

Austin Peay State University
Department of Psychological Science & Counseling

COUN 6720: Introduction to Play Therapy

Term: Summer II 2024

Credit Hours: 3 hours

Meeting Time: Hybrid, Wed. 4:30-7:30

Room #: Clement 206

Instructor: Kim Coggins, PhD

Telephone: (931) 221-7234

Email Address: cogginsk@apsu.edu

Office: CL 221B

Office Hours: by appointment

Booking Link: <https://cogginsk.youcanbook.me>

ZOOM Link: <https://apsu.zoom.us/j/99997190294>

Prerequisites:

Admittance to the Counseling Program, or permission of the instructor.

Required Text(s):

Landreth, G. L. (2023). *Play therapy: The art of the relationship* (4th ed.). Routledge.

Axline, V. M. (1964). *Dibs in search of self*. Ballantine Books.

Additional Requirements:

Proof of Liability Insurance

Course Description:

In this 3 hr. Graduate-level experiential course you will learn the basics of Child-Centered Play Therapy, discuss how to set up your own play therapy space, explore what to do in tough moments with kids, brainstorm how to invite parents into the process, and more.

Austin Peay State University
College of Education

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing

professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

The M.S. in Counseling program is committed to the principle of universal learning. This means that our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs including a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>)

Other Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation. (phone: 931-221-6162; email: counselingservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in the “Methodology” part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA *Code of Ethics* will be followed.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2024) and the APT Competencies (2020) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

	Course Objectives	CACREP Standards	Course Activities
CO1	Identify and recognize the evolving body of current or up-to-date qualitative and quantitative play therapy research and demonstrate a clear understanding about play therapy effectiveness as an evidence-based treatment for children. (APT Competency 1a, 1d)	3.E.15 3.H.1 3.H.2	<ul style="list-style-type: none"> • Lecture: Play Therapy History and Research • Play Therapy Theories Research Paper
CO2	Identify developmentally and theoretically appropriate play therapy toys and materials from diverse representation for the purposes of both assessment and treatment. (APT Competency 2d, 2i)	3.E.13	<ul style="list-style-type: none"> • Lecture: Toys and Materials in the Play Room • Lecture: Play Therapy in Schools • Reading: Landreth (2023) 10 • Reading: O'Conner (2018) • Play Session Critique & Supervision
CO3	Examine, discuss, and demonstrate key elements in a play therapy relationship. (APT Competency 1c, 2b)	3.E.7 3.E.8	<ul style="list-style-type: none"> • Lecture: CCPT: Basics • Lecture: CCPT Skills and Practice • Lecture: Issues in the Play Room • Reading: Landreth (2023) 2, 4, 5, 7, 11, 12, 15, 16 • Reading: Dibs • Play Session Critique & Supervision • Play Therapy Theories Research Paper • Discussion Board: Dibs • Discussion Board: Skills
CO4	Evaluate personal and professional relational style and the impact of relational style on the unfolding relationship with the child. This will include issues of transference and counter-transference (APT Competency 1c, 2b, 2d, 2h).	3.E.7 3.E.21	<ul style="list-style-type: none"> • Lecture: CCPT Basics • Lecture: CCPT Skills and Practice • Lecture: Issues in the Play Room • Reading: Landreth (2023) 2, 4, 5, 7, 11, 12, 15, 16 • Reading: Dibs • Play Session Critique & Supervision • Discussion Board: Dibs • Discussion Board: Skills

