

Sul Ross State University
Rio Grande College
Counseling Program

Department of Education

PLAY THERAPY

EDUC 6330

3 semester credit hours

Spring Semester 2016

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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.

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and

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Course Purpose

The primary purpose of this course is to develop knowledge and skills that enhance the counseling relationship with diverse clients of all ages by utilizing play media and action-based strategies to facilitate expression, self-understanding, catharsis, and personal growth and development. The basic theories and applications of play-related and action-based approaches will be explored, with special emphasis on the counselor’s own unique contribution to the therapeutic relationship and the emotional needs of the client.

Course Objectives

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

1. Identify and discuss the theories and historical perspectives of play therapy and the play-related and action-based approaches of sand tray therapy, art therapy, music therapy, bibliotherapy, game play therapy and action/adventure-based therapy. *Assessment of this objective will be conducted through class participation and class discussion, the four random quizzes, the play therapy blog and the final examination.*
2. Demonstrate the skills and techniques of play therapy and the play-related and action-based approaches of sand tray therapy, art therapy, music therapy, bibliotherapy, game play therapy, and action/adventure-based therapy for working with clients from diverse age, ethnic, social, and linguistic backgrounds. *Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the four random quizzes, the play therapy blog and the final examination.*
3. Identify and explain the major ethical and legal issues in the use of play therapy and play-related techniques with clients of all ages. *Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the four random quizzes, the play therapy blog and the final examination.*
4. Demonstrate the development of an integrated personal approach to play therapy and play-related techniques with clients from diverse age, ethnic, social, and linguistic backgrounds. *Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the four random quizzes, the play therapy blog and the final examination.*
5. Create a dynamic, unique and practical play therapy and play-related and action-based counseling resource kit. *Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the four random quizzes, the play therapy blog and the final examination.*

Readings

There is no required text 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 Play Therapy Blogs.

Class Sessions

This is a split-web course design, with about half of the content coming from teleconference presentations, demonstrations, and discussions, and about half coming from the virtual classroom on Blackboard. Teleconferencing will be conducted about every other Wednesday evening, with a couple of exceptions. Consequently, students will need to follow the Proposed Course Outline (syllabus) closely in order to keep tabs on the class meeting schedule. Class sessions will include instructor presentation, fun, demonstration, enjoyment, discussion, laughter, fishbowl demonstrations and role-plays, merriment, video/film viewing, hysterics, and small group activities.

Course Requirements and Grading

*participation in course activities	50 points
*play therapy blog	50 points
*professional counseling relationship, records and supervision	100 points
*four random quizzes (@ 25 points)	100 points
*final examination	100 points

According to this scale, there are 400 total points possible on which your final course grade will be based. A final point total of 360 or greater will earn you a final grade of A, a total of 320-359 will be a final grade of B, and a total of 280-319 will be a C grade. **Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.**

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 ** **Due: Final Exam on Blackboard**
(No Teleconference)

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.

ASSIGNMENTS AND ACTIVITIES

Class Participation

All students are expected to participate in the virtual classroom community for a minimum of six hours per week. Additional content, assignments, and activities are offered online via Blackboard and email assignments and discussions. All students are expected to fully participate in all online experiences and activities. Participation is evaluated by the instructor on a subjective basis and through Blackboard user statistics available to the Instructor. Participation in the “virtual” (Blackboard) world is worth a total of **50 points** toward your final grade in this course.

On the evenings designated as “**Teleconference**,” the instructor will be teaching from Uvalde and the remote sites should never mute their microphones unless asked to do so by the instructor. Students are required to turn off or completely silence electronic devices such as cell phones, iPhones, iPads, and laptop computers. (Silently texting under the desk is also illegal.) If you are using a laptop to take notes in class, remember to silence all functions. If a student’s job requires him/her to be “on call” for emergencies then such arrangements should be discussed and planned in advance with the instructor.

The instructor will maintain contact with students via email and Blackboard announcements. Beware that if you do not check your various email addresses on a regular basis, you will miss important information. All announcements originating from Blackboard will only be sent to your Sul Ross email account. Your routine and regular email correspondence with the instructor is highly encouraged. It is how the professor knows that you are alive, thinking about the course material, and planning on earning a good grade! When the instructor receives your email messages and attachments, he will send a confirmation notice to you via return email within two working days. The instructor will rely on email to make special announcements and/or notifications. Please get in the habit of checking your various email accounts regularly each day, including your Sul Ross account.

