

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6835.21 Play Therapy
WINTER 2015
Location: Frisco Center

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6835.21 Play Therapy

Level: Graduate

Beginning Date of Session: Saturday, December 6, 2014

Ending Date of Session: Thursday, February 26, 2015

Holiday Break: Friday, December 19, 2014 through Friday, January 2, 2015

The first class meeting is **Monday, December 8, 2014 in Room F2**

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Play Therapy: The art of the relationship bundle with DVD

Author: Garry Landreth

Publisher: Brunner-Routledge

Year Published: 2012

Edition: 3rd

ISBN-13: 9780415623902

Title: Sandtray therapy: A practical manual

Authors: Homeyer

Publisher: Routledge

Year Published: 2010

Edition: 2nd

ISBN-13: 9780415883344

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. Just look for the "Bookstore" tab across the top of the home page. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Students should be careful to obtain the exact resource(s) required for the course.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Changes in State of Texas requirements for the School Counseling Professional Certificate resulted in changes for CSL6829 Pre-Practicum in School Counseling and CSL6855 Practicum in School Counseling. The Application and Contract will be required at the first meeting of CSL6829 Pre-Practicum in School Counseling. These forms are available on the university FTP site, (<ftp://ftp.amberton.edu>) under the folder "cslinfo." The field work experience will require 160 actual clock hours and be required during CSL6829 and CSL6855. The field work experiences will be scheduled during the Fall, Winter, and Spring semesters only.

COURSE PREREQUISITES:

CSL6801

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

This course addresses how to utilize the child's language of play in counseling. Students will learn the practical aspects of setting up a playroom and will make their own portable play/sand kit. Students will have the opportunity to observe play therapy and sand tray therapy via instructor demonstration and video. Students will also conduct a play therapy or sand tray therapy session to work on developing rapport, setting limits and conveying genuine caring and empathy. Students will learn how to understand the dynamics of play and will develop treatment plans accordingly.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and utilizing the contributions of play and sand tray therapy theorists. Midterm, classroom practice, practice session
- Applying developmental attributes of play and sand tray therapy to the practice of therapy with children, adolescents, adults and families. Midterm
- Applying play therapy models to group, individual and family formats. Final
- Defining the personal characteristics of a play therapist. Midterm
- Identify categories of toys. Midterm
- Analyzing rationale for toy/miniature selections in play and sand tray therapy by case study. Practice session
- Developing a play therapy traveling kit or generate a list of appropriate play therapy materials to be used for evaluation and treatment. Final
- Writing a treatment plan and case study using play and sand tray therapy. Final, practice session
- Identifying stages of play and sand tray therapy and provide appropriate therapeutic techniques. Practice session
- Developing key elements in a play therapy relationship. Practice session
- Identify the uses of play and sand tray therapy in school, private practice and community mental health environments. Final
- Demonstrating basic play and sand tray therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy skills, and limit setting. Practice session, classroom practice
- Identifying and limiting the typical problems in play and sand tray therapy sessions. Final, practice session, classroom practice.
- Being cognizant of relationship issues including transference and countertransference. Final
- Working cooperatively with child protective services, educational services, other mental health professionals and medical personnel Final

COURSE POLICIES:

Assignments turned in late will be assessed a penalty of 5 points.

Student's Responsibilities

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Ambernton University as contained in the current university catalog and schedule of classes.

COURSE DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet a designated time in the classroom.

Students will complete a take home essay midterm and final (comprehensive) exam, videotape a sand play or play therapy session and present it to a small group of peers; write a book report or research paper and make a portable sand tray or play therapy kit. Students are expected to participate in simulation exercises and role plays.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Competencies Covered	Readings	Due Dates
1 Dec. 8	Introduction to Play Therapy and Sand Tray Therapy	Identifying and utilizing the contributions of play and sand tray therapy theorists. Applying developmental attributes of play and sand tray therapy to the practice of therapy with children, adolescents, adults and families.	Play Therapy The Art of the Relationship (PTAR) Chapters One, Two and Three Sandtray Therapy A Practical Manual (STPM) Chapter One	
2 Dec. 15	Characteristics of play therapist; view of children; principles of play therapy History of Sandtray therapy	Defining the personal characteristics of a play therapist.	PTAR Chapters Four, Five, Six STPM Chapter Two	
3 Jan.5	Selection of toys; working with parents	Identify categories of toys. Analyzing rationale for toy/miniature selections in play and sand tray therapy by case study.	Chapters Seven, Eight (PTAR) Video of Selection of Materials Demonstration of play therapy- instructor	
4 Jan. 12	Beginning play therapy; facilitative responses Materials for Sandtray	Identifying stages of play and sand tray therapy and provide appropriate therapeutic techniques.	Chapters Three and Four (STPM) Chapters Nine and Ten (PTAR) Video- Therapeutic Dimension of the Play Therapy Relationship	

