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](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>
</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>
</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>
</tr>
<tr>
<td>Additional Knowledge and Skills Outcomes</td>
<td>CACREP</td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>Explanations and Objectives</td>
<td>Referential Material</td>
</tr>
<tr>
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<td>----------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.</td>
<td>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 for play therapy and explain their purpose.</td>
<td>IIG3a,c,f,h</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate ability to establish a safe relationship with children which is empathic, understanding, accepting, and empathically respond to the content and emotional expression in children’s verbal, nonverbal and play behaviors.</td>
<td>IIG5a,b,c</td>
</tr>
<tr>
<td>3.</td>
<td>Explain the rationale for therapeutic limit setting, identify areas where limits are needed and demonstrate the ability to effectively implement the steps in setting limits.</td>
<td>IIG5a,b,c;</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate ability to facilitate a helping relationship with a child in at least four play therapy sessions.</td>
<td>IIG5a,b,c;</td>
</tr>
<tr>
<td>5.</td>
<td>Identify ethical principles, legal considerations in working with children and appropriate multicultural considerations in the playroom.</td>
<td>IIG1j</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate ability to write topical research papers</td>
<td>IIG5d, IIG8a;</td>
</tr>
<tr>
<td>7.</td>
<td>Assess oneself regarding personal and skill areas of strength and areas for growth.</td>
<td>IIG1d; II G2b</td>
</tr>
<tr>
<td>8.</td>
<td>Explain how to determine therapeutic progress in play therapy and the steps in preparing a child for termination.</td>
<td>CMHC D1</td>
</tr>
<tr>
<td>9.</td>
<td>Explain how to utilize parents and teachers in the therapeutic process.</td>
<td>CMHC A3, C3,C8, D3;</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):
Recommended:

VII. Student performance evaluation criteria and procedures:

20% **KEY ASSESSMENT -Final exam**

20% Play sessions – Grade based on self-exploration, skill demonstration and corrected responses

20% Micropracticum- Grade based on supervisor determination of skill

5% Play therapy observations – paper assessments

20% Topic paper – Grade based on content, writing, organization, APA format

15% Significant Learnings Paper – Grade based on personal reflections of your experiences with children this semester

**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 **August 8** which will be electronic.

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 B** for a grading rubric. Critique **EACH** experience in a paper (2 to 3 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 C** for the evaluation rubric.

   **Play Therapy Observations (5% total- 2.5% each)**: You will have an opportunity to observe play therapy sessions in the Child & Family Resource Clinic (CFRC). Observation of **TWO** play therapy sessions facilitated by a **doctoral student/advanced master student** at CFRC is required. Please see **Appendix D** for a grading rubric. 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.

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

5. **Reflections of Significant Learnings Paper (15%)**: This assignment will require an in-depth integration of your experiences this semester, primarily your experiences with children. See **Appendix H** for detailed description of the paper and **Appendix I** 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.

**Course Expectations:**

**Attendance Policy**
Regular attendance is imperative for successful completion of this course. Each student enrolled in this course should be committed to full participation in class discussion, activities, and small group meetings. If you must be absent from class, please inform me in advance. **TWO class sessions** of absence will lower your grade one letter.

**E-mail Notification**
"All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit [https://eaglemail.unt.edu](https://eaglemail.unt.edu) " All UNT counseling program students are required to register for EagleMail. Check your EagleMail regularly; throughout the semester, I may be communicating important course-related information to you through EagleMail.

**Course Evaluations**
Student Perceptions of Teaching is a requirement for all organized classes at UNT. This short survey will be made available to you 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.

**Classroom Policies:**
Due to the experiential nature of the course that involves a significant amount of role-play and practice facilitation, it is likely that students will share information that is both personal and confidential. Students are expected to maintain confidentiality just as one would with a client. Students are expected to adhere to the American Counseling Association (ACA, 2005) **Code of Ethics** ([http://www.counseling.org](http://www.counseling.org)). Additionally, students are expected to read and sign the confidentiality agreement that is attached to this syllabus.
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.

VIII. **Course Expectations:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6</td>
<td>• Syllabus Review&lt;br&gt;• Introduction/Overview to Entering the Child’s World Through Relationship and Play&lt;br&gt;• Meaning of Play&lt;br&gt;• Rationale for Play/Play Therapy</td>
<td>Landreth Ch. 2 -4</td>
</tr>
<tr>
<td>June 13</td>
<td>• Play Therapy Room and Toys&lt;br&gt;• Structuring the Play Therapy Session&lt;br&gt;• Overview of CCPT Principles&lt;br&gt;• Be-With – 4 Healing Messages&lt;br&gt;• Putting it all together: Review –Role Play Skills in preparation for micropracticum&lt;br&gt;• Practice in the playrooms</td>
<td>Landreth Ch. 5-7&lt;br&gt;Giordano Ch. 2</td>
</tr>
<tr>
<td>June 20</td>
<td>• Tracking/Acknowledging Non-verbal Behavior&lt;br&gt;• Reflecting Content&lt;br&gt;• Reflecting Feelings</td>
<td>Landreth Ch. 9-10&lt;br&gt;Giordano Ch. 5-7</td>
</tr>
<tr>
<td>June 27</td>
<td>• <strong>Micropracticum 1</strong>&lt;br&gt;• Play Sessions Due</td>
<td></td>
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<tr>
<td>July 4</td>
<td><strong>NO Class UNT Holiday</strong></td>
<td></td>
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<tr>
<td>July 11</td>
<td>• Facilitating Decision-making and Returning Responsibility&lt;br&gt;• Limit Setting&lt;br&gt;• The Play Therapist</td>
<td>Landreth Ch. 11&lt;br&gt;Giordano Ch. 8-10</td>
</tr>
<tr>
<td>July 18</td>
<td>• Play Therapy Themes&lt;br&gt;• Issues in Play Therapy&lt;br&gt;• Healing and Termination&lt;br&gt;• Issues in Play Therapy</td>
<td>Landreth Ch. 12-13; 16&lt;br&gt;Giordano Ch. 11</td>
</tr>
<tr>
<td>July 25</td>
<td>• Linking Parents to Play Therapy: Parent Intakes&lt;br&gt;• Overview of Filial Therapy/CPRT&lt;br&gt;• Clinic Forms Related to Parent Intake/Assessment&lt;br&gt;• Dibs Discussion</td>
<td>Landreth Ch. 8 &amp; 17&lt;br&gt;Giordano Ch. 12&lt;br&gt;<strong>Topic Paper Due</strong></td>
</tr>
<tr>
<td>August 1</td>
<td><strong>Micropracticum 2</strong>&lt;br&gt;• Exam Prep</td>
<td>Play Observations Due</td>
</tr>
<tr>
<td>August 8</td>
<td><strong>Significant Learnings</strong>&lt;br&gt;<strong>Final Exam</strong></td>
<td><strong>Significant Learnings Due</strong></td>
</tr>
</tbody>
</table>
SYLLABUS ADDENDUM

Succeed at UNT:

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

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.