

TEXAS A&M UNIVERSITY COMMERCE

COUNSELING 539
Introduction to Play Therapy
Spring, 2023
Thursdays from 4:30 pm-7:10 pm
Metroplex/Mesquite

INSTRUCTOR INFORMATION

Instructor: Roberta A. Jacobs, PhD, LPC-S

Office Location: Metroplex/Mesquite or Rockwall Office

Office Hours: In person, by appointment

University Email Address: roberta.jacobs@tamuc.edu

Preferred Method of Communication: Text or Rockwall Office
email bbiejacobs_@hotmail.com

Communication Response Time: 24-48 hours, excluding weekends

Mode of Instruction and Course Access: This course meets face-to-face with assignments and supplemental materials.

COURSE INFORMATION

Materials-Textbooks, Readings, Supplementary Readings

Required Textbooks:

Axline, V. (1964). *Dibs: In search of self*. New York: Ballantine.

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

Nelsen, J. (1996). *Positive discipline*. New York: Ballantine.

Mullen, J>A> & Rickli, J.M. (2014) *Child-Centered Play Therapy Workbook*.
Champaign, IL: Research Press

Oaklander, V. (1985). *Windows to our children*. Highland, NY: Gestalt Journal Press

Supplemental Reading:

Handout in Class

COURSE DESCRIPTION

This course is designed to (1) assist those who work with children in understanding the fundamental tenets of play therapy, (2) help participants develop an effective philosophy of and approach to play therapy, (3) increase participants' understanding of the inner world and behavior of children, (4) help students connect with children on a feeling level, (5) promote self-awareness and self-understanding, (6) increase participants' understanding of child development, particularly with children ages three to nine, (7) enhance participants' sensitivity to and acceptance of others, and (8) equip students with beginning level play therapy skills.

Course Procedures: Involvement and learning in the course will be facilitated by means of:

- Lecture
- Exploratory papers
- Small group activities and discussion
- Assigned readings and class discussion
- Role-play with toys, demonstrations, and other hands-on activities
- Video/film analysis and practicum experience

COURSE OBJECTIVES

As a step in the process of developing one's own approach to working with children in a play therapy relationship, each student will develop an integrated understanding of children's developmental needs and will acquire the necessary play therapy skills to facilitate children's expression, self-understanding, personal growth, and development. Specifically, this course is designed to help students:

Develop a philosophy of and approach to play therapy;

Develop an awareness of the child's world as viewed by the child;

Understand children's play and behavior;

Increase their sensitivity to and acceptance of children and their parents;

Understand the organizations that have shaped the history and profession of play therapy, to include a review of essential people, theorists and organizations;

Review developmental stages of children and children's play;

Review the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, etc.);

Be able to conceptualize a client's presenting clinical problem(s) developmentally and theoretically;

Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment;

Demonstrate an understanding of the role of the play therapist and the play therapy in the context of the client's broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community);

Identify elements of the play therapy relationship, from intake to termination;

Demonstrate basic play therapy skills, including tracking, reflection of feelings, returning responsibility to the child, responding to efforts and setting limits;

Understand the person of the play therapist and how it impacts on the unfolding relationship with the client;

Appreciate the legal and ethical issues that are unique to play therapy;

Understand issues of diversity and how they impact every facet of play therapy, from choice of materials to the relationship with the client;

Review issues in child psychopathology.

Course Requirements

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of the instructional and learning methods and submitting assignments. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all reading prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your university/ email. My suggestion is to check it at least once a day as your instructors and others from the department and university may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due – not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth. And it's worth it.

Attendance/Electronic Devices

Attendance: Due to the highly interactive nature of the class session, attendance is expected during our scheduled class periods. **If you are unable to attend a class session you must contact me prior to the class period. Don't tell your classmate to let me know the night of class that you can't make the class. IT IS YOUR RESPONSIBILITY TO LET ME KNOW THAT YOU WILL NOT BE ATTENDACE FOR CLASS. Tardiness also delays class activities and is highly discouraged. Student should be in attendance for ALL class sessions.** However, situations do arise, and it is understood that "life happens". Students who miss more than **one** class will not be able to earn an A in this course. Students who miss more than **two** classes will not be able to earn a B in the course. Parts of classes are counted including arriving late to class will be considered missing part of a class.

