND Topics: Integration of Skills ----- Critiquing the experts - Video Critiques Theoretical Approaches to PT	Landreth Ch. 14-15 PT Discussion Board Assignments Due
April 15 Online	Topic: Adlerian Play Therapy Topics: Consulting with Parents & Teachers	Kottman Chapter 2,3 (on Canvas) Landreth Ch. 7
April 22 F2F	Final: Skill Demonstrations	Session Tapes Due
April 29 F2F	Research Paper Presentations	Research Papers Due

IMPORTANT DATES: List not exhaustive	
January 13, 2020	Classes Begin for Spring Semester
January 20, 2020	Martin Luther King Jr. Day (University Closed)
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 23, 2020	Class Schedule Published for Summer Semester
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
April 6, 2020	Registration Opens for Summer Session
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

Please contact Dr. McClendon if you are unable to access any video recording devices for your role play assignment.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS**A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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