University of North Texas Denton Campus  
Department of Counseling and Higher Education  
Counseling Program  

**COUN 5700: INTRODUCTION TO PLAY THERAPY**  
**Spring 2016**  
Mondays 5:30-8:30 pm  
Matthews Annex  

Instructor: Leslie Jones, PhD, LPC-S, RPT  
Wednesday 10:00am -1:00 pm; Thursday 11:00 am – 2:00 pm or by appointment  
Welch Street Complex II Room 150  
Lesliede.Jones@unt.edu  
Office Phone: (940) 369-8007  

I. **Catalog description:** Enhancing the counseling relationship with children by utilizing play media to facilitate expression, self-understanding, and personal growth and development. Observation of and supervised experience in play therapy with children are an integral part of the course. Prerequisite(s): DFST 5123, COUN 5680 and 5710, or consent of instructor. 3 hours.  

II. **Goal of the course:** As a step in the process of developing one’s own approach to working with children in a play therapy relationship, each student will develop an integrated understanding of children’s developmental communication and will acquire the necessary play therapy skills need to facilitate children’s expression, self-understanding, personal growth, and development.  

III. **Tk20:** This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess.  

Please go to the following link for direction on how to purchase Tk20. Announcements regarding TK20 will also be posted on this website.  
http://www.coe.unt.edu/tk20  

IV. **Student Learning Outcomes (SLOs) Assessed:** The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:  

<table>
<thead>
<tr>
<th>SC Outcome</th>
<th>CACREP</th>
<th>Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td>A6</td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td>2. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.</td>
<td>M5</td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Knowledge and Skills Outcomes</strong></td>
<td>CACREP</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>1. Explain children’s perceptual view of their world, how children communicate, the rationale for using play therapy, identify the meaning, implications and themes of children’s play behavior and identify toys and materials recommended</td>
<td>H3a,c,f,h</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
V. Methods of instruction: Instructional methods include readings, lecture, discussion, role-playing, small group experiences, video/film analysis, demonstrations, exploratory papers, observation of play therapy sessions and supervised play therapy sessions.

VI. Required text(s) and/or reading(s):

VII. Student performance evaluation criteria and procedures:
25% KEY ASSESSMENT - Final exam
20% Play sessions – Grade based on self-exploration, skill demonstration and corrected responses
25% Micropracticum- Grade based on supervisor determination of skill
10% Play therapy observations – paper assessments
20% Topic paper – Grade based on content, writing, organization, APA format

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

1. Exam (20%): There will be an exam on May 2 which will be submitted electronically through TK20.

2. Play Sessions (20% total- 10% each): Arrange TWO 30-minute play sessions with a 3 to 6 year old child, other than your own, at your home, a kindergarten room, or other setting with toys. Video/audio-tape record the sessions and hand in recordings along with your paper. Please see Appendix A for a parent consent form and Appendix E for a grading rubric. Critique EACH experience in a paper (3 to 4 pages) using ALL of the following subheadings:
   a) Child’s Age and the Setting
   b) My Feelings
   c) Child’s Feelings (provide concrete examples/indicators)
   d) Returning Responsibility to the Child/Esteem Building Responses. Please provide specific examples.
   e) My strengths
   f) Corrected Responses
      (Select six responses you would like to correct and show how you would change the response using the following format:
      Child (initial comment, response or activity)
      Original Response
      Corrected Response
      Reason for Change

3. Micro-Practicum (20% total, 10% each): TWO supervised play sessions will provide you with an opportunity to implement what we have dealt with in class. You will critique this experience in a group sharing session and be graded by a doctoral supervisor. A grading rubric will be provided by the instructor prior to the first micro practicum. CLASS MEMBERS ARE RESPONSIBLE FOR PROVIDING CHILDREN FOR THIS EXPERIENCE. Please see Appendix A for a parent consent form, and Appendix H for the evaluation rubric.

4. Play Therapy Observations (10% total- 5% each): You will have an opportunity to observe play therapy sessions in the Counseling and Human Development Center (CHDC) and the Child & Family Resource Clinic (CFRC). Observation of TWO play therapy sessions facilitated by a doctoral student at CHDC or a doctoral student/advanced master student at CFRC is required. Turn in a 2 page critique of EACH session using the following outline:
   a) Name of play therapist
   b) First name of child
   c) Date
   d) Body language/demeanor of play therapist
   e) Recognizing child’s feelings (provide specific examples)
   f) Tracking (Provide specific examples)
   g) Your reactions
   h) What you would do differently
   i) Something you learned.