CO5	Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting. (APT Competency 2b, 2e, 2j)	3.E.8 3.E.9 3.E.10	<ul style="list-style-type: none"> • Lecture: CCPT Skills and Practice • Lecture: CCPT Skills: Tracking, Reflecting Content and Feeling • Lecture: CCPT Skills: Encouragement, Esteem Building, Returning Responsibility • Lecture: CCPT Skills: Limit Setting • Play Session Critique & Supervision • Lecture: CCPT Skills: Choice Giving • Lecture: CCPT Skills: Advanced Limit Setting with Choice Giving • Lecture: Issues in the Play Room • Reading: Landreth (2023) 11, 12, 14, 15, 16 • Play Session Critique & Supervision • Discussion Board: Skills
CO6	Describe the influence of culture and diversity in play therapy. (APT Competency 2h, 2i)	3.B.9 3.B.10	<ul style="list-style-type: none"> • Lecture: Diversity in Play Therapy • Reading: Landreth (2023) 6 • Reading: Gil & Drewes (2021) 1, 2 • Discussion Board: Diversity
CO7	Demonstrate an understanding of the similarities and differences on how play therapy is implemented or modified and how its outcomes are measured in diverse populations. (APT Competency 2h, 2i)	3.B.9 3.B.10 3.E.11	<ul style="list-style-type: none"> • Lecture: Diversity in Play Therapy • Reading: Landreth (2023) 6 • Reading: Gil & Drewes (2021) 1, 2 • Discussion Board: Diversity
CO8	Identify the training and supervision guidelines and play therapy best practices outlined by the Association for Play Therapy. (APT Competency 3f)	3.A.7 3.A.12	<ul style="list-style-type: none"> • Lecture: Play Therapy Supervision and Credentialing • Reading: Landreth (2023) 8 • Play Session Critique & Supervision
CO9	Describe different formats in which play therapy may be delivered (e.g., group, intensive, short-term; APT Competency 1g)	3.F.5 3.F.7 3.F.8	<ul style="list-style-type: none"> • Lecture: Play Therapy in Different Formats • Lecture: Tele-Health Play Therapy • Reading: Landreth (2023) 18 • Reading Ray (2011) 11
CO10	Compare and contrast play therapy pioneers, theorists, and organizations that shaped the history of the profession of	3.A.1	<ul style="list-style-type: none"> • Lecture: Other Play Therapy Theories

	play therapy through a historical and multicultural/social justice lens. (APT Competency 1a, 1d)	3.E.1	<ul style="list-style-type: none"> • Readings: Additional Readings on D2L • Play Therapy Theories Research Paper • Discussion Board: Theory
CO11	Demonstrate an understanding of the importance of parent/caregiver involvement in play therapy and identify the essential key elements in parent/caregiver consultation. (APT Competency 1h, 2b, 2c, 2d)	3.C.6	<ul style="list-style-type: none"> • Lecture: Play Therapy with Parents, Caregivers, Teachers, and Families • Lecture: Family Play Therapy • Lecture: CPRT & CTRT • Reading Landreth (2023) 9 • Reading: Post (2014) • Reading: Homeyer & Bennett (2023) • Discussion Board: Work with Caregivers
CO12	Demonstrate an understanding of the role of the play therapist and play therapy in the context of the child's comprehensive ecological and systemic world, which includes considerations for family, school, community, social groups, diversity factors, strengths and risk factors, and mental health/psychiatric factors. (APT Competency 1h, 2b, 2c, 2d, 2h)	3.A.3	<ul style="list-style-type: none"> • Lecture: Play Therapy with Parents, Caregivers, Teachers, and Families • Lecture: Play Therapy in Schools • Lecture: Family Play Therapy • Lecture: CPRT & CTRT • Reading Landreth (2023) 9 • Reading: Post (2014) • Reading: Homeyer & Bennett (2023) • Discussion Board: Work with Caregivers
CO13	Identify and differentiate the stages within the play therapy process from intake to termination, including a child's progress in the play therapy process, and be able to articulate these stages effectively to key stakeholders (such as parents/caregivers and teachers). (APT Competency 1g, 2d, 2f)	3.E.2	<ul style="list-style-type: none"> • Lecture: Themes in Play Therapy • Lecture: Progress of Play Therapy and Termination • Reading: Landreth (2023) 13, 17 • Reading: Ray (2011) 7, 8
CO14	Identify and describe the therapeutic powers of play. (APT Competency 1b, 2a)		<ul style="list-style-type: none"> • Lecture: CCPT Basics • Reading: Landreth (2023) 2, 4, 5, 7 • Reading: Peabody & Schaefer (2019) • Reading: Dibs • Day of Play • Discussion Board: Dibs

Methods of Instruction:

Lecture, Video, Discussion, Experiential Activities, Role-Play, Practice Play Sessions, Supervision

