



ED 6347—INTRODUCTION TO PLAY THERAPY

School Counselors

Sul Ross State University

Summer II 2020

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Office Location: Dr. Olive does not maintain an office on campus.

Off Campus Office Hours: Online hours are from 8:00 a.m.-9:00 a.m. Monday-Thursday. Telephone conferences are available by appointment. The instructor is available online, via email, and telephone.

CATALOG COURSE DESCRIPTION: Play Therapy explores basic theories, history, and techniques of play therapy. This course includes an overview of essential elements and principles of play therapy, including history of play therapy, theories of play therapy, techniques of play therapy, modalities of play therapy, and applications.

REQUIRED TEXTS:

Landry, G.L. (2012). *Play therapy: The art of the relationship* (3rd ed.). New York, NY: Routledge. ISBN: 978-0415886819 (hardback)

Landry, G. L. (2012). *Child centered play therapy: A clinical session* [DVD/CD-ROM]. Denton, TX: Play Therapy Institute. ISBN: 978-0415623896

Note: You will need both the textbook and the DVD for this course.

The bundled ISBN-13: 978-0415623902

This bundle, including both the hardback text and the DVD/CD-ROM, may be available from online vendors such as textbooks.com or Amazon for approximately \$110. It is also available from the publisher at the following URL:

<https://www.routledge.com/Play-Therapy-Book--DVD-Bundle/Landreth/p/book/9780415623902>

for \$110 purchase price, and it includes free shipping. Make certain to order the “**Play Therapy Book and DVD Bundle.**”

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard	Description	Assignment	Assessment	SLO
I. (10)	The characteristics and educational needs of special populations	Textbook reading Chapter 16	Chapter 16 Quiz	SLO 1
		Textbook reading Chapter 17	Chapter 17 Quiz	SLO 1
		Chapters 16-17 reading	Discussion Board "Special Populations" post response (Important Information forum)	SLO 1

TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Domain Competency	Description	Assignment	Assessment	SLO
I. 001. D	Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress,	Assigned textbook reading; Chapter 14 Quiz "Children in Play Therapy"; discussion board;	Certify Teacher	SLO 1

	trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).	Video Assignments; Final Exam Paper		
I. 002. A	Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.	Assigned textbook reading; Chapter 14 Quiz "Children in Play Therapy"; discussion board; Video Assignments; Chapter 16 Quiz "Intensive and Short-Term Play Therapy; Chapter 17 Quiz "Research in Play Therapy;" Final Exam Paper; "Special Populations" Discussion Board post	Certify Teacher	SLO 1
II. 004. D	Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.	Assigned textbook reading; Chapter 5 "Child-Centered Play Therapy," Chapter 8 "The Playroom and Materials," Chapter 9 "Beginning the Relationship: The Child's Time," Chapter 10 "Characteristics of Facilitative Responses" and Quizzes; Video Assignments; Discussion Board; CD-ROM assignment	Certify Teacher	SLO 1; SLO 3

COURSE OBJECTIVES:

In this course, students will be able to identify and define basic terminology and concepts related to play therapy principles, techniques, and theories; demonstrate an understanding of the historical, practical/clinical, and theoretical bases underlying the play therapy process; identify developmentally appropriate play therapy toys and materials that can be incorporated

into play therapy for the purposes of both assessment and treatment; demonstrate a working knowledge of a variety of play therapy strategies and applications; evaluate a client's presenting clinical problem(s) developmentally and theoretically and conceptualize an appropriate treatment approach in play therapy; demonstrate an understanding of legal and ethical issues unique to play therapy and those shared with other modalities (i.e., documentation, competence, informed consent, confidentiality, boundaries, duty to warn and protect, and use of touch).

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential.
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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.

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial

program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

PARTICIPATION POLICY: Since ED 6347 is an online course, participation will be evaluated

in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 6347, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

You are expected to participate in the online activities and discussions. **NOTE: This course has very heavy use of the discussion board!** You will be expected to participate through initial posts and responses to other students and your instructor. You are required to check daily both your Sul Ross email and the "Important Information from Dr. Olive" Discussion Board forum, and to promptly reply.

You are free to work at your convenience as long as you meet the assignment deadlines. **No late assignments will be accepted.** You are encouraged to work ahead. Your final course grade will be affected by the quality of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the required videos. Your written communication should reflect professional courtesy toward the instructor and fellow students.

Assignment Descriptions:

Many of your assignments will utilize the Discussion Board; on it you will have 10 Video Assignments, and 5 Art Assignments (see the Discussion Board on Blackboard for details).

