



University of Louisiana at Monroe

COUN 5027- Intro to Play Therapy

Web Course

Instructor: Yolanda Dupre, Ph.D., LPC-