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Student Performance Evaluation Criteria & Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Class Participation and Professionalism (20%)

- This is a graduate level class and as such, class participation and attendance is expected. If you do miss a class, you will be responsible for the information presented in that class.
- Attendance and participation are mandatory. Each unexcused absence will result in a 10-point deduction from your final grade. Because this is a summer hybrid class with only 5 scheduled class meetings, more than one unexcused absence will result in a failing grade. Absences will be excused at the discretion of the instructor; however, please think in terms of life/death emergencies.
- Please note that class starts at 4:30 PM. You are expected to be in class on time as a late arrival disrupts class instruction and your peers. Please make every effort to be here on time for class. However, there may be times when events outside of your control constitute a late arrival. Please be aware that three late arrivals will constitute one unexcused absence. Additionally, please be aware that being late by more than 20-minutes for two class meetings will constitute one unexcused absence.
- Class participation grades will be based on your engagement and participation in both the online and on-ground portions of class. Please come to class prepared and ready to fully engage in class. Since class participation is a vital part of learning, even excused absences can impact your class participation grade. Also, please engage with all assigned online material. Failure to view online components will also impact your class participation grade.
 - Note: Online lecture materials provide a foundation for what is covered during the on-ground classes. In order to be adequately prepared for on-ground classes, students must read/view the online lecture materials **prior to on-ground class** each week.

Play Session Critique & Supervision (30%): Due 7/28 (CO2, CO3, CO4, CO5, CO8)

Each of you will be responsible for conducting and recording one 30-minute play sessions with a mentally healthy child, between the ages of 3-7 years, based on Child-Centered Play Therapy (CCPT) theory and skills. The child you work with for your practice sessions cannot be your own child. You must obtain parent/guardian consent first (see attached consent form), and turn in the consent with your written critique of the sessions. The goal of this session is for you to practice and demonstrate your use of CCPT skills, so you will need to provide some structure to the time you spend together (it needs to go beyond the child simply introducing you to the space and describing or telling you about their toys). You may want to take some toys, borrow a play kit from the resource library, or have the caregiver & child pre-select some toys – with some suggestions from you about appropriate play therapy toys (we will cover this in class). Do not do this in the child’s bedroom. You may use the play room through the counseling lab as long as you are **never** alone in the lab with a child (the caregiver should be in the waiting room during the session) and you schedule the sessions with Dr. Coggins during a time when she is available to open the lab.

The core requirements for this assessment are:

1. Video Session: Each student will schedule one, 30-minute practice CCPT session with a volunteer child. This session will be video-recorded and critiqued. Students must get informed consent from the parent(s)/guardian(s) for the child to participate and to video-record the session (see attached consent form). See additional guidelines in the attached rubric. This video of the session must be uploaded to the class OneDrive folder: [COUN 6720 Summer 2024](#)
 - a. Please note: Proof of Liability Insurance must be presented to the instructor **prior** to beginning the counseling sessions.
2. Session Critique: Each student will write a critical paper addressing the following items
 - a. Child age, gender identity, racial/ethnic identity, and session setting
 - b. Description of child’s reaction to the activity including each of the following (~1 page):
 - Child’s predominant emotions including all displayed and how communicated
 - Session summary: brief description of play behaviors and toys, play sequence, significant play breaks, significant verbalizations, etc.
 - c. Personal reflection including each of the following (~1.5 pages):
 - Thoughts feelings, and insights during and after the session **and** how those influenced your behaviors and responses in session.
 - Areas you believe went well or where you felt confident
 - Areas you would like to do differently moving forward
 - d. Corrected responses: Select six responses you would like to change and show how you would change the response using the following format”
 - Context of the response within session
 - Child: (response or activity)

