



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

ADVANCED PLAY THERAPY PRACTICUM (COU 787)

INSTRUCTOR INFORMATION:

Instructor Name: Karrie Swan

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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 & Transfer Center](#)

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)

COURSE DESCRIPTION:

This course is designed to provide an advanced counseling experience with elementary-aged children from the community. It serves as an integrative component to extend and amplify play therapy counseling skills, theory, and techniques learned in previous practica. Emphasis is placed on scheduling clients, completing case notes, advocating for clients, weekly supervisor and evaluation of counseling sessions.

METHODS OF INSTRUCTION:

Instructional methods may include live, triadic, and group supervision as well as role plays, group discussion, didactic lectures, and experiential activities.

COURSE MATERIALS:

Readings will be posted on blackboard.

COURSE OBJECTIVES:

1. The course is aimed at providing supervised advanced practicum experiences with child clients across the semester. As such, you will demonstrate play therapy skills with clients including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.
2. Identify and demonstrate the use of developmentally appropriate play therapy materials (including sand tray, puppets, bibliotherapy, creative arts materials, etc.) that can be incorporated your work with children.
3. Identify and differentiate the stages within the play therapy process from intake to termination.
4. Consider and integrate issues of diversity and their impact on the play therapy process, including choice of materials and the relationship with your clients.
5. Conceptualize a client's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical play therapy framework.

CACREP OBJECTIVES:

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Educational Related Programs (CACREP) 2016 standards.

Professional Counseling Orientation and Ethical Practice	CACREP Standard	Curriculum/Evaluation Outcomes
Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Group/Triadic Supervision
Social & Cultural Diversity	CACREP Standard	Curriculum/Evaluation Outcomes
Multicultural counseling competencies	2.F.2.c	Supervision; Play Therapy Assessments
Help-Seeking behaviors of diverse clients	2.F.2.f	Play Therapy Assessments

Human Growth & Development	CACREP Standard	Curriculum/Evaluation Outcomes
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	Play Therapy Assessments
Counseling and Helping Relationships	CACREP Standard	Curriculum/Evaluation Outcomes
Essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Play Therapy Assessments, Treatment Planning
Developmentally relevant counseling treatment or intervention plans	2.F.5.h	Treatment Planning, Intake Assessment
Development of measurable outcomes for clients	2.F.5.i	Treatment Planning, Intake Assessment
Evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Play Therapy Assessments,
Strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	Group/Triadic Supervision, Case Presentation
Processes for aiding students in developing a personal model of counseling	2.F.5.n	Group/Triadic Supervision
Assessment & Testing	CACREP Standard	Curriculum/Evaluation Outcomes
Methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b	Intake Assessments
Use of assessments for diagnostic and intervention planning purposes	2.F.7.e	Intake Assessments
Use of symptom checklists, and personality and psychological testing	2.F.7.k	Intake Assessments, Treatment/Treatment Notes
Use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l	Intake Assessments
Clinical Mental Health Counseling	CACREP Standard	Curriculum/Evaluation Outcomes
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a	Treatment Planning, Treatment Summary
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Play Therapy Assessments

Strategies to advocate for persons with mental health issues	5.C.3.e	Treatment Planning, Treatment Summary, Case Presentation
School Counseling	CACREP Standard	Curriculum/Evaluation Outcomes
Techniques of personal/social counseling in school settings	5.G.3.f	Treatment Planning, Summary, Intake Assessment

This course also meets the following MOSTEP Standards:

1. Locate resources in the community that can be used in the school to improve student achievement & success (3:4)
2. Work with parents, guardians, & families to act on behalf of their children to address problems that affect student success in school (3:2)
3. Know strategies & methods for working with parents, guardian, families, & communities to empower them to act on behalf of their children (3:2)
4. Make appropriate referrals to school and/or community resources
5. Demonstrate the ability to use procedures for assessing & managing suicide risk (2:2)

TECHNOLOGY:

The use of technology is a part of our everyday lives at the university. 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 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 tool called Ally. Next to your course files, you’ll find an icon for a dropdown menu. Simply select the icon to access a list of alternative format options from which to choose. Download speed for the different formats will depend on the file size. Depending on the type of document, you may find some or all of the options below available:

- An OCRed PDF which is used to improve the text of scanned documents
- A Tagged PDF with improved navigation, especially if you use a screen reader

An HTML version that will be adjust text for your mobile devices
An ePub version if you use an eReader or tablet
An Electronic Braille version if you're a braille reader
An audio version for listening to an MP3
BeeLine Reader used to add a color gradient technique to enhance focus and increase reading speeds
A Library Reference link which will direct you to the file in its respective database where a more accessible version may be found. Explore the Accessibility website to learn about ways we are working to improve accessibility at MSU.