All course materials will be posted on Blackboard. You are encouraged to save articles and handouts to your own hard-drive in order to read and study at other times. Please avoid printing articles and handouts unless absolutely necessary. The technology consultant at your site can explain accessing Blackboard to you. You must get in the habit of checking this site several times per week for postings by the instructor.

Play Therapy Blog

All students are required to maintain Play Therapy Blogs on the class Blackboard site. These blogs are documentations and demonstrations of personal growth, struggle, awareness and professional/academic understanding. Additionally, the blogs must include a running log of your professional play therapy relationship. The blogs should include at least twice weekly (or more) entries based on the events and experiences of that week's class activities and your individual action-oriented counseling sessions. Each entry must be comprehensive, insightful, and analytically in-depth. On our class Blackboard site there is a blog forum entitled, Play Therapy Blogs.

Within Blackboard, under the subheading **Play Therapy Blogs**, you have the ability to create an individual journal blog. When you open this subheading click on **Create Blog Entry**, this will allow you to create your personal blog for the class. It is important that you keep the same blog throughout the semester. After this initial creation of your blog, you should not have to click on create blog entry again. You can modify your blog entries by clicking the down arrow that is beside the title of your blog. By selecting the **Edit** option the blog will allow you to type your weekly responses to classroom experiences and your individual counseling sessions. Remember to add your new entry prior to your previous blog entry; making sure to date and time each entry. When commenting on your fellow student's blogs simply click on the **Comment** button at the bottom of their blog. At various points throughout the semester, the instructors will provide feedback to individuals regarding the content and depth of the journal blog entries. You are **required** to read and comment on other students' journal blogs by posting appropriate replies. You are encouraged to respond to the questions and comments of others in the body of your blog, as opposed to posting individual replies to replies.

You are required to comment on other students' blogs by posting relevant replies and reactions to their blog postings. In your initial journal blog entry, please tell us about your winter break experiences, your "resolutions" for 2016, and your expectations for the Play Therapy class. As you embark on establishing and maintaining a play-based counseling relationship, you will use this Blog as your client file. You must protect the confidentiality of clients and fellow staff members by using first names only. In accordance with the *Ethical Standards of the American Counseling Association*, counselor blogs can only be viewed by fellow counselors, clinical supervisors and the university instructors. Your first blog entries must be made by **January 24, 2016**. Your blog must be completed by **May 11, 2016** and is worth a total of **50 points** possible.

Random Quizzes

Throughout the semester there will be four random quizzes. Each of these quizzes will consist of 25 objective items (multiple-choice; true-false) and will be posted online. Students will have 60 minutes in which to complete the 25-item quiz. Each quiz must be completed in one sitting. You will not be allowed to log back on to a quiz once you have been timed out. Quizzes will occur on a "random" basis, however they will each be available from a Thursday to the following Sunday. This will give you four different days in which to schedule the time and privacy you need to complete the quiz. Each quiz is worth **25 points** for a total of 100 points possible toward your final grade in the course.

Final Examination

All students are expected to complete an objective Final Examination that will be administered online and be available on Blackboard from **May 5-11, 2016**. The Final Examination will be worth a total of **100 points**. It will cover all topics presented and discussed in class, all materials and readings posted on Blackboard, and various Discussion topics.

Professional Counseling Relationship: Client Records and Supervision

You are expected to engage in regular play therapy counseling sessions with a volunteer client outside of class. The client may be someone who you know, but with whom you are neither close nor related. (For example, teachers may invite a past student to serve as their client.) Students are required to conduct a minimum of ten (10) action-oriented counseling sessions (30-50 minutes) with the volunteer client. You will obtain client written permission (or parent written permission) to engage in the counseling relationship, maintain progress notes for each counseling session, and participate in weekly supervision with a student enrolled in the *Advanced Strategies in Play Therapy* class (EDUC 6331/6316). All sessions must be digitally recorded for the purposes of professional liability, supervision, skill evaluation, and self-evaluation.

You are required to maintain electronic records and session notes as part of your Play Therapy Blog on Blackboard. All case notes and blog entries must be completed by **May 11, 2016**. Informal case staffing will occur at times during our Wednesday class sessions. The professional counseling relationship, client records, and clinical supervision are worth a combined total of **100 points** toward your final grade in this course.