Please see Appendix F for a grading rubric.
5. **Topic Paper (20%)**: A paper in which you explore a topic to be decided on in class. Please see Appendix B for a detailed description of the assignment and Appendix G for the grading rubric.

6. **Self-directed Reading**: In addition to the basic texts, you are encouraged to read materials that have the most meaning to you. You will also be asked to read a few articles which I feel are particularly significant (Part of my value system bias).

7. **Class Attendance (Professional Responsibility)**: Since a large part of what we will do in class is experiential, class attendance is required. **Two absences will result in the final grade being lowered one grade level.**

8. **Format of Papers.** All work to be turned in should be typed. Unless otherwise stated, use basic APA formatting (i.e. double-space, 12 pt. font, Times New Roman). In fairness to students who meet deadlines, **10% will be deducted for each calendar day a paper is late.**

9. **Classroom Conduct.** I expect you to follow the standards of good classroom behavior at all times, both in the classroom and in any outside meetings we have. This includes, but is not limited to the use of electronic devices such as cell phones (which must be turned off) and laptops (not allowed without prior permission from instructor). Please see the section entitled ‘**Student Behavior in the Classroom**’ for more information.

10. **Student Perceptions of Teaching (SPoT)**

    **Student Perceptions 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 SETE to be an important part of your participation in this class.

### Flexible Course Schedule

*CAVEAT: This 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.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| January 25   | • Syllabus Review
               • Child Development and Play
               • Theory and Play Therapy | Landreth chapters 2, 3, 4
               Axline chapters 1, 2       |
| February 1   | • Play Therapy Room and Toys
               • Structuring the Play Therapy Session | Landreth chapters 5-6, 7, 9
               Axline chapters 3, 7
               Giordano chapters 1, 2, 4  |
| February 8   | • The Play Therapist
               • Tracking/Acknowledging Non-verbal Behavior | Landreth chapters 7, 9
               Axline chapters 8, 9, 10
               Giordano chapters 5        |
| February 15  | • Reflecting Content
               • Reflecting Feelings
               • **Practice Session 1**  | Landreth (pp 207-220)
               Axline chapter 8-11
               Giordano chapter 6-7       |
<p>| February 22  | • Facilitating Decision-making and | <strong>Play Session Critique 1 Due</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
</tr>
</thead>
</table>
| February 29| Returning Responsibility  
• Practice Session 2  
• Facilitating Esteem-Building & Encouragement | Landreth chapter 10 (pp 221-244)  
Axline chapters 12, 13  
Giordano chapters 8, 9 |
| March 7    | Limit-setting  
• Practice Session 3 | Landreth chapter 8 (pp 157-166), 11  
Axline chapter 15  
Giordano chapter 10 |
| March 14   | Spring Break |  
| March 21   | Linking Parents to Play Therapy: Parent Intakes | Play Session Critique 2 Due  
Landreth Chapter 8 (pp 151-156)  
Giordano chapters 3, 12  
Mcguire chapters 1-3; 5-7 |
| March 28   | Micro practicum I |  
| April 4    | Play Therapy Themes  
• Introduction to Clinic Forms  
• Practice Session 4 |  
| April 11   | Healing and Termination  
• Practice Session 5 | Landreth chapter 16  
Axline chapters 4, 5, 14  
Giordano chapter 11 |
| April 18   | Discussion of Dibs  
• Basics Skills Review | Critique of Play Session Observations Due  
Axline (Dibs in Search of Self) |
| April 25   | Micro-practicum II | Topic Paper  
Landreth chapter 17  
Axline chapter 16 |
| May 2      | Issues in Play Therapy  
• Exam Prep | Landreth chapter 12-13 |
| May 9      | Exam |  

Academic Integrity and Academic Misconduct

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad): A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT’s policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (18.1.16) is available online 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.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) 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 the SETE to be an important part of your participation in this class.

Disability Accommodation

The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation. Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or phone (940) 565-4323.