COURSE EXPECTATIONS

1. Supervised experience with child clients that contributes to the development of child counseling/play therapy skills.
2. Triadic supervision throughout the practicum by faculty supervisor.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by faculty supervisor.
4. The use of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's play therapy skills using formative and summative assessments.
6. Class attendance at all scheduled meetings (counseling, group supervision, and triadic supervision). Attendance at each meeting is considered a professional obligation. Attendance is required and class participation is expected. If for some reason you cannot attend a class meeting, you are expected to notify the instructor (either in person, via phone or e-mail message) prior to the class.
7. Participation in group supervision and triadic supervision including:
 - a. Prepared to discuss counseling sessions and assigned readings.
 - b. Use of play therapy and expressive-oriented therapy skills
 - c. Active participation in and openness to supervision.
 - d. Discussion of issues related to multicultural counseling, ethics in counseling, and how techniques can be applied in a developmental context.
 - e. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Appropriate class behavior and participation consistent with that of graduate students is expected. Students are expected to refrain from all inappropriate behavior including but not limited to text messaging, disruptive crosstalk, surfing the internet, emailing, and working on other material during class time. To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a growth action plan/or faculty review,
8. Completion of well-written assignments in accurate required writing style as required

COURSE ASSIGNMENTS/ASSESSMENTS:

1. Client Treatment Intake, Assessments and Treatment Plans (for all clients). For clients in the study, you will also need to complete the Play Therapy Treatment Summary and Play Therapy Progress Worksheet). 2.F.5.h; 2.F.5.i; 5.C.3.a; 2.F.7.b, 2.F.7.e, 2.F.7.l
2. Use of assessments to monitor client change (2.F.7.k)
3. Weekly Client Case Notes (see sample Play Therapy Note on Blackboard)
4. Treatment Summaries (sample on Blackboard); 2.F.5.g; 5.C.3.a

5. Clinical Case Presentation (2.F.5.g; 5.C.3.a; 2.F.2.c; 2.F.2.f). Students will select a case presentation to encapsulate and present. Each presentation will include the following information:
 - a. Case Information
 - b. Theoretical formulation of the Problem
 - c. Case Illustration (explain the stages of the therapeutic process, in detail)
 - d. Play Theme Analysis
 - e. Summary of treatment progress and clinical impressions
6. Play Therapy Supervision Assessments (formative and summative)
7. Log of Hours

CLINICAL REQUIREMENTS:

1. Supervision (2.F.1.k; 2.F.5.n): Each student is expected to attend and actively participate in all supervision sessions. This includes weekly team observation and hypothesizing, group supervision and individual supervision. Active participation, observations, and questions are expected both group and triadic supervision. Additionally, students are expected to actively spend time between clinic days completing their journal, researching questions and interventions, following up on suggestions, watching tapes when available, and participating in triadic supervision. Be prepared to work with your clients-this means reviewing your sessions, researching diagnoses and medications, appropriate interventions, following your instructor's suggestions for outside reading, etc.
2. Observations: Observation and participation in reflective team style of counselor training are integral components of this course. When students are not in session themselves, they are expected to observe other students and provide feedback during group discussions and supervision, thus actively engaging in the therapeutic process with each client.
3. Recording Sessions & Review: Students are required to record their sessions and to review these tapes each week when this is available. These recordings are highly confidential, and under no circumstances is any information from your sessions or these recordings to be shared outside of the class/clinic (including friends, family, significant others, spouses, etc.).
4. Ethical and Professional Behavior. Personal characteristics and/or problems should not interfere with the student's ability to be an effective helping professional. In the event that the ethics code is violated, or personal issues interfere with effective helping, the student may not receive a passing grade for practicum. The student may be asked to refrain from seeing any clients until and unless the situation is appropriately addressed and/or resolved. In such an event, the student and instructor will review the situation in question and attempt to map out a remediation strategy. If this strategy fails or is rejected by the student, then the student will not resume the class but will be encouraged to avail themselves of the University appeals processes through the Office of the Registrar (www.missouristate.edu/registrar/graderev.html)
5. Liability Insurance. Students are required to obtain professional liability insurance. Insurance is available at low cost to student members of the American Counseling Association www.counseling.org, or the American School Counseling Association www.schoolcounselor.org Verification of insurance coverage is due to the instructor on or before the first day of class.