You are expected to engage in weekly face-to-face (in-person or via Skype or FaceTime) clinical supervision meetings with a counseling supervisor from the *Advanced Strategies in Play Therapy* class who will be assigned by the professor. These one-hour supervision sessions will be individual, and a minimum of **ten** (10) sessions are required during the course of the semester. This relationship is not solely based on the video-recorded counseling sessions, but rather on the cultivation of the supervisor-supervisee relationship. Supervision sessions must be held weekly for 50-60 minutes and the Clinical Supervisor will balance the amount of emphasis placed on video-recordings, client conceptualization, counselor strengths and weaknesses, and the parallel process of the clinical supervision relationship.

The individual clinical supervisors will submit to the instructor regular reports of your play-related counseling performance. Near the end of the semester the clinical supervisor will submit a final evaluation of your counseling performance. There are **100 points** possible for the professional counseling relationship, case notes and records, and clinical supervision.

Professional Counseling Identity and Behavior

The **Counseling Program** of Rio Grande College is a professional graduate program designed to meet the standards for Texas school counselor certification and professional state licensure. The **Counseling Program** does not train students for specific job descriptions, but rather provides a comprehensive preparation meeting the national and state standards of professional knowledge and skill in Counseling. The **Counseling Program** has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in Counseling, some students discover (or faculty may advise) that they are not appropriate for the Counseling field, nor is the field of Counseling appropriate for them. Faculty of the **Counseling Program** will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

It is the personal and professional responsibility of each and every graduate student in the **Counseling Program** of Rio Grande College to be familiar with the most current issue of the *Counseling Program Handbook*. This document details and describes all aspects of the **Counseling Program**, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling.

Unethical behavior (as defined by the *Code of Ethics and Standards of Practice* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all Counseling courses. Failure to maintain professionalism is considered unethical behavior.

Distance Education Statement

Since *Play Therapy* (EDUC 6330) is a split-web/teleconference course, a large portion of the full experience of this course will take place on Blackboard. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course.

The policy on Distance Education at Rio Grande College is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accessibility and Learning Environment

The Counseling Program of Rio Grande College is committed to equal access in compliance with the *Americans with Disabilities Act* of 1973 (as amended in 1990 and 2008). It is the student's responsibility to initiate a request for accessibility or modification services. Students seeking accessibilities, accommodations, and/or modification services must contact either the Student Support Specialist on their campus or Ms. Kathy Biddick in the Office of Student Services (kbiddick@sulross.edu), as well as inform the instructor of the course.

The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws. Verbal abuse, insulting comments and gestures, and other harassing conduct are also forbidden under this policy when directed at an individual because of his or her race, color, gender, sexual orientation, familial status, age, religion, ethnic origin, or disability. It is the responsibility of each student to conduct themselves in a professional manner at all times and to refrain from such harassment.

ACTION TECHNIQUES AND TOOLS

Play Toys

Puppets
Dolls
Stuffed Animals
Soft Balls
Koosh Balls
Squish Balls
Wooden Blocks
Telephone
Magic Wand
Projective Cards
Legos
Cars and Trucks
Lincoln Logs
Doll House
Doll Furniture
Cash Register
Typewriter
Bop Bag
Guns
Rubber Knives
Costume Jewelry
Masks
Baby Bottle
Hats
Rope
Kaleidoscopes
Yo-yos

Sand Tray

Sand Tray
Small Figurines
Water
Various Containers
Farm Animals
Dinosaurs
Soldiers
Gems
Cowboys
Knights
Zoo Animals
Small Cars
Small Trains
Small Planes
Utensils
Funnel
Sieve
Sea Shells

Art

Clay
Playdough
Crayons
Scented Markers
Paper
Finger Paints
Face Paints
Magazine Pictures
Glue
Colored Pencils
Scissors
Pipe Cleaners
Tape
Stapler
Chalk
Chalkboard

Music

Xylophone
Drum Sticks
Tambourine
Old Guitar
Small Piano
Bongos
Maracas
Bells
Recorder
Sand Blocks
Children's Music
Music for Lyrics
Cymbals
Tape Recorder

Games

Buoy Game
Bongo Board
Ungame
Talking, Feeling, Doing
Emotional Poker
Pick-up-Sticks
Scruples
Family Games
Emotion Ping-Pong
Pictionary
Imagine
Self-Esteem Game
Reunion
Problem-Solving Game
Picture That
Card Games
Velcro Ball
Racquet Koosh
Lawn Games
Adventure Games