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
Play Session Parent Request Form

Dear parent/guardian,
Your child is being asked to participate in ___ play session (s) with
__________________________________ as part of a course requirement for COUN 5700- Introduction
to Play Therapy at the University of North Texas.

__________________________________ will NOT be conducting play therapy with your child. Rather,
he/she will be practicing basic play language and skills learned during the semester. For
supervision/grading purposes, the play session (s) will be videotaped /audio taped. Your child’s identity
will not be revealed and the tape will be destroyed at the end of the semester.

Please sign this form as an indication of your consent. If you have any questions or concerns, please
contact Dr. Leslie Jones at 940-369-8007.

__________________________________
Parent Signature

__________________________________
Date

__________________________________
Student Signature

__________________________________
Date
Appendix B
Topic Paper

Please select one of the following topics for your research paper. It might be helpful to keep in mind that you are trying to answer questions such as “what do we know?” and “what are the results (research findings)? Be sure to utilize subheadings in your paper and include your personal reactions/thoughts/interpretations of the research.

Play Therapy with:
1. Sexually abused children
2. Physically abused children
3. Aggressive-acting out children
4. Autistic children
5. Hospitalized or chronically ill children
6. Selective mute children
7. Physically disabled and/or mentally retarded children
8. Children with speech difficulties
9. Children with reading difficulties
10. Traumatized children
11. Unusual cases: blind children, burn victims, deaf children, terminally ill children

Other General Topics:
1. Cultural issues in play therapy
2. Tangible and intangible losses in children’s lives
3. Stages in the play therapy process
4. Similarities and differences in adult therapy and play therapy
5. Play therapy in elementary schools

Please check with me if you are interested in a topic that is not on this list. This paper may not exceed 15 pages (including references).

Please note that strict adherence to APA format is required.
Appendix C
Theories Paper

Compare (Contrast) THREE counseling theories in terms of 1) Child Development and 2) The therapeutic relationship in play therapy. Please include the following:

1. Background of the counseling theory

2. Child Development
   a. What are the key components of child development according to each counseling theory?
   b. How does a child’s personality develop according to each counseling theory?
   c. According to each theory, what contributes to normative/non-normative social, cognitive and emotional development?

(Be sure to discuss these points with respect to child development theorists such as Piaget, Erikson, Bowlby et al.)

3. The therapeutic relationship in play therapy

According to the THREE counseling theories:
   a. What importance (if any) is placed on the therapeutic relationship and how does the relationship promote/contribute to therapeutic progress in play therapy?
   b. What does the play therapist do to help build the relationship?

*Feel free to examine other areas related to this topic.

Additional Instructions:
Be sure to utilize subheadings in your paper. Strict adherence to APA format is expected. Please remember that this is a research paper. Focus on text-books and peer-reviewed research articles. Newsletter articles and articles focused on art therapy and filial therapy may not be used. Please use references throughout the paper. Writing must be in the third person (personal reactions may not be included). Include a reference list (no less than 7 references). This paper may not exceed 15 pages (including references).
Appendix D
Compiled by Dr. Dennis Engels

NOTES FOR COUN PAPERS

ORGANIZATION Work to organize your paper for maximum clarity and ease of communication and reading. Have a 1. Beginning (background and introduction, including a rationale goal and purpose statements), 2. A body (usually a review of literature) and 3. Summary/conclusions and implications sections.

ABSTRACT Prepare an abstract which simply and clearly describes the contents of your paper in one or two sentences. You may wish to go further regarding findings, etc, but appreciate that a brief abstract is intended to be a simple descriptive statement for the reader. Remember that the abstract does not substitute for the introduction to your paper.

SUBHEADINGS Consider subheadings to help your reader understand how the paper is organized. Subheadings can be especially helpful to the “hurried” reader, e.g. a professor reading 75 papers at the end of the term.

GOAL & PURPOSE Very early in your paper, state the goal and purpose. “The goal of this paper is to review professional literature on the topic of ________, for the purpose of gaining information, summarizing, describing and analyzing knowledge, and identifying implications for practice and for research”.

TAUTOLOGY For maximum credibility: Especially avoid series of unsupported declarative factual statements. Avoid Gross general statements. Both of these issues can be assuaged by: 1) Citing multiple references for key points, and 2) Using qualified or tentative language (seems, might, could), etc. which demonstrate that you are aware there could be exceptions to what you are saying. Avoid simplistic causal reasoning as a means of enhancing your credibility when discussing complex human phenomena.