You will take 17 Chapter Quizzes (click on the "Chapter QUIZZES" button on Blackboard to view details for each quiz).

You will create a Final Exam Paper. It is very important that you begin this paper **at the start of the semester** as you watch the DVD/CD-ROM (there is a section of your Final Exam Paper that addresses the DVD), and there are sections of the paper that relate to specific chapters in your textbook. See below for complete instructions and details about the Final Exam Paper. You will find instructions about the organization of the paper, required headings, etc. Note: *You will be required to engage in play with a child for 20 minutes in a specific manner in order to write one of the sections of the Final Exam Paper.* There is also a section of the paper that requires you to locate a peer-reviewed professional journal article and write about it. (Note the due date for submitting your selection of article to me for approval.)

You will find examples of APA style for citations and reference entries at the end of this syllabus. Refer to those examples as you write your Discussion Board posts, and as you write your Final Exam Paper. You will be expected to demonstrate correct APA style, as it is standard in graduate school level writing.

Writing Style. Papers must be typed using 1 inch margins, 12-point Times Roman type, and double-spaced. Do not number the title page. Do not retype the questions; simply write well-developed paragraphs. Edit for spelling and grammar, and for clarity and logic of idea development. (I **strongly** encourage you to have someone else proofread your work.) Include citations and a reference page utilizing correct APA style. **NOTE: Your writing reflects your**

professionalism. Papers with multiple errors in any of the above areas will receive a reduction in grade.

Final Exam (Paper)

Students, your Final Exam in this course will reflect the assimilation of your knowledge based on your reading the textbook and viewing the DVD (CD-ROM), as well as examining a peer-reviewed journal article. (Details below) Note: You must engage in play with a child in order to complete one section.

The best way to approach this assignment, particularly since we are in a summer semester, is to **work on this paper as you proceed through your textbook reading**. If you will do so, the end of the semester will be much less stressful, and the quality of your paper may be much higher. If you wait until the end of the semester to begin writing, your chances of presenting a document of quality are very poor.

I have provided **headings** for your paper below. Use those headings in your paper and underline them. Beneath each heading, you will write in complete paragraphs to answer the questions. **Do not write the questions!**

In each section (under each heading), you are required to make a **citation** to your textbook or the DVD (CD-ROM). Make direct quotations using correct APA style, or you may make appropriate paraphrases using APA style. *I have provided you with APA examples of citations at the end of this syllabus!*

Also include a **References** page at the end of your paper. You are required to have **3 references**. One is your text; one is the DVD (CD-ROM), and the third is a professional journal article of your choice.

You must have a cover sheet with your name, course number and title, semester, date, and instructor's name. **The body** of your paper should be a **minimum of 8 pages, not including the cover sheet and References page**. With the cover sheet and References sheet, the **minimum total amount of pages will be 10 pages**. If you fail to meet the minimum required number of pages, points will be deducted and you risk receiving a failing grade on this assignment. Double space the entire document (*do not add additional space between paragraphs*). On your Home tab at the top of your document select Paragraph, and click on "Don't add space between paragraphs of the same style." Number the pages, beginning with the first page of the body.

Organization of Your Final Exam Paper:

Cover Sheet (include your name, course number/title, semester, date, and instructor's name)

First page of body: Provide a brief but well-developed introductory paragraph. In that paragraph introduce the topic of play therapy and provide a description of this process. Include a citation from your textbook. Then begin the headings/sections on that same page as follows (write the underlined

heading exactly as shown below, double space, and then write your paragraphs for the heading. Repeat the process for each heading/section):

Interactions with Child and Parent

In this section, in well-developed paragraphs, address how you anticipate interacting with the child client and with his/her parents. What are a few things that are “take-aways” for you from **Chapters 8 and 9**? How would you greet the parents and the child? How would you invite a child to the play room? Make a citation from your text. Reminder: Do not write the questions.

Setting Limits

In this section, in well-developed paragraphs, address how you anticipate setting limits with the child in play therapy. What are a few things your text says about this in **Chapter 11**, including the rationales for limit-setting? Make a citation. What are the challenges that you, personally, may have in setting limits in child therapy? How might you react to a child who is testing the limits? What might your response be to a child who chooses to remain completely silent during a play therapy session? Reminder: Do not write the questions.