- Your response:
 - Corrected or alternate response:
 - Reason for change:
 - Please include the time stamp for each corrected response
3. Supervision Session: Each student will schedule and attend a 45-minute supervision session with the class instructor. Please arrive to the session with at least 2 intentional open-ended questions from your session and a specific and meaningful 10-minute clip from your session to review in supervision. Additionally, please complete the Play Therapy Skills Checklist based on your session (can bring in person, or upload to D2L dropbox prior to supervision session). Supervision will be graded based on the following items
- a. Preparation with specific and meaningful clip, a minimum of 2 intentional, open-ended questions, and completed Play Therapy Skills Checklist
 - b. Openness to feedback as evidenced by items such as quality of questions and response to feedback
 - c. Demonstrated understanding of CCPT skills and theory as evident through supervision conversation and Play Therapy Skills Checklist
 - d. Personal Awareness and Reflection as evidenced by interactions such as greater than surface level consideration of personal feelings and reactions before, during, and after the session; ability to identify connection between thoughts/beliefs and actions in the session; consideration of diversity related considerations present in the session; and Play Therapy Skills Checklist.

Play Therapy Theories Research Paper (25%): Due 8/2 (CO1, CO3, CO10)

Each student will write a 6-10 page paper grounded in research and literature related to the analysis of 2 play therapy theories. You are to select one additional theory to compare and contrast to CCPT. For example, you could compare CCPT to Adlerian play therapy, Jungian play therapy, or Cognitive-Behavioral Play Therapy, etc. Please get approval from instructor on the theory you select before proceeding. Please address the following in your paper for each theory:

- What is the role of the therapist?
- What importance is placed on the relationship and what does the therapist do to promote and build this relationship?
- What kind or degree of structuring is provided and what is the purpose of the structure?
- What are the goals/objectives of play therapy according to this theory?
- What is the research support for this theory?

Please be specific and pertinent, quality is valued over quantity. Your paper must include a minimum of 4-5 scholarly references (not including websites); APA style is expected including the use of subheadings for clarity. Please see attached grading rubric for more information.

Required Day of Play (5%): Due 7/31 (CO14)

To experience the therapeutic value of play, you are required to intentionally plan a 3-hour time of play for yourself. After we define “play” you will select an activity for yourself that

meets this definition. During class on July 31st, you will report to the class regarding how you spent this time, the therapeutic value that you discovered, and how this will impact your future work as a counselor. Please bring in a photo of your activity to share (can be digital).

Discussion Board (15%): Initial Post Due by Wednesday at midnight, Responses Due by Sunday at midnight weekly (CO3, CO4, CO5, CO6, CO7, CO10, CO11, CO12, CO14)

At the beginning of the week, a few questions will be posted to the discussion board to which you will offer a thoughtful and substantive response. These questions will be related to topics covered in the readings (specifically the Dibs readings), online lecture materials, and other course themes for that particular week. In addition to responding to each of the questions, there is an expectation that you will also respond to the posts of at least two of your classmates. Do not just say “Good post” or “I enjoyed reading your post” or you will not receive all of the possible points. The purpose of this assignment is to stimulate discussion and promote meaningful dialogue about the content we will be covering throughout the course. Please use this opportunity to generate discussion about the topics rather than just meeting a post limit. In order to receive full credit for this assignment, you must be reviewing responses from your peers as well as making your own posts. (Initial posts = 40 points, Responses to peers = 40 points, Reading other posts = 20 points).

It is imperative that comments remain respectful and reflect openness to diverse opinions. Anything posted on the discussion board that can be deemed otherwise will be given a zero for that week’s grade. We are all entitled to express our opinions; however, it is important to be cognizant of the manner in which we state them. Respect is essential for us all to feel comfortable sharing our thoughts and opinions.

Late Assignments

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Grading:

Assignment	Value
Attendance and Class Participation	20%
Play Session Critique & Supervision	30%
Play Therapy Theories Research Paper	30%
Required Day of Play	5%
Discussion Board (5 weeks @ 3% each)	15%
<hr/>	
TOTAL	100%

Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
1	Week of 7/1-7/7 Class 7/3	Introduction, Review Syllabus CCPT Basics, Demonstration Session (CO3, CO4, CO14) Online lecture material: Play Therapy History and Research (CO 1)	Peabody & Schaefer (2019) Landreth Ch. 2, 3, 4, 5, 7, 19 *Focus on 2, 4, 5, & 7 Dibs Ch. 1-5 <i>Discussion Board: all posts and replies due by 7/7</i>
2	Week of 7/8-7/14 Class 7/10	CCPT Skills and Practice (CO 3, 4, 5) Online lecture material: Toys and Materials in the Play Room (CO2) CCPT Skills: Tracking, Reflecting Content and Feeling (CO5) CCPT Skills: Encouragement, Esteem Building, Returning Responsibility (CO5) CCPT Skills: Limit Setting (CO5)	Landreth Ch. 10, 11, 12 Dibs Ch. 6-12 Optional: O'Conner (2018) <i>Discussion Board: initial post due by 7/02, responses due by 7/14</i>
3	Week of 7/15-7/21 No Class Meeting	No Class: Complete Day of Play (CO14) Online lecture material: CCPT Skills: Choice Giving (CO5) CCPT Skills: Advanced Limit Setting with Choice Giving (CO5) Diversity in Play Therapy (CO6, CO7) Play Therapy Supervision and Credentialling	Landreth Ch. 6, 8, 14 Gil & Drewes (2021) Ch. 1, 2 Dibs Ch. 13-15 <i>Discussion Board: initial post due by 7/17, responses due by 7/21</i>
4	Week of 7/22-7/28 Class 7/24	CCPT Skills and Practice (continued; CO 3, 4, 5) Issues in the Play Room (CO3, CO4, CO5) Themes in Play Therapy (CO13) Progress of Play Therapy and Termination (CO13) Online lecture material: Other Play Therapy Theories (CO10)	Landreth 13, 15, 16, 17 Dibs Ch. 16-19 Optional: Ray (2011) Ch. 7, 8 Optional: posted readings regarding theories in D2L shell

Week	Date	Topic	Readings/Assignments Due
			<p><i>Discussion Board: initial post due by 7/24, responses due by 7/28</i></p> <p>Play Session Critique due 7/28</p> <p>Scheduled supervision sessions</p>
5	<p>Week of 7/29-8/2</p> <p>Class 7/31</p>	<p>Play Therapy with Parents, Caregivers, Teachers, and Families (CO11, CO12) CPRT & CTRT (CO11, CO12)</p> <p>Online lecture material: Play Therapy in Different Formats (CO9) Tele-Health Play Therapy (CO9) Play Therapy in Schools (CO2, CO12) Family Play Therapy (CO11, CO12)</p>	<p>Landreth Ch. 9 Post (2014) Homeyer & Bennett (2023) Dibs Ch. 20-24</p> <p>Optional: Ray (2011) Ch. 11 Group Play Therapy</p> <p><i>Discussion Board: initial post due by 7/31, responses due by 8/2</i></p> <p>Day of Play Report & Photo due 7/31</p> <p>Theories Paper due 8/2</p> <p>Scheduled Supervision Sessions (cont.)</p> <p>*Note: Class ends on Friday so all assignments are due by Friday of this week (8/2)</p>

Parent/Caregiver Consent for Practice Session

I am currently enrolled in a graduate level class, *COUN 6720: Special Topics, Introduction to Play Therapy*, at Austin Peay State University. In this class, we are learning basic ways of observing and responding to children's play that we can later use in providing play therapy to clients. One of our assignments is to spend 30 minutes using the basic play skills we are learning in class in a one-on-one, non-therapeutic play session with a healthy child.

I will be recording our sessions and then turning in the videos to my instructor. Your child will not be evaluated in any form. The recording will not be used in any other way, nor shown to anyone other than the class instructor. The purpose of this recording is for me to receive feedback regarding my skills so that I can continue to develop as a counselor. The recordings will be treated according to the Code of Ethics of the American Counseling Association, and will be destroyed at the end of the semester.

This session will *not* be therapy. My goal is not to assess or try to help your child in any way, but simply to have an enjoyable time with your child where I can practice my skills of paying attention and responding to your child.

The content of the practice session will remain confidential and will not be divulged to you unless there is clear evidence that your child or adolescent is at risk of harm, including harm to self or by another; or he/she has indicated intent to harm another. In these cases, I will immediately inform you, and other necessary individuals to ensure the safety of your child or another.