REF SOURCE Indicate the source of your information. It is better to use too many reference citations than too few. One reference citation per paragraph is not too many. One should be used after each new idea you introduce.

II STRUCTURE Parallel Structure: Sentence structure must be parallel in tense, number, antecedents, etc., throughout your work. “A counselor works to help a client to know their feelings” is NOT parallel –“A client” is singular and “their” is plural. This should read “A counselor works to help a client” or “counselors work to help their client get to know his/her feelings.”

PARA STRUCT Paragraphs should focus on one main theme or idea, with at least two sentences. Consider the value of stating a main point in the first sentence of a paragraph and then moving to particular points related to that main point. Work for good development of each major point, and then strive for considerable, breadth, depth, clarity and emphasis within each section. See that each new paragraph focuses on one main theme/idea. Do not go on to new ideas until the original point is made. Examples can be useful to clarify main points. Work for smooth transitions.
between paragraphs and sections. Work for closure in each paragraph and each section. At the close of one section, work for transition to the next section, something greatly helped by subheadings.

ANTECEDENT Be sure that pronouns agree with their antecedents-see example under II structure. Be wary of starting sentences or paragraphs with pronouns so your reader does not have to guess what the antecedent is.

QUOTE In general, avoid quotations. Read and write for your reader rather than having your reader reread what you read. Paraphrase what you read in your own terms and cite the reference without citing the specific page. If you decide a particular quote is invaluable, you could use poignant quotations to illustrate major points in your paper. When using quotations, always include page numbers with your reference citation. If the quotation is 40 words or longer, it is indented without quotation marks. See the latest APA Publication Manual for treatment of reference citation in long quotes.

PRECISION Work to use precise terms for maximum clarity. If you are explaining a point, use the same words or terminology used by the author you are using as a reference. Think of your intended audience, too. Avoid general terms for quantity and frequency (some, many, often, never, always) if you are able to find specific information/data.

EXPAND Expand for further clarity. The information presented is too sketchy for a reader to grasp completely.

COLLOQ Avoid colloquial expressions in your professional writing. You are striving for maximal professional clarity and credibility for you for your reader, and what you write represents you and your profession in absentia.

PROOFREADING Careful proofreading is necessary to attend to such problems as punctuation, spelling and grammar and use of precise terms.
Appendix E

Play Session Critique Rubric

Name: ________________________________

Date: _________________________________

Play Session:  1 or 2

<table>
<thead>
<tr>
<th></th>
<th>1 point</th>
<th>Full credit given if the student was reflective of his/her own feelings before, during, and after the session</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Feelings</td>
<td></td>
<td>Full credit given if the student was reflective of his/her own feelings before, during, and after the session</td>
</tr>
<tr>
<td>Child’s Feelings</td>
<td>1 point</td>
<td>Full credit given if the student a) described the child’s feelings before, during and after the session, and b) provided concrete examples.</td>
</tr>
<tr>
<td>Return Responsibility/Esteem Building</td>
<td>1 point</td>
<td>Full credit given if the student noted specific instances in which (s) he returned responsibility/facilitated esteem building.</td>
</tr>
<tr>
<td>My Strengths</td>
<td>1 point</td>
<td>Full credit given if the student commented on specific strengths while recognizing areas of growth.</td>
</tr>
<tr>
<td>Corrected Responses</td>
<td>1 point for 6 responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 points total</td>
<td>Full credit given if the student a) noted both the child’s comment/action and the student’s original response, and b) identified a more therapeutic response and an appropriate rationale.</td>
</tr>
</tbody>
</table>

My feelings:  _______

Child’s feelings:  _______

Return Responsibility:  _______

My strengths:  _______

Corrected Responses:  _______

Total  _______
Appendix F

Play therapy Observation Rubric

Name of Student: ________________________

Date of Observation: _________________________

Observation:  1 or 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Body Language/Demeanor of the Play therapist</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Recognizing Child’s Feelings; Tracking</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Your Reactions</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Something you Learned</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Things you would change</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

Body Language: __
Recognizing Feelings/Tracking: ___
Your Reactions: _____
Something You Learned: ______
Things You Would Change: ______
TOTAL: ______