Typical Problems

What are some typical problems that can occur in the course of play therapy? What are a few things your text says about this in **Chapter 12**? Write well-developed paragraphs, and make a citation. How can you see yourself dealing with these types of problems? Which ones would be the most challenging? Which ones would be easiest for you to address? Reminder: Do not write the questions.

Informed Consent

What does your text say about important elements that should be included in informed consent (**Chapter 13**)? Make a citation. How do you address the balance of confidentiality with the child, with the parents’ right to know what is happening in therapy? How can trust be maintained?

Facilitative Responses

What are some things your text states, in **Chapter 14**, about the characteristics of facilitative responses? Make a citation. Engage in *non-directive* play with a child for 20 minutes. Use non-evaluative, facilitative responses. Then, write several well-developed paragraphs answering the following: What was the age/gender of the child with whom you played? What is your relationship to the child (relative, friend’s child, etc.)? How easy or how difficult was it for you to refrain from evaluative responses or from praising the child? Why? Were you able to offer a neutral stance with simple tracking responses? If not, what happened? Did you learn anything about the child by utilizing facilitative responses? What? How effective do you believe this non-evaluative approach might be with a child in play therapy?

Termination

What are some things your text states, in **Chapter 15**, about an effective approach to termination? Make a citation. How would you handle an abrupt termination, in which the parent stopped bringing the child without closure? What effects do you think that could have on the child? (In other words, what are the risks of a child not attending a final session?) What are the possible benefits of a child attending a final session? How will you respond if a parent stops bringing their child to play therapy because, they state, they can no longer afford to pay for play therapy sessions? How will you know when you have had a successful termination?

Intensive Play Therapy

How does your text, in **Chapter 16**, describe intensive play therapy? For what situations might it be appropriate? Make a citation. Describe a case scenario in which you might utilize intensive play therapy. With what age/stage of child? What type of presenting problem? In what setting? How often and for how long could you anticipate working with the child?

DVD/CD-ROM With Garry Landreth

As you viewed the **DVD** with Garry Landreth as he worked with the little girl, were there things that were frustrating to watch? Why? What things do you think he did very well? Why? What specific approaches stood out with you in that session? In what ways do you think the child benefitted from play therapy? Did anything amaze or surprise you? If you haven't already addressed this, how did you react when Landreth declined to help the child accomplish a task? Write several well-developed paragraphs, and make a **citation** for both your textbook **and the DVD (CD-ROM)**.

Self-Assessment

In well-developed paragraphs, address the following:

- Is play therapy what you expected? How so?
- What is interesting to you about play therapy?
- What do you believe about children?
- What do you anticipate to be your greatest personal challenge as you facilitate play therapy?
- What do you feel is your greatest gift you bring to working with children in play therapy?
- What might be the greatest reward to you as you provide play therapy with children?
- What do you believe is the key to becoming a successful play therapist?
- What did you learn about yourself by completing the assignments, watching the YouTube videos and DVD, and interacting with your classmates on the discussion board?

Research

In this section, you will locate a **peer-reviewed, professional journal article** that has not been addressed in your textbook. You can search in the Sul Ross Library or in any of the online databases, such as PsycINFO, etc. Select an approach in play therapy that particularly appeals to you. It might be using sand tray, using puppets, toys, or using artistic media such as clay, playdough, paints, crayons, etc. Search for a professional journal article that addresses the use of that particular approach in play therapy. In several well-developed paragraphs (be sure to create **citations** for the article), answer the following: What does the article say about that approach? Does this article examine research of that method? If so, is it a qualitative, quantitative, or mixed-method study? What was the outcome? How can you use the information contained in this article in your work in play therapy? **You must email your selection of journal article for approval to your instructor no later than July 24, 2020.**

Conclusion

Write a brief concluding, well-developed paragraph briefly summarizing your paper. This only needs to be a few sentences, but it is always important to have a conclusion. No citation is necessary, but it is perfectly fine to include citations or quotations if you wish.