EVALUATION:

Final grade criteria: This is a Pass/No Pass course. You must have a final grade of B or higher in this class to proceed in the program. Your grade in this course is NOT calculated by an average necessarily. It is competency-based course, meaning that even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your counseling skills or professional dispositions, you will receive a "No Pass" grade for the course. This statement appears here to clarify how this course differs from others you may have taken.

A Pass (P): grade indicates that in addition to completing all the course requirements, including record keeping in a timely and professional manner, the student counselor demonstrates strong to excellent counseling skills, consistently exhibits appropriate standards of professional and personal behavior, demonstrates a willingness to learn and to incorporate feedback into his/her work, is cooperative and resourceful in her/his work environment, and is committed to the counseling profession. Read the above carefully as it includes timely attendance at group and individual supervision and on site as well as assignments and paperwork; a work ethic that is productive, consistent, team oriented, and sensitive to others, and an aura of professionalism is speech, dress, and manner that indicates motivation to learn and a positive attitude towards counseling. Please refer to the MSU Graduate Catalog and the Student Guidebook for additional explanation and detail of grievance procedure, Program requirements, internship forms, and Program retention policy.

No Pass (N): Unsatisfactory performance on assignments which were completed and turned in prior the end of the quarter. Unsatisfactory performance, attendance or progress at the internship site throughout the quarter. Failure to pass practicum given these guidelines is grounds for, and may result in, dismissal from the program. Note missing more than two classes will result in a grade of "no pass."

UNIVERSITY POLICIES:

Nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Carrington Hall 205, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the [OIEC website](#).

Disability Accommodation

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the [Disability Resource Center website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive your approved accommodation plan until you

request faculty notification be sent through the Bear Access portal. Please note, instructors are not required to apply approved accommodations retroactively.

Title IX Policy

Missouri State University does not discriminate on the basis of sex in the education program or activity that it operates, including in admission and employment. Concerns regarding discrimination on the basis of sex, including sexual harassment, should be referred to Jill Patterson, Title IX Coordinator, Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, or TitleIX@MissouriState.edu. MSU has adopted a grievance procedure policy for the prompt and equitable resolution of allegations of sexual discrimination, including sexual harassment. This policy is available at the [Title IX website](#). Individuals may report an allegation of sex discrimination, file a complaint of sexual discrimination, or file a formal complaint of sexual harassment by contacting MSU's Title IX Coordinator at Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, TitleIX@MissouriState.edu, or visiting the [Title IX website](#).

Lauren's Promise

I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student-athlete, was murdered on October 22nd, 2018, by a man that she had briefly dated on the University of Utah's campus. If you are in immediate danger, call 911 immediately. If you are experiencing sexual assault, domestic violence, and or stalking, please reach out to the Title IX Office and they will connect you to resources. You may also call The Victim Center at 417-864-7233 (SAFE) (There is a 24-hour crisis hotline). MSU has an on-campus option, The Counseling Center, which is located in the Magers Health and Wellness Center (417-836-5116) where students have access to licensed psychiatrists, psychologists, and counselors. MSU students may access 8 sessions per semester in the Counseling Center without cost. Additionally, The Victim Center is an off-campus free counseling service for victims of sexual assault and dating and domestic violence. Resource Phone Numbers (non-emergency) and Websites:

[Title IX Website](#); Title IX Phone number: 417-836-6810

[Green Dot Website](#)

[Project Heal Website](#)

[The Victim Center Website](#); Victim Center phone number: 417-863-7273

Springfield Police Department non-emergency phone number: 417-864-1810

[Missouri State University Safety Website](#); University Safety phone number: 417-836-5509

Religious Accommodation

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health & Stress Management

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to assist you.

Chosen Name Policy

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student's legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the Profile tab of [My Missouri State](#).

Suicide Prevention

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), the University has established a policy regarding Suicide Prevention, available Suicide Programs and Related Procedures. You can read the policy as well as view a list of national, state and local resources on the [Suicide Prevention, Available Suicide Programs and Related Procedures](#) section of the Missouri State University website.

Student Requirements for 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. Visit the [Computer Services Computer Requirements website](#) to locate information you need to know about hardware and software requirements your personal devices will need to be successful in your courses. If you are conveniently located to campus, the computers available in the open-access computer labs on campus meet or exceed the suggested specifications.

