Welcome: My intent is to make this course informative, challenging and worthwhile. I assume responsibility for structuring both didactic and applied learning opportunities and for providing some of the conditions, which allow or encourage your growth as a counselor. The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals.

I. Goals of the Course: Each student will integrate and apply the knowledge and techniques from previous counseling coursework and begin applying one’s guiding theory of counseling in the process of counseling a child across multiple play therapy sessions, thereby ensuring competence in, and facilitating maximal performance in, COUN 5690 Practicum in Counseling.

II. Methods of instruction: Instructional methods include readings, lecture, discussion, role-playing, small group experiences, video/film analysis, demonstrations, exploratory papers, observation of play therapy and parent consultation sessions and supervised play therapy sessions.

III. Required Texts and/or Readings:

IV. Recommended Texts:

V. Student Perception of Teaching
Student Perception of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to
continually improve my teaching. I consider the SPOT to be an important part of your participation in this class. SPOT will be open from November 9-22.

VI. Student performance evaluation criteria:
10% Self-assessment and goals for the semester – paper assessment
20% Play Therapy Practicum – Grade based on supervisor determination of skill level
20% Video critiques – Grade based on self-exploration, clinical skills, and clinical awareness
10% Play therapy observations – paper assessments
10% Parent consultation observations – paper assessments
10% Mock parent consultation – Grade based on self-exploration and clinical awareness
20% Case Conceptualization, Theory integration and significant learning paper – Grade based on content, theoretical knowledge, self-exploration and clinical awareness.

Final Grade: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; <59% = F

ASSIGNMENTS AND COURSE PROCEDURES

1. Assigned Readings (Professional Responsibility): Students are responsible for reading the required readings as well as any other readings provided by the instructor. Readings are to be completed, and students prepared to critically discuss the topics covered, by the class period assigned.

2. Self-Assessment and Goals for this Experience (10%). As applicable, assess where you see yourself in your growth as a professional child counselor/play therapist along the following dimensions:
   a) Theoretical knowledge and integration of self, theory and practice.
   b) Overall knowledge of child therapy interventions, including a variety of theoretical approaches to play therapy.
   c) Child development, including social, emotional, cognitive, physical, neurological, relationship, and systemic factors that impact healthy development.
   d) Knowledge regarding treatment of children with more severe symptoms (e.g. interpersonal trauma, autism etc.).
   e) Perceived confidence in assessing, understanding and conceptualizing children’s needs and progress within and across sessions.
   f) Perceived confidence in administration of child and parent assessments.
   g) Your perception of your ability to be your authentic self in relationship with your child clients.
   h) Clinical goals for yourself for this semester and what you most need in order to be supported in your growth.

3. Play Therapy Practicum (20%; 10% per formal evaluation): TEN supervised (and video-recorded) play sessions will provide you with an opportunity to implement theory and skills. You will review this experience during group sharing sessions facilitated by a doctoral supervisor. Your doctoral supervisor will complete a mid-term and final evaluation of your skills using the Professional Counseling Performance Evaluation (PCPE). Please see Appendix A for rubric.

Note: Students are required to carry professional liability insurance for this course and must turn in a copy to the instructor by the 2nd class meeting (and before you have any client contact).

4. Weekly supervision (Professional Responsibility): You will meet with your doctoral supervisor weekly during regular class time or as schedules permit. You are expected to bring a cued play
therapy session recording to each supervision session for viewing and discussion. Both your doctoral supervisor and your faculty supervisor reserve the right to schedule additional individual meetings with you.

5. **Case Presentations (Professional Responsibility):** Each week students must come prepared to share recorded segments of play sessions with the group. This informal presentation should be approximately 30 minutes. The student counselor is to briefly outline the client’s case, show 15-20 minutes of a session, and allow time for group discussion.

6. **Play Session Video Critiques (20%; 10% per formal evaluation):** Select two of your video-recorded play sessions (at least 4 weeks apart) that show you at your best and describe/transcribe the first 5 minutes, middle 5 minutes, and last 5 minutes of each session. Describe what you learned about yourself as a play therapist, including assessment of your growth since the beginning of the semester. Your instructor will provide written feedback on your paper AND evaluate your clinical skills using the PCPE (Appendix A).

7. **Play Therapy Observations (10%):** You will have an opportunity to observe play therapy sessions in the Child & Family Resource Clinic (CFRC). You will observe a minimum of FOUR (total) play therapy sessions facilitated by one or two doctoral student/client dyads at CFRC. Turn in a two page critique of the observed sessions.

8. **Parent Consultation/Intake Observations (10%):** You will also have an opportunity to observe parent consultation sessions in the Child & Family Resource Clinic (CFRC). You will observe a minimum of TWO parent consultation sessions facilitated by a doctoral student at CFRC. Turn in a critique of each session (about 1 page per critique).

9. **Mock Parent Consultations and Assessments (10%).** Conduct (and video-record) a mock parent consultation with a parent of a child (age 3-8). Submit a parent consultation summary form and a two to four page critique of this experience describing significant learning, strengths and areas for improvement.