For safety reasons, I will need for you to be available and close by at all times (in an adjacent room). If at any time during the session, your child becomes uncomfortable, or decides that she/he is done, we will stop recording and end the session.

Please be aware that Tennessee law requires me, and any adult, to report to Child Protective Services any suspected abuse or neglect of a child.

If you have any questions or concerns, please feel free to contact my course instructor at the Department of Psychological Sciences and Counseling, Kim Coggins at (931) 221-7234 or cogginsk@apsu.edu.

By signing below, I affirm that I am the legal guardian for the child named below, that I have read this form in its entirety, and I consent to my child's participation.

Child's Name: _____ Child's Age: _____

Guardian Name (printed): _____

Guardian Signature: _____ Date: _____

Counselor-In-Training Name (printed): _____

Counselor-In-Training Signature: _____ Date: _____

Faculty Supervisor Name (printed): _____

Faculty Supervisor Signature: _____ Date: _____

Play Session Critique Grading Outline

Student Name: _____

Criteria	Score	Comments
General Considerations (5 points)		
Submitted Consent Form, Liability Insurance, & Video (5 points)		
Paper Considerations (60 points)		
Grammar, clarity, organizational structure/ formatting (5 points)		
Child's age, gender identity, racial/ethnic identity and session setting (5 points)		
Description of child's reaction to the activity <ul style="list-style-type: none"> • Child's predominant emotions (4 points) • Session summary (4 points) 		
Counselor thoughts and feelings before, during, and after the session and how those influenced your behaviors and responses in session (10 points)		
Areas you believe went well or where you felt confident (10 points)		
Areas you would like to do differently moving forward (10 points)		
Quality of corrected responses and rationale (2 points each, 12 points total)		
Session & Supervision Considerations (35 points)		
Correct Length of Session, Setting, and Volunteer Preparation for Supervision (specific and meaningful clip to show, minimum 2 intentional questions, Play Sessions Skills Checklist) (5 points)		
Openness to Feedback (10 points)		
Skill & Conceptual Discussion (10 points)		
Personal Awareness and Reflection (10 points)		
TOTAL (out of 100)		

Play Therapy Skills Checklist

Adapted from Landreth (2023). *Play Therapy: The Art of the Relationship*. Routledge. (Table 8.1, g. 140)

Therapist Non-Verbal Communication	Too Much	Appropriate	Need More	None	Therapist Responses/Examples
Lean Forward/Open					
Appeared Interested					
Relaxed, Comfortable					
Tone/Expression Congruent with Child's Affect					
Tone/Expression Congruent with Therapist's Responses					
Therapist Responses	Too Much	Appropriate	Need More	None	Therapist Responses/Examples
Tracking					
Reflecting Feelings					
Reflecting Content					
Facilitating Decision Making/ Responsibility					
Facilitating Creativity/ Spontaneity					
Esteem Building/ Encouraging					
Facilitating Understanding					

Limits Set: check all that apply and add a brief explanation:	
Safety (protect child and therapist):	
Maintain Therapist Acceptance/ Relationship	
Protect Room/Toys	
Structuring	
Reality Testing	
Immediacy/Spontaneity	
Child Made Contact/ Connection	

Therapists Strengths:

Areas for Growth:

Play Therapy Theories Research Paper Grading Outline

Student: _____

Topic: CCPT & _____

Criteria	Score	Comments
Grammar/APA format, quality of resources, organizational structure (10 points)		
Role of therapist (20 points) <ul style="list-style-type: none"> • CCPT • Other theory • Compare/contrast 		
The importance placed on the relationship and how the therapist promotes and builds the relationship (20 points) <ul style="list-style-type: none"> • CCPT • Other theory • Compare/contrast 		
Degree of structure and the purpose of the structure (20 points) <ul style="list-style-type: none"> • CCPT • Other theory • Compare/contrast 		
Goals and objective of play therapy according to each theory (20 points) <ul style="list-style-type: none"> • CCPT • Other theory • Compare/contrast 		
Describe the research support for each theory (10 points) <ul style="list-style-type: none"> • CCPT • Other theory • Compare/contrast 		
TOTAL		