



Missouri State
U N I V E R S I T Y

**Play Therapy/Child Counseling Techniques (COU 708)
Spring, 2022**

INSTRUCTOR INFORMATION:

Instructor Name: Karrie Swan, PhD, LMHC (WA), LPC (ID), CCPT-T/S,
CPRT-T/S Tuesdays 5-7:50

Office Hours: Tuesdays 1:30-4:30; 12-2, Wednesdays 12:30-2:30; Also by appointment and available via Zoom during office hours.

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STUDENT SUCCESS AND INCLUSIVITY

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers.

Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & TransferCenter](#)

COUNSELING PROGRAM OBJECTIVES

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

DEFINITION OF COUNSELING

Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

REFLECTIVE COUNSELING PRACTICE

The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION

A consideration of counseling with elementary school-aged children. Emphasis is placed upon play therapy and the counseling process as it affects the educational, personal, familial, and social adjustment of children.

METHODS OF INSTRUCTION

This course is structured using a “flipped design” wherein content delivery is moved outside of the classroom, allowing for class time to be utilized actively. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and supervision.

COURSE MATERIALS

Landreth, G. (2012). *Play therapy: The art of the relationship* (3rd edition). First and second editions are welcome as the author did not make many changes.

Ray, D. (2011). *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*

Current Research Articles in Course:

Bratton, S., Ray, D., Rhine, T., & Jones, L. (2005). The efficacy of play therapy with children: A meta-analytic review of treatment outcomes. *Professional Psychology: Research and Practice*, 36(4), 367-390. doi:10.1037/0735-7028.36.4.376

Garza, Y., & Bratton, S. C. (2005). School-based child-centered play therapy with Hispanic children: Outcomes and cultural considerations. *International Journal of Play Therapy*, 14(1), 51-79.

Lin, Y., & Bratton, S. C. (2015). A meta-analytic review of child-centered play therapy approaches. *Journal of Counseling and Development*, 93(1), 45-58. doi: 10.1002/j.1556-6676.2015.00180.x

Patterson, L., Stutey, D. M., & Dorsey, B. (2018). Play therapy with African American children exposed to adverse childhood experiences. *International Journal of Play Therapy*, 27(4), 215–226.

Schottelkorb, A., Swan, K. L., Ogawa, Y. (2020). Intensive Child-Centered Play Therapy for Children on the Autism Spectrum: A Pilot Study. *Journal of Counseling & Development*, 98, 63-73.

Shen, Y. (2002). Short-term group play therapy with Chinese earthquake victims: Effects on anxiety, depression, and adjustment. *International Journal of Play Therapy*, 11(1), 43-63.

MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

THEMES	LEARNING OBJECTIVES	CACREP STANDARDS (2016)	LEARNING ACTIVITIES	LEARNING OUTCOMES	EVALUATION TOOLS
Knowledge and application of child development as pertaining to play therapy	By the end of this course, students will be able to describe children’s level of development as well as systemic and environmental factors that affect functioning and behavior.	Human Growth & Development 2.F.3.f.	Instruction, Discussion, Observation of Child-Centered Play Therapy: Developmental Applications (Ray, 2019), Child-Centered Play Therapy Session, Child-Centered Play Therapy Reflection	Students will apply understanding of developmental theories and systemic and environmental factors for describing how development and extra-therapeutic factors influence a child’s functioning and behavior.	Reflection of CCPT session
Purpose and relevant research of child-centered play therapy	By the end of the course, students will be able to describe the purpose and research of child-centered play therapy.		Instruction, Discussion, Reading, Role-Play, Parent Consultation Session	Students will demonstrate understanding of purpose and relevant research in play therapy.	Assessment of Parent Consultation
Knowledge and skills of child-centered play therapy	By the end of this class, students will be able to show understanding and demonstration of using child-centered play therapy, an evidence-based model of counseling for children that present with varying	Counseling & Helping Relationships 2.F.5.a., 2.F.5.g., 2.F.5.j. Clinical Mental Health Counseling 5.C.3.b.	Instruction, Discussion, Reading, Role-Play, Child-Centered Play Therapy Session, Observation of Child-Centered Play Therapy: Developmental Applications (Ray, 2019), Discussion of child-	Students will demonstrate knowledge and skill in using child-centered play therapy as well as expressive arts and sandtray therapy	Play Therapy Skills Assessment; Self-Assessment & Reflection, Sandtray Reflection