References

On a separate page, create your references list. The word **References** should be centered at the top of your page. Then, in reverse/hanging indentation (in which the first line is against the left-hand margin, and subsequent lines for that particular reference entry are indented with the tab key), type the first reference entry. Type the second and third reference entries also using reverse indentation. Examples can be found in the APA Manual and at the end of this syllabus. You will have a minimum of **three reference entries**. If you want to use more references, you are welcome to do so, but be sure you have read/viewed each of them in the original. In other words, don't reference a source that you just read in your textbook. You have to read that source on its own in order to include it in your References list. *Hint: I have provided the correct APA form for Reference entries for both the textbook and the DVD at the end of this syllabus! If you type them exactly the way they appear here, you'll have them correct! For citations and for reference entries for the journal article, you'll also see exactly how to format them.*

Attach your paper to the [Final Exam-Paper](#) link via the Final Exam button on Blackboard, prior to the deadline. **No late papers will be accepted.** This assignment comprises $\frac{1}{4}$ of your total course grade, so it is very important.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the **quality** of your learning as demonstrated by your performance on the following:

Chapter Quizzes (17 quizzes, varied point values)	30% (300 points)
Video Assignments Discussion Board Postings (10 @ 30 pts)	30% (300 points)
Art Assignments Discussion Board Postings (5 @ 30 points)	15% (150 points)
Final Exam (Paper)	25% (250 points)
Total possible points = 1,000 points	

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and available to students from the beginning of the semester, and discussion will occur in forums on Blackboard at the designated times in this syllabus. A Questions & Concerns forum will remain active throughout the course.

Lectures and discussions will include the following topics: the meaning of play, history and development of play therapy, a view of children, child-centered play therapy, the play therapist, the play room and materials, the parents' part in the process, beginning the relationship, characteristics of facilitative responses, therapeutic limit setting, typical problems in play therapy, issues in play therapy, intensive and short-term play therapy, termination of play therapy, special populations in play therapy, and research in play therapy.

SCHEDULE/DUE DATES:

Complete all assignments prior to the deadlines listed as follows. Deadlines are **no later than midnight Central Time (CT)** on the date indicated. **You are encouraged to work ahead and submit early.** You are encouraged to begin your Final Exam Paper as you watch the assigned

DVD and read your chapters. Take the chapter quizzes after reading the indicated chapters. These are the due dates. **No late assignments will be accepted.**

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| July 01, 2020 | First day of class; semester begins |
| July 02, 2020 | <p>“Online Participation Policy” posting due on the Discussion Board.
 “Introduce Yourself” posting on the Discussion Board due.
 <i>Email instructor your contact information. Provide a telephone number at which you can be reached, and indicate whether you may receive text messages. This is an extremely fast-paced course, and if there is a problem with one of your documents on Blackboard, the instructor may need to reach you so that it can be resolved quickly.</i></p> |
| July 03, 2020 | <p>Watch the DVD (Child Centered Play Therapy: A Clinical Session). Note: It would be a very good idea for you to begin the <i>DVD/CD-ROM with Garry Landreth</i> Section of your Final Exam Paper now!</p> |
| July 04, 2020 | Holiday |
| July 06, 2020 | <p>Chapter 1 Quiz (About Me, Garry Landreth) must be submitted by midnight Central Time
 #1 <i>Video Assignment</i> post must be made on Discussion Board by midnight CT.</p> |
| July 07, 2020 | <p>Chapter 2 Quiz (The Meaning of Play) must be submitted by midnight Central Time
 Response posted to at least one other student on the #1 <i>Video Assignment</i> forum due.</p> |
| July 08, 2020 | <p>Chapter 3 Quiz (History and Development of Play Therapy) must be submitted by midnight Central Time</p> |
| July 09, 2020 | <p>#2 <i>Video Assignment</i> post must be made on Discussion Board by midnight CT.</p> |
| July 10, 2020 | <p>Chapter 4 Quiz (A View of Children) must be submitted by midnight Central Time
 Response posted to at least one other student on the #2 <i>Video Assignment</i> forum due.</p> |
| July 11, 2020 | <p>#3 <i>Video Assignment</i> post must be made on Discussion Board by midnight CT.</p> <p>Reminder: Have you responded to the posts on the “Important Information from Dr. Olive” Discussion Board forum? This is a participation requirement for this course.</p> |
| July 12, 2020 | <p>Chapter 5 Quiz (Child Centered Play Therapy) must be submitted by midnight Central Time
 Response posted to at least one other student on the #3 <i>Video Assignment</i> forum due.</p> |

- July 13, 2020 *#4 Video Assignment* post must be made on Discussion Board by midnight CT.
- July 14, 2020 Chapter 6 Quiz (The Play Therapist) must be submitted by midnight Central Time
Response posted to at least one other student on the *#4 Video Assignment* forum due.
- July 15, 2020 *#5 Video Assignment* post must be made on Discussion Board by midnight CT.
- July 16, 2020 Chapter 7 Quiz (Parents as Partners in Play Therapy) must be submitted by midnight Central Time
Response posted to at least one other student on the *#5 Video Assignment* forum due.
- July 17, 2020 *#6 Video Assignment* post must be made on Discussion Board by midnight CT.
- July 18, 2020 Chapter 8 Quiz (The Playroom and Materials) must be submitted by midnight Central Time
Response posted to at least one other student on the *#6 Video Assignment* forum due.
- July 19, 2020 *#7 Video Assignment* post must be made on Discussion Board by midnight CT.
- Reminder: Have you responded to the posts on the "Important Information from Dr. Olive" Discussion Board forum? This is a participation requirement for this course.
- July 20, 2020 Chapter 9 Quiz (Beginning the Relationship: The Child's Time) must be submitted by midnight Central Time
Response posted to at least one other student on the *#7 Video Assignment* forum due.
- July 21, 2020 *#8 Video Assignment* post must be made on Discussion Board by midnight CT.
- July 22, 2020 Chapter 10 Quiz (Characteristics of Facilitative Responses) must be submitted by midnight Central Time
Response posted to at least one other student on the *#8 Video Assignment* forum due.
- July 23, 2020 *#9 Video Assignment* post must be made on Discussion Board by midnight CT.
- July 24, 2020 Chapter 11 Quiz (Therapeutic Limit Setting) must be submitted by midnight Central Time
Response posted to at least one other student on the *#9 Video Assignment* forum due.

Deadline for emailing your selection of peer-reviewed professional journal article for Research section of the Final Exam Paper. Email instructor

with the name of the journal in which the article is located, the date of the journal, the name of the article, and the pages on which the article can be found. Also include how you found the article (for example, database search on PsycInfo, ProQuest, or searching the actual hard copy of the journal in the library, etc.).

Last day to drop the course with a grade of "W"

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| July 25, 2020 | #10 Video Assignment post must be made on Discussion Board by midnight CT. |
| July 26, 2020 | Chapter 12 Quiz (Typical Problems in Play Therapy and What to Do if...) must be submitted by midnight Central Time
Response posted to at least one other student on the #10 Video Assignment forum due.
Art Assignment (A) due on the Discussion Board by midnight CT |
| July 27, 2020 | Art Assignment (B) due on the Discussion Board by midnight CT
Response posted to at least one other student on the Art Assignment (A) forum due. |
| July 28, 2020 | Chapter 13 Quiz (Issues in Play Therapy) must be submitted by midnight Central Time
Response posted to at least one other student on the Art Assignment (B) forum due. |
| July 29, 2020 | Art Assignment (C) due on the Discussion Board by midnight CT |
| July 30, 2020 | Chapter 14 Quiz (Children in Play Therapy) must be submitted by midnight Central Time
Response posted to at least one other student on the Art Assignment (C) forum due. |
| July 31, 2020 | Chapter 15 Quiz (Determining Therapeutic Process & Termination) must be submitted by midnight Central Time
Art Assignment (D) due on the Discussion Board by midnight CT |
| August 1, 2020 | Art Assignment (E) due on the Discussion Board by midnight CT
Response posted to at least one other student on the Art Assignment (D) forum due. |
| August 02, 2020 | Chapter 16 Quiz (Intensive & Short Term Play Therapy) must be submitted by midnight Central Time
Response posted to at least one other student on the Art Assignment (E) forum due. |
| August 03, 2020 | Chapter 17 Quiz (Research in Play Therapy) must be submitted by midnight Central Time |
| August 04, 2020 | Make a two-paragraph reply to the "Special Populations" post on the "Important Information from Dr. Olive" Discussion Board forum. |
| August 05, 2020 | Final Exam-Paper due - submitted on Blackboard by midnight Central Time (covers assigned textbook readings, assigned DVD/CD-ROM, research of a peer-reviewed professional journal article, and non-directive |

play with a child). See details in this syllabus and on Final Exam button on Blackboard.

August 7, 2020 Semester ends

August 10, 2020 Grades due for graduating students

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant	The paper occasionally included depth, elaboration,	The paper included depth, elaboration, and relevant	The paper effectively included depth, elaboration,	The paper very effectively included depth,	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	material	and relevant material	material	and relevant material	elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____

Students, sometimes the APA Manual can be confusing, so I have provided some examples for citations (when you use material from your textbook, CD-ROM, or other sources in your writing). I have also included examples for a Reference entry. As you cite material from your textbook in your Final Exam Paper, use the correct form. Also, a Reference entry must be included at the end on a separate sheet. (For your Discussion Board posts, simply place your Reference entry at the bottom of the post.)

As graduate students, it is important to credit sources of information. This is a sign of professionalism, as well as a necessary part of graduate-level writing. I have provided some examples of citations and reference entries below. Remember that every single punctuation, spacing, capitalization, ordering of the words, etc. counts! I hope that these examples help!

Following is an example of a **CITATION** for your **textbook** with correct APA style to be included in the body of your paper:

A play therapist must approach a client in a way that is purposeful and yet nondirective (Landreth, 2012).

Another option is as follows:

According to Landreth (2012), a play therapist must approach a client in a way that is purposeful and yet nondirective.

Since your **CD-ROM** is by the same author and with the same year, we will have to differentiate it within your paper's body for the citation. Therefore, please use the following example:

In the play therapy session with the child (Landreth, 2012 [CD-ROM]), the interaction was initially without purpose.

Or, another option is as follows for the CD-ROM citation:

Landreth (2012 [CD-ROM]) initially did not appear to have purpose in the play therapy session with the child.

Following are correct **REFERENCE ENTRIES** following APA style for both your CD-ROM and your textbook. Please examine every punctuation mark, etc., for each one counts! Also, note the capitalization within the title. Only the first word in the title, all proper nouns, and the first word following a colon are capitalized. All other words in the title are lower case. Note the reverse or hanging indentation!

Landreth, G.L. (2012). *Child centered play therapy: A clinical session* [CD-ROM]. Denton, TX: Play Therapy Institute.

Landreth, G.L. (2012). *Play therapy: The art of the relationship* (3rd ed.). New York, NY: Routledge.

Students, remember that if you are **CITING A JOURNAL**, rather than a textbook, the form **will be different for your reference entry**! Watch every single point of punctuation, the use of capitalization, italics, etc.

Below is additional information when you incorporate a source **other than your textbook:**

Students, you can see above how to cite and reference your textbook and your CD-ROM. As I just pointed out, **APA style for references is different for a journal as compared with a book.**

Here are some examples of a **journal article entry** for your References page:

Smith, J. A. (2002). Group interventions in the schools with dyslexic students: Finding the common ground. *Journal of Educational Psychology, 24*(5), 674-676.

Brown, R. J., Rider, M. T., & Garcia, H. N. (2007). Finding the perfect technique: Engaging in exploratory narration with at-risk clients. *Journal of Counseling Psychology, 78*(4), 23-45.

For journal articles with DOI (if it is available) use the following form:

Martinez, K. L., & Rabinovich, N. E. (2004). Effective techniques in families of deployed military personnel. *Health Psychology, 22*, 225-229. doi: 10.1036/0278-6123.24.2.224

For journal articles retrieved online without a DOI use the following form with the URL:

Jones, A. R., & Segura, R. V. (2009). Finding the best play therapy techniques for children: Best practices for developmental stages. *Journal of Counseling Psychology, 8*(3), 72-77. Retrieved from <http://ors.lib.swin.edu.au/index.php/ejar>

Note: You can find examples of Reference examples in the APA Manual 6th edition beginning on page 198. NOTE: Use **hanging indentation (upside down) for your Reference entry.**

Refer to the APA Publication Manual, 6th edition for additional instructions about how to **cite** your sources in the body of your paper. Here is are some more examples of **citing** within the text:

Studies (Brown, Rider, & Garcia, 2007) have demonstrated the effectiveness of this approach.

OR Studies by Brown, Rider, and Garcia (2007) have demonstrated the effectiveness of this approach.

Note that with authors of three or more, after the first citation, you can use et al. This would appear in the text as follows: Studies by Brown, Rider, and Garcia (2007) have demonstrated the effectiveness of this approach. While the clients benefitted from the therapeutic intervention, the authors (Brown et al., 2007) note that it is not necessarily beneficial with those clients who have suffered neurological damage.

What about **secondary citations**? These often “trip up” graduate students! Following is an example:

Freud (as cited in Smith, 2002) stated that it is important to examine conflict between the id and the superego.

DIRECT QUOTATIONS

If you use direct quotations, you MUST include the page number, as in the following example:

According to Smith (2002) one benefit of the intervention can be “an insight that transcends the immediate experience” (p. 656).

OR One benefit of the intervention can be “an insight that transcends the immediate experience” (Smith, 2002, p. 656).

NOTE: Only record on your References page material that you have read IN THE ORIGINAL!

Note: You may see examples and explanations and blocked quotations in the APA Manual 6th edition beginning on page 170.