

Sul Ross State University

Rio Grande College

Counseling Program

Department of Education

ADVANCED STRATEGIES IN PLAY THERAPY

EDUC 6316/6331

3 semester credit hours

Spring Semester 2016

Instructor: Todd T. Russell, Ph.D.

Office: RGC Uvalde Campus A126

Office Phone: (830) 279-3025

Home Phone: (210) 233-1953

Cell Phone: (210) 253-0884

Fax: (210) 340-2359

Email: trussell@sulross.edu

Office Hours:

Available to meet with students by appointment in Uvalde on Mondays and Wednesdays 4:00 – 6:00 pm and 8:45 – 10:00 pm.

Available for virtual assistance via online chat, email and cell phone 9:00 am – 12:00 pm Tuesdays and Wednesdays.

Available at other times and locations by appointment.

Course Description

This course is designed to provide counselors with advanced knowledge and skills in a wide range of nonverbal approaches for working effectively with diverse and multicultural clients of all ages. Emphasis is on the history, theories, techniques, and applications of play therapy, action-oriented counseling, and the therapeutic use of the expressive arts. **Prerequisite:** *Student must have earned a grade of B or higher in EDUC 6330 and have permission of the instructor.*

Course Purpose

This course is designed to provide counselors, advanced graduate students, and mental health professionals with the opportunity to develop a comprehensive understanding of the history, theories, techniques, and applications of advanced strategies in play therapy, action-oriented counseling, and the therapeutic use of the expressive arts for working effectively with diverse and multicultural clients of all ages. Students will develop their own unique and integrated approach to action-oriented counseling while engaging in the clinical supervision of students enrolled in the initial *Play Therapy* (EDUC 6330) course.

Course Objectives

Upon successfully completing this course, students will be able to:

1. Discuss the philosophical basis for utilizing advanced play therapy as a mode of mental health treatment of diverse clients of all ages. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project and clinical supervision.*
2. Understand and discuss the theoretical base for counselor behavior in specific play-related or action-oriented relationships. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
3. Identify basic themes and symbolism as presented by clients in the therapeutic process. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight, and clinical supervision.*
4. Delineate and describe the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project and clinical supervision.*
5. Conceptualize a client's presenting clinical problems developmentally and theoretically. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight, and clinical supervision.*
6. Describe and demonstrate the use of therapeutic metaphors. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
7. Develop an understanding of the rationale and technique of expressive arts as a therapeutic modality. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
8. Identify elements of, and stages within the play therapy relationship, from intake to termination. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
9. Understand the person of the counselor or therapist and how it impacts on the unfolding relationship with the client. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
10. Appreciate the legal and ethical issues relevant to play-related or action-oriented counseling. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
11. Describe and discuss the evolving body of qualitative and quantitative research in play therapy and the therapeutic use of the expressive arts. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*
12. Recognize issues of diversity and how they impact on every facet of the therapeutic process. *Assessment of this objective will be conducted through class participation and class discussion, the teaching project, blog oversight and clinical supervision.*

Readings

There are no required texts for this course. The required readings will be posted on Blackboard under the Assignments for each particular week in the semester. Readings will include journal articles, chapters from books, papers presented at conferences, and various handouts. Additionally, students will share valuable information and resources with one another through the online journal Blogs.

Class Sessions

This is primarily an online course design, with oversight of the Wednesday evening teleconference sessions for the beginning level *Play Therapy* class. All students will serve as clinical supervisors for the beginning level students and must meet once a week for supervision either in person or via cyber connections.

Course Requirements and Grading

*regular attendance and participation	50 points
*oversight and mentorship of play therapy blogs	50 points
*clinical supervision of counseling relationship	100 points
*instructional teaching project	100 points

According to this scale, there are 300 total points possible on which your final course grade will be based. A final point total of 270 or greater will earn you a final grade of A, a total of 240-269 will be a final grade of B, and a total of 200-239 will be a C grade.

PROPOSED COURSE OUTLINE

DATE	TOPICS, ACTIVITIES, AND ASSIGNMENTS DUE
January 20 (Teleconference)	*Introductions *Course overview and expectations *Building your play therapy resource kit *** Blackboard Assignments and Readings
January 27 (Teleconference)	*Ethical and legal issues in play therapy *To talk or not to talk! *Traditional verbal approaches to psychotherapy *Developmental decision-making in play therapy *Play as catharsis, projection, conflict-resolution, and problem solving *** Blackboard Assignments and Readings
February 3 (No Teleconference)	*Historical perspective of play therapy *Theoretical assumptions of play therapy *** Blackboard Assignments and Readings
February 10 (Teleconference)	*Play therapy techniques *Play therapy skills practice *Puppetry and puppet techniques *Dollhouses and toy boxes *Healing power of natural play *** Blackboard Assignments and Readings
February 17 (No Teleconference)	*Historical perspective of sand tray therapy *Theoretical assumptions of sand tray therapy *** Blackboard Assignments and Readings
February 24 (Teleconference)	*Sand tray techniques *Sand tray skills practice *** Blackboard Assignments and Readings
March 2 (No Teleconference)	*Historical perspective of art therapy *Theoretical assumptions of art therapy *** Blackboard Assignments and Readings

March 9
(Teleconference) *Art therapy techniques
 *Art therapy skills practice
 *****Blackboard Assignments and Readings**

March 16 ****Spring Break: No Class!**

March 23
(Teleconference) *Historical perspective of music therapy
 *Theoretical assumptions of music therapy
 *****Blackboard Assignments and Readings**

March 30
(No Teleconference) *Music therapy techniques
 *Music therapy skills practice
 *Dance and movement therapy
 *****Blackboard Assignments and Readings**

April 6
(Teleconference) *Historical perspectives of game play and adventure-based counseling
 *Theoretical assumptions of game play and adventure counseling
 *****Blackboard Assignments and Readings**

April 13
(No Teleconference) *Game play and adventure-based counseling techniques
 *Game play and adventure-based counseling skills practice
 *****Blackboard Assignments and Readings**

April 20
(Teleconference) *Bibliotherapy and storytelling techniques
 *Bilingual bibliotherapy
 *Scriptotherapy and Cinematherapy
 *****Blackboard Assignments and Readings**

April 27
(No Teleconference) *Integrating the various nonverbal play-related techniques
 *Play therapy skills practice
 *Developing integrated personal approach to counseling
 *****Blackboard Assignments and Readings**

May 4
(Teleconference)

- *Play therapy with special needs clients
- *Play therapy with families
- *Play therapy with older adults
- *Termination issues in play therapy

*****Blackboard Assignments and Readings**

May 11
(No Teleconference)

**** Due: Final Exam on Blackboard**

Remember these important dates:

January 20	Classes begin.
January 22	Last day for late registration and schedule changes.
March 8	Mid-Semester.
March 14-18	Spring Break.
March 25	Good Friday Holiday.
April 8	Last day to drop a course or withdraw from the University.
May 5-11	Final Examination is available online.
May 14	Spring Commencement in Eagle Pass at 7:30 p.m.