5 Jan.19	Limit Setting Sandtray Protocol	Identifying and limiting the typical problems in play and sand tray therapy sessions.	Chapters Five and Six (STPM) Chapter Eleven (PTAR) Video of Limit Setting Essays due	Midterm
6 Jan. 26	Handling typical problems Integrating cognitive and structured techniques in sandtray therapy.	Applying play therapy models to group, individual and family formats.	Chapter Twelve (PTAR) Video- Understanding Play Behavior and Themes Chapter Seven-Eight (STPM)	
7 Feb. 2	Determining progress and termination Sandtray with groups, trauma victims and family	Being cognizant of relationship issues including transference and countertransference.	Chapters Thirteen, Fourteen, Fifteen Chapter Nine, and Ten (STPM)	
8 Feb. 9	Practice applying play therapy skills with a client.	Writing a treatment plan and case study using play and sand tray therapy. Developing key elements in a play therapy relationship. Demonstrating basic play and sand tray therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy skills, and limit setting.	Students present video of play therapy or sand tray therapy to small group of peers.	Video of practice session due
9 Feb. 16	Practice applying play therapy skills with a client.	Identifying stages of play and sand tray therapy and provide appropriate therapeutic techniques Demonstrating basic play and sand tray therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy skills, and limit setting.	Students present video of play therapy or sand tray therapy to small group of peers.	Book report or paper due
10 Feb. 23	Practice applying play therapy skills with a client.	Demonstrating basic play and sand tray therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy skills, and limit setting.	Students present video of play therapy or sand tray therapy to small group of peers.	Final

GRADING CRITERIA:

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

Midterm 25%

Final 25%

Book Report/Paper 25%

Video of session 25%

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their eCmail account and contact the instructor at slatson@eCmail.amberton.edu or phone extension 156. Do not use the Course Number e-mail as it is no longer operational.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How to Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to eCmail, Discussion Forums, Chat Rooms, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through the University's main page (<http://www.Amberton.edu>). After selecting the "Student Portal" link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789

Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including eCmail access, Discussion Forum, Chat Room, Remote Research, General Tools, all Syllabi, QEP Tutorials and Electronic Instructor Folders (FTP).

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton student eCmail system (eCmail.Amberton.edu). Students are encouraged to check their email regularly for University news and notices.

When using the eCmail system, students may send to and receive email from those users who have accounts on the Amberton email servers only (Amberton.edu and eCmail.Amberton.edu). Email from outside the University's systems will be rejected.

Upon completion of a session, all mail is removed from the eCmail account. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

Discussion Forum

The forums are accessible, as of the first day of the session, through the Student Portal. The discussion forums are good avenues for student – to – student communication and interaction.

Help forums such as “Ask-a-Librarian” and “Tech Tips” are also listed with the course forums. Visit these areas if you have questions about research and technical issues.

Chat Rooms

Chat rooms are accessible through the Student Portal as of the first day of the session and provide students and faculty the ability to communicate on-line in real time.

COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton eCmail system of the Course Evaluation procedures. Usually, the evaluations take place during the last two weeks of the session. Please take advantage of this opportunity and participate in the evaluation process.

ACADEMIC HONESTY/PLAGIARISM:

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas, or information or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

RECOMMENDED ONLINE SOURCES:

Online research resources are available through “Research Tools Database”, accessible through the Student Portal, under “General Tools.”

QUALITY ENHANCEMENT PLAN – QEP TOOLKITS:

Online research resources are available through “Research Tools Database”, accessible through the Student Portal. (For additional assistance, students may access the “QEP Tutorials” link located in the General Tools area on the Student Portal.) Access the Portal by clicking “Student Portal” from the University's website. You must know your Amberton ID to access the Portal.

BIBLIOGRAPHY:

Research resources are available through the University's physical library and the online virtual library. Students may search for books, periodicals, and online sources pertaining to subjects covered in this course.

The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the University physical Library, or the Virtual University "Ask-A-Librarian" section of the discussion forum, or email their questions to library@Amberton.edu.