Academic Integrity

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at [Academic Integrity Policies and Procedures \(Students\)](#) and also at the Reserves Desk in Meyer Library. Examples of academic integrity violations include allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting someone else's work as your own (e.g., copying or paraphrasing someone else's work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Cell Phone Policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous

devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Audio/Video Recording of Course Activity

Students who wish to record lectures or class activities for study purposes should inform the faculty member first. 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).

Dropping a Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. You can access the [Academic Calendar](#) on the MSU website to view drop and refund deadlines for the semester.

Emergency Response

During the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information, visit [Safety and Transportation](#).

Cultural Competence Statement

Cultural Competence, as one of the pillars of the Public Affairs Mission at Missouri State University (MSU), is the capacity to empathize with and ability to effectively and appropriately interact with people who have different backgrounds. These individuals and groups include, but are not limited to, differences in nationality, culture, religion, ethnicity, race, gender, age, sexual orientation, gender expression, disability and socio-economic status. Cultural consciousness involves developing an understanding of how these differences impact access to higher education and inclusion in the broader community. Cultural competence requires both humility and a lifelong pursuit of knowledge and awareness of differences relative to one's own worldview (Statement jointly developed by the Provost Diversity Council and The Office of Diversity and Inclusion, May 2021).

Copyright & Fair Use:

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). If you wish to use any copyrighted material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

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 in class (when possible) and through the course announcements on Blackboard.

COURSE CALENDAR: TOPICS, ASSIGNMENTS

Week	Date	Readings	Topics in Group Supervision	2016 CACREP Standards Addressed Per Week	Assignments & Experiences
1	1-24	Blackboard: Intake, MHE, Parent Consultation	Overview; Play Therapy Skills Self-Assessment	2.F.5.g.h.i.j; 5.C.3.a; 2.F.7.b.e.k.l	Professional Disclosure Statement; Clients (4), Group supervision, Triadic Supervision
2	1-31	Blackboard: Assessment & Treatment Planning	Assessment and Treatment Planning; Monitoring play therapy progress	2.F.5.g.h.i.j; 5.C.3.a; 5.C.3.b; 5.G.3.f; 2.F.2.f; 2.F.7.b.e.k.l	Clients (4), Group supervision, Triadic Supervision; Administer Assessments; Treatment Plans
3	2-7	Blackboard: Theory	Theory of CCPT	5.C.3.b; 5.G.3.h; 2.F.3.i	Clients (4), Group supervision, Triadic Supervision
4	2-14	Blackboard: Theory	Theory of CCPT	5.C.3.b; 5.G.3.h; 2.F.3.i	Clients (4), Group supervision, Triadic Supervision
5	2-21	Blackboard: Theory	Theory of CCPT	5.C.3.b; 5.G.3.h; 2.F.3.i	Clients (4), Group supervision, Triadic Supervision
6	2-28	Ray Ch. 7	Play Therapy Themes	5.C.3.b; 5.G.3.h; 2.F.3.i	Clients (4), Group supervision, Triadic Supervision
7	3-7	Ray Ch. 10	Working with children with Aggression	5.C.3.b; 5.G.3.f; 2.F.3.i; 2.F.5.k	Clients (4), Group supervision, Triadic Supervision
8	3-14	Spring Break			
9	3-21	Blackboard: Trauma	Working with Children that have Experienced Trauma	5.C.3.b; 5.C.3.e; 5.G.3.f 2.F.2.f	Clients (4), Group supervision, Triadic Supervision; Two Student Case Conceptualizations; Treatment Summaries
10	3-28	Blackboard: Trauma	Working with Children that have Experienced Trauma	5.C.3.b; 5.G.3.f	Clients (4), Group supervision, Triadic Supervision; Student Case Conceptualization
11	4-4	Blackboard: Diversity	Working with Children with Differing Abilities		Clients (4), Group supervision, Triadic Supervision; Student Case Conceptualization
12	4-11	Case Presentation			Clients (4), Group supervision, Triadic Supervision; Student Case Conceptualization

13	4-18	Case Presentation			Clients (4), Group supervision, Triadic Supervision; Student Case Conceptualization
14	4-25	Case Presentation			Clients (4), Group supervision, Triadic Supervision; Student Case Conceptualization
15	4-28	Case Presentation			Clients (4), Group supervision, Triadic Supervision; Student Case Conceptualization
16	5-2	Case Presentation			Clients (4), Group supervision, Triadic Supervision
17	5-8	Case Presentation, Termination			Termination