10. **Case Conceptualization, Theory Integration and Significant Learning Paper (20%):** Your final paper will include a case conceptualization of your client focusing on application of theory throughout your play sessions, your ‘significant learnings’ from this experience, and other supporting documentation as requested by your instructor. Primary focus is on self-growth throughout this semester, particularly related to your stated goals for yourself and your growth in understanding of your child client for this semester. Please see Appendix B for a detailed description of the assignment.

*Note: In fairness to students who meet deadlines, 10% will be deducted for each calendar day an assignment is late.*

*Additional Note: Since a large part of what we will do in class is experiential, class attendance is considered to be crucial. One absence can impact your grade; two absences will result in the final grade being lowered one grade level.*
### FLEXIBLE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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| Sep 1 | - Introductions and Course Overview  
- Basic Skills Review, Limit Setting | Read: Ray- Chapters 4, 5, and 6 |
| Sep 8 | - Parent Intakes and Consultations | Due: [Liability Insurance Documentation](#)  
Read: Ray- Chapter 9  
Mcguire Chapters 1, 2, 3, 5, 6, 7 |
| Sep 15 | - Maintaining Client Files  
- Assessments  
- Orientation to the Schools | Due: [Self-Assessment and Goals](#)  
Read: Ray- Chapters 12 and 13 |
| Sep 22 | - Play Therapy Theory  
- Child Development  
- Cultural Issues in Play Therapy | Read: Ray- Chapter 2 |
| Sep 29 | - Case Presentation  
- Themes in Play Therapy  
- Supervision | Read: Ray- Chapter 7 |
| Oct 6 | - Case Presentation  
- Progress and Termination  
- Supervision | Due: [Mock Parent Consultation](#)  
Read: Ray-Chapter 8 |
| Oct 13 | - Case Presentation  
- Interpersonal Neurobiology and Play  
- Supervision | |
| Oct 20 | - Case Presentation  
- Abuse/Neglect, Anger Problems  
- Supervision | Due: [Play Session Video Critique 1](#)  
Read: Ray- Chapter 10 |
| Oct 27 | - Case Presentation  
- Anxiety/Phobias, ADHD  
- Supervision | |
| Nov 3 | - Case Presentation  
- Autism, Grief/Loss and Depression  
- Supervision | Due: [Play Therapy Observations](#) |
| Nov 10 | - Case Presentation  
- Chronic Illness, Speech/Language  
- Supervision | Read: McGuire Chapter 4 |
| Nov 17 | - Case Presentation  
- OCD, PTSD  
- Supervision | Due: [Parent Consultation Observations](#) |
| Nov 24 | UNT Closed for Thanksgiving | |
| Dec 8 | - Case Presentation  
- Adoption, Attachment Difficulties  
- Supervision | Due: [Play Session Video Critique 2](#) |
| Dec 15 | Final Class and Significant Learnings | ALL FILES CLOSED  
Final: Case Conceptualization and Theory Paper  
Due: Supervisor Evaluations |

**CAVEAT:** The syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.
Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Student Behavior in the Classroom

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.
Appendix A
Professional Counseling Performance Evaluation (PCPE)*

Student ___________________________  Sem & Yr ______________________

Supervisor _______________________

Rating Scale: N - Not required and/or No opportunity to observe
0 - Does not meet criteria expected for student’s level of preparation and experience.
1 - Minimally or inconsistently meets criteria expected for student’s level of preparation and experience.
2 - Consistently meets criteria expected for student’s level of preparation and experience.
3 - Exceeds criteria expected for student’s level of preparation and experience

The student:

1. HELPING SKILLS AND ABILITIES
   a. Establishes relationships characterized by working alliance.  
   b. Creates appropriate structure: Sets and maintains boundaries such as meeting place, time, and duration.
   c. Shows understanding of content of client’s story – primary elements.
   d. Shows understanding of context of client’s story – uniqueness and underlying meanings.
   e. Responds to feelings; identifies client affect and addresses feelings therapeutically.
   f. Demonstrates congruence/genuineness; outer behavior consistent with inner affect.
   g. Shows empathy: Takes client’s perspective without over-identifying and communicates this experience to client.
   h. Demonstrates effective nonverbal communication: use of body, voice, attire, etc.
   i. Creates a psychologically safe environment.
   j. Shows awareness of, and effectively manages, power differences in relationships.
   k. Collaborates with client to establish clear and measurable counseling goals.
   l. Facilitates client’s movement toward counseling goals and apprises client of progress.
   m. Promotes wellness through both intervention and prevention.
   n. Manages termination of counseling in a therapeutic manner.

2. PROFESSIONAL RESPONSIBILITY
   a. Conducts self ethically and in compliance with legal requirements so as to promote confidence in the counseling profession.
   b. Relates to peers, professors, and others according to stated professional standards.
   c. Keeps accurate and timely records.
   d. Demonstrates sensitivity to real and ascribed power differences between self and others; does not exploit or mislead others during or after professional relationships.