This class meets face-to-face from 4:30 pm-7:10 pm every **Thursday . If you are unable to make it to class by 4:30 pm each week, due to scheduling conflicts, you will need to**

re-evaluate taking the course. Attendance and being on-time are crucial to learning the materials and your success in this course.

Electronic Devices: Due to the nature of material discussed in this class, voice recordings will not be allowed in this class or during supervision sessions. Cell phones should remain off or on vibrate, if you need to be available to family during class. I ask that you do not use a laptop or tablet unless needed for accommodations. This is a group process class and as such active participation is required.

Course Assignments and Exams

Students are expected to participate in all areas of the course. Students must show some level of knowledge of the material in class discussions, assignments, and activities.

Course Requirements and Grading: Grades earned will be dependent upon the total points earned reflecting the activities as listed below. Assignments must be completed in a timely fashion in order to maximize the most amounts of points. Assignments will not be accepted via email unless prior arrangements have been made with the instructor. All assignments must be turned in by the designated due date. Late assignments **WILL NOT** be accepted. Assignments **WILL NOT** be accepted by email. **In effort to reduce difficulties, technical or otherwise, students should not wait until the last minute to complete assignments.**

Class Participation: Students are expected to be prepared to discuss reading assignments and other learning activities. Failing to prepare as evidenced by nonparticipation may result in a decrease in your grade.

Reading the Text: It is extremely important to **keep up with the assigned in the text.** The material is different from other material that you have read. Play therapy is a **unique specialty** that is very different from mainstream counseling. The first half of the class requires reading the text and a variety of other resources to aid in attaining the basic knowledge and skills of play therapy. The second half of the class is mostly experiential.

Exams: There will be one exam administered at a date to be announced. **NO MAKE UP OR LATE EXAMS WILL BE GIVEN.**

Portable Play Therapy Bag/Box: This class is based on the concept that play therapy can be delivered in most any setting. Hence, you will need to create/develop your own bag/box of portable play therapy materials. It **MUST** include 4 or 5 toys representative of each of Landreth's 3 categories. Students will bring their portable play therapy bag/box to class. Students will then set up their kit and will need to be able to identify each category his or her individual toys represent according to Landreth's categories. The chapter readings will suggest how categories may be modified to be responsive to culture and environment of different populations. Adapt your tote-bag/box for culture

The Syllabus/schedule subject to change

and be able to discuss your choices. Your bag/box should be designed to meet the needs of your expected population.

Play session: Arrange two 20-30 minute play sessions with a 4 to 8 year old child, other than your own, at your home, a class room, or other setting with toys (**not in the child's bedroom**). Either use your toy bag or toys that are consistent with appropriate toys in the playroom. Do not conduct home play sessions until after the limit setting class. **Students must videotape the session (with a view of you and the child).**

Reflection/Critique Format: You will submit a brief reflection regarding your experience for each session. Your reflection papers must follow the format below and will be submitted to me at the beginning of class. The format for your reflection papers are as follows: (3-4 pages for each session, double-spaced) using the following subheadings:

- Title Page (APA 7th format) – not included in page length
- Child's Age
- Overview of the session (setting, happenings, etc.)
- My feelings about the session (write in detail-give examples of thoughts/insights)
- Child's feelings (your best guess or hunch if you are not sure provide examples/indicators)
- My Strengths
- Returning responsibility to the child (Provide specific examples)
- **Corrected Response (very important)**

(Select **four responses** you would like to correct and show how you would change the response using the following format:

- Child - (said or did ... Give child's verbal response or action)
- Your original response
- Corrected Response
- Reason for Change

Please see **Appendix A** for parental consent form that **MUST BE COMPLETED PRIOR TO PLAY SESSIONS**. Grading for the first session and reflection will be based on completion of the session and reflection paper. Grading will be dependent on student effort and level of self and other awareness in reflection paper. Grading for second session and reflection will be based on completion of assignment, awareness level reflected in paper and improvement demonstrated since last session.