	abilities and with children from diverse backgrounds. Students will also be able to discuss and implement use of expressive arts and sandtray therapy with children.	Social & Cultural Diversity 2.F.2.f. School Counseling 5.G.3.f. Techniques of personal/social counseling in schools	centered play therapist videos, Expressive arts activities and processing (in-class), Sandtray therapy experience and reflection		
Knowledge and skills of conducting parent consultations	By the end of this class, students will be able to show understanding and demonstration of using conducting a parent consultation.	Counseling & Helping Relationships 2.F.5.c.	Instruction, Discussion, Reading, Role-Play, Parent Consultation Session	Students will demonstrate knowledge and skill in conducting a therapeutic parent consultation	Assessment of Parent Consultation
Knowledge and skills in developing treatment plans for children	By the end of this class, students will be able to demonstrate how to create a developmentally sensitive treatment plan, including objectives for working with children.	Counseling & Helping Relationships 2.F.5.h., 2.F.5.i.	Instruction, Discussion, Reading, Role-Play, Treatment Plan	Students will demonstrate knowledge and skill in creating a treatment plan including objectives and recommendations.	Rubric for Treatment Plan

DESE Matrix Knowledge & Competency Area	DESE Matrix Descriptor(s)
A.1.a.ii.	Student Growth & Development; Counseling Theories & Interventions
A.1.c.iii.	Professional Relationships; Consultation Theories and Strategies

Child-Centered Play Therapy Certification: Because Dr. Swan is a CCPT supervisor and trainer, this course meets the educational requirement for CCPT 101. See Center for Play Therapy CCPT Credential: <https://cpt.unt.edu/child-centered-play-therapy- certification>

Level 1 - Certified CCPT Practitioner

1. Educational Requirement - minimum 30 hours. The UNT Center for Play Therapy offers Child-Centered Play Therapy (CCPT) training according to the evidence-based model recognized by the California Evidence-Based Clearinghouse for Child Welfare and Results First Clearinghouse. Training in the evidence-based model of CCPT requires following approved treatment protocols. The UNT Center for Play Therapy advises therapists to consider where they seek CCPT training as some trainings do not teach according to the evidence-based model. For more information on the recognized protocols and training, search Child-Centered Play Therapy at CEBC or PEW.

- One or more formal university 3 credit hour course in Introduction to Child-Centered Play Therapy completed in the last 10 years taught by an approved trainer that addresses all areas covered in CCPT 101 and 102 **OR**
- Workshop series: CCPT 101: Basics in Child-Centered Play Therapy (12 hours; 9 Seminal or Historically Significant Theories, 3 Skills & Methods)- 2 day training toward CCPT certification **AND** CCPT 102: Child-Centered Play Therapy Practice and Application (18 hours; 11 Seminal or Historically Significant Theories, 7 Skills

& Methods)- 3 day or weekend intensive training on application of CCPT by an approved trainer.

COURSE EXPECTATIONS

Attendance and Engagement Policy: I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

Technology: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard. We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and

preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning: Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.

3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Student Engagement: Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work . Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don’t understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom’s revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don’t hesitate to consult the Missouri State University writing lab and the “Bear Claw” in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

STUDENT OUTCOME TOOLS

Reflection 1: Inner Child & Play: Get in touch with your inner child! I want you to play for at least 30 minutes. After you have finished playing, I want you to think about what it was like to play. Were you comfortable? Were you uncomfortable? Were you able to free play? Did you feel restricted? Did it take you back to childhood? What was the experience of your inner child? What were your reactions, feelings, and thoughts about playing? Why it is important to be aware of your own internal child as a play therapist.

Reflection 2: Compare/Contrast of Videos (CACREP 2016 standards covered as part of this assignment: 2.F.2.f, 2.F.3.f, 2.F.5.a., 2.F.5.g., 2.F.5.j., 5.C.3.b.): Compare and contrast videos of Ray, Landreth, Moustakas, and Swan paying attention to how the therapists were similar and how they were different. What did you notice about the connection? What were your takeaways from the videos. How did the therapists show they were attuned without using reflection of feelings? By comparing the therapists, what are you thinking about how the person of the therapist impacts CCPT?

Micro practicum/Play Therapy Session (CACREP 2016 standards covered as part of this assignment: 2.F.2.f, 2.F.3.f, 2.F.5.a., 2.F.5.g., 2.F.5.j., 5.C.3.b.): You will have the opportunity to practice CCPT skills and receive supervision during our course. During the experience, you will share feedback with your classmates and receive feedback. After the experience, you will write a reflection paper detailing (1) your impressions of the child through this interaction, noting the child's level of cognitive, social, and psychosocial development and multicultural play behaviors, (2) yourself as a therapist (person of therapist and any biases), (3) your thoughts regarding the use of CCPT, and (4) a reflection of your strengths, and areas of growth in conducting the CCPT session.

Parent Consultation Mock Session CACREP 2016 standards covered as part of this assignment: 5.G.3.f.): You will conduct a parent consultation with a peer so that you can demonstrate a) explanation of play therapy as it relates to development, b) awareness of relevant research, c) knowledge and skills relating to consulting with parents. You will record your consultation session and then use the Parent Consultation Form #1 to assess your knowledge and skills.

Treatment Plan CACREP 2016 standards covered as part of this assignment: 5.G.3.f., 2.F.5.h., 2.F.5.i.): Based on the fictitious information that you garnered in your mock parent consultation, you will create a child treatment plan that includes: a) goals, b) objectives, c) description of treatment intervention, d) recommendations.

Sand Tray Reflection Paper (CACREP 2016 standards covered as part of this assignment: 2.F.5.a., 2.F.5.g., 2.F.5.j., 5.C.3.b., 2.F.2.f., 5.G.3.f.): After completing your sand tray

experience in class, you will complete a reflection that addresses the following questions: 1. Describe your initial thoughts regarding the use and practice of sand tray. 2. Discuss your internal experiencing as the therapist (person of the therapist and any biases). 3. Discuss your areas of strength and areas for growth in conducting a sand tray session.

COURSE GRADING

A total of 100 points can be earned in this course. Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

Assignment	Total Points
Reflection 1	10
Reflection 2	10
Mock Parent Consultation & Assessment	20
Micropracticum/Play Therapy Project	20
Sandtray Therapy In-Class Experience & Reflection	20
Treatment Plan	20
Total	100

GRADING SCALE

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99%= B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

UNIVERSITY POLICIES

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link: https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

COPYRIGHT & FAIR USE STATEMENT

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

DISABILITY ACCOMMODATION POLICY FOR STUDENTS

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments.

However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability. On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting Accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

Week	Date	Readings	Topics	2016 CACREP Standards Addressed Per Week	Assignments
1	1-18	None	Overview of CCPT, CCPT Credential,		
2	1-25	Ray Ch 1; Landreth Ch 2	Basic Principles of Child Development, Meaning of Play	2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior	Play as a Child for 30 minutes
3	2-1	Landreth Ch 4; Ray Ch 2	Advanced Principles of Child Development; View of Children	2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior	Reflection 1: Inner Child & Play
3	2-8	Landreth Ch 5; Ray 3, 4	Basics of CCPT, View of Children; Person of Therapist; Video of Ray	2.F.5.a. Theories and models of counseling; 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention	
4	2-15	Landreth Ch 7; Ray Ch 5	Child-Centered Play Therapy (stages/process of CCPT including termination, enacting of conditions, and relational disruptions). Video of Landreth	2.F.5.a. Theories and models of counseling; 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention; 5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. Techniques of personal/social counseling in school settings	
5	2-22	Landreth Ch 10	Way of Being; Therapeutic Responses; Practice CCPT Skills; Video of Swan	2.F.5.a. Theories and models of counseling; 2.F.5.g. essential interviewing, counseling, and case conceptualization skills; 5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. Techniques of personal/social counseling in school settings	
6	3-1	Play Therapy Theories Articles on Blackboard	Compare/Contrast Theories of Play Therapy; Practice CCPT	2.F.5.g. essential interviewing, counseling, and case conceptualization skills	Be ready to discuss play therapy theories Critical

7	3-8	Landreth Ch 11; Ray Ch 6; Articles on Blackboard	Limit Setting; Multicultural Play Therapy;	2.F.2.f. help-seeking behaviors of diverse clients; 2.F.5.g. essential interviewing, counseling, and case conceptualization skills; 5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3. f. Techniques of personal/social counseling in school settings	Reflection 2: Video Compare/Contrast
8	3-15	No Class: Spring Break			
9	3-22	Ray Ch 7	Play Themes, Advanced Limit- Setting	2.F.5.g. Essential interviewing, counseling, and case conceptualization skills; 5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3. f. Techniques of personal/social counseling in school settings	
10	3-29	Ray Ch 9	Parent Consultation	2.F.5.c. Theories, models, and strategies for understanding and practicing consultation	
11	4-5	Ray Ch 8	Treatment Planning, Objectives/Assessment of Progress in Therapy and Termination	2.F.5.i. Development of measurable outcomes for clients; 2.F.5.h. Developmentally relevant counseling treatment or intervention plans	
12	4-12	Ray 10	Micropracticum	5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Play Therapy Session
13	4-19	Ray 15	Micropracticum	5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3. f. Techniques of personal/social counseling in school settings	Play Therapy Session; Parent Consultation Assessment; Treatment Plan
14	4-28	Chapters on Blackboard	Sandtray	5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3. f. Techniques of personal/social counseling in school settings	Play Therapy Reflection
15	5-3	None	Culminating Activity		Sandtray Reflection