3. COMPETENCE
   a. Demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to others.
   b. Recognizes and responds appropriately to cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
   c. Applies relevant research findings to the practice of counseling.
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<td><strong>d.</strong> Appropriately applies assessment and diagnostic tools both initially and throughout counseling through intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment.</td>
<td>N</td>
<td>0</td>
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<td><strong>e.</strong> Identifies and responds appropriately to clients with addiction and co-occurring disorders.</td>
<td>N</td>
<td>0</td>
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<td><strong>f.</strong> Assesses and manages suicide risk.</td>
<td>N</td>
<td>0</td>
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<td><strong>g.</strong> Recognizes and responds therapeutically to crises, disasters, and other trauma-causing events in clients’ lives.</td>
<td>N</td>
<td>0</td>
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<td><strong>h.</strong> Involves others in client’s life in the counseling process as clinically, ethically, and legally appropriate.</td>
<td>N</td>
<td>0</td>
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<tr>
<td><strong>i.</strong> Recognizes the boundaries of one’s particular competencies and the limitations of one’s expertise.</td>
<td>N</td>
<td>0</td>
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<td>2</td>
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<td><strong>j.</strong> Provides only those services and applies only those techniques for which one is qualified by education, training, and experience.</td>
<td>N</td>
<td>0</td>
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<td><strong>k.</strong> Takes responsibility for compensating for one’s deficiencies.</td>
<td>N</td>
<td>0</td>
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<td><strong>l.</strong> Takes responsibility for assuring others’ welfare when encountering the boundaries of one’s expertise, through such activities as consultation and referral.</td>
<td>N</td>
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**4. MATURITY**

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<td><strong>a.</strong> Exercises appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.</td>
<td>N</td>
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<td><strong>b.</strong> Demonstrates honesty, fairness, and respect for others.</td>
<td>N</td>
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<td><strong>c.</strong> Demonstrates an awareness of one’s own belief systems, values, needs and limitations and the effect of these factors on one’s work.</td>
<td>N</td>
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<td><strong>d.</strong> Seeks, welcomes, receives, integrates, and utilizes feedback from supervisors and others.</td>
<td>N</td>
<td>0</td>
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<td><strong>e.</strong> Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.</td>
<td>N</td>
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<td><strong>f.</strong> Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.</td>
<td>N</td>
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**5. INTEGRITY**

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<td><strong>a.</strong> Refrains from making statements that are false, misleading, or deceptive.</td>
<td>N</td>
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<tr>
<td><strong>b.</strong> Avoids improper and potentially harmful dual relationships.</td>
<td>N</td>
<td>0</td>
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<td><strong>c.</strong> Respects the fundamental rights, dignity, and worth of all people.</td>
<td>N</td>
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<tr>
<td><strong>d.</strong> Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.</td>
<td>N</td>
<td>0</td>
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<td><strong>e.</strong> Advocates for policies, programs, and services that meet clients’ unique needs.</td>
<td>N</td>
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**COMMENTS:**
Appendix B
Case Conceptualization, Theory Integration and Significant Learning Paper

Case Conceptualization and Theory Integration

The purpose of the case conceptualization is to provide you with an opportunity to develop a holistic view of your client and to develop the framework from which you approach play therapy. Begin by succinctly providing an overview of your play therapy practicum experience, including a short description of the impact of the experience on you, your client and the counseling relationship. Where applicable, your write up should also include the following:

1. Basic client demographics
2. Presenting concerns (e.g. noted emotional or behavioral issues, teacher’s comments etc.):
3. Family, Cultural and Home Background (if available):
4. Educational History, Physical health History and Previous Counseling (if available):
5. Social Interactions:
6. Psychological Development:
7. Testing Assessment (if applicable):
8. Hobbies, Recreational Activities:
9. Diagnosis/ Prognosis: [Provide DSM 5 diagnosis]
10. Treatment:
   • Your approach to working with this client
   • Theoretical orientation
   • Treatment Goals/Objectives (and to what extent they were met)
   • Interventions Used
   • Overall assessment of client progress

Significant Learning

Based on your play therapy practicum, as well as, your readings and other learning, reflect and respond to the following questions.

I. What you learned about yourself: (include such things as strengths and areas of most growth; what has challenged you; and identify one area for growth that you believe would most help you become a more effective play therapist).

II. What you learned about children and their developmental needs.

III. What did you learn (or have confirmed or challenged) about human nature, change and personality development? (I expect to hear words that reflect your theoretical orientation)

IV. Discuss your contributions to your classmates, your supervision group member(s), and to your own learning.

V. List 5 learning experiences that have been most helpful to your understanding and application of play therapy concepts.

VI. List learning experiences, etc. that you believe would have facilitated greater growth and learning for you in class (i.e. what you would like to see added or done differently).

VII. What do you consider your top three learnings this semester (think globally)?