Videos of your sessions must be brought to class and will be critiqued in group sharing sessions. Please make sure that you watch each tape in its entirety before you complete and submit your reflection papers.

***Note: (FOR DOCTORAL STUDENTS ONLY)**

IF YOU ARE CURRENTLY A DOCTORAL STUDENT IN OUR PROGRAM, YOU WILL BE REQUIRED TO SUBMIT AN ADDITIONAL RESEARCH PAPER COMPLETED IN APA 7TH ED, REGARDING PLAY THERAPY. THE TOPIC FOR YOUR PAPER MUST BE APPROVED BY THE INSTRUCTOR.

GRADING

Final grades in this course will be based on the following scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<59%	F

Grading:

Attendance and class activities/discussions	40 pts
Home play sessions/critiques	160 pts (80 pt./session)
Portable bag/box	20 pts
Exam	80 pts

Total points possible = 300. Your Final Grade is determined by adding the point values earned for each assignment and dividing by 300. The resulting value is multiplied by 100 to yield a percentage. For example: $(240 \text{ (points earned)} / 300 \times 100 = 80\%$

TECHNOLOGY REQUIREMENTS

Browser Support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

The Syllabus/schedule subject to change

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft Edge	Latest	N/A
Microsoft Internet Explorer	N/A	11
Mozilla Firefox	Latest, ESR	N/A
Google Chrome	Latest	N/A
Apple Safari	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android	Android 4.4 +	Chrome	Latest
Apple	iOS	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2 or any other version. Chrome: Latest version for the iOS browser

The Syllabus/schedule subject to change

Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR
---------	------------	-----------------------	---

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 MBPS is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone is required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at Java website: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported.
 - Pop-ups are allowed
 - JavaScript is enabled
 - Cookies are enabled
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

- At a minimum, you must have Microsoft Office 2013, 2010, 1007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft Power Point is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use or a computer at a friend's home, the local library, office service companies, Starbucks, and TAMCU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

The Syllabus/schedule subject to change

Please note that on the 4th Sunday of each month, there will be system maintenance, which means the system will not be available 12 pm – 6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email/text is the best way to reach me. I will attempt to answer all emails/texts within 24 hours, Monday – Friday, but at times will need up to 72 hours. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette:

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

The Syllabus/schedule subject to change

For more information about the attendance policy, please visit the Attendance webpage and Procedure 13.99.99.R0.01

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Student with Disabilities

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation please contact:

Office of Student Disability Resources and Services

Texas A&M University – Commerce

Gee Library – Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University –Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the

The Syllabus/schedule subject to change

basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill – 119 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University – Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M – Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M – Commerce campuses. Report violations to the University Police Department at (903) 886-5868 or 9-1-1.

- WEEK 6**
Feb. 23
Therapeutic Limit Setting—Practice Limit Setting
PARENT CONSENT FORM DUE TODAY
TOTE BAG/BOX DUE TODAY
KEEPING ON TRACK—BEFORE NEXT WEEK
READ Landreth Chapter 11
- WEEK 7**
Mar 02
Typical problems in play therapy and what to do if...
Practice
KEEPING ON TRACK—BEFORE NEXT WEEK
READ Landreth Chapter 12
↓ REMINDER ↓
Play Session #1/Reflection Paper Due March 09
Video #1 Due in Class March 09
↑ ↑ ↑
- WEEK 8**
Mar 09
Group Supervision #1
Video #1 Bring to Class
Turn in Reflection Paper at the beginning of class
- WEEK 9**
MARCH 13 THRU 17 SPRING BREAK
- WEEK 10**
Mar. 23
Resolving challenges in the play room
Ethics and Legalities
Practice
KEEPING ON TRACK—BEFORE NEXT WEEK
READ Landreth Chapter 13
- WEEK 11**
MAR. 30
Parents as partners in play therapy
Clinical Forms
Treatment Planning
Multicultural considerations
Skills checklist
Practice
KEEPING ON TRACK—BEFORE NEXT WEEK
READ Landreth Chapter 7
BE FAMILIAR WITH WHAT IS NEEDED TO BE A PLAY THERAPIST
VISIT-- <https://cpt.unt.edu/registered-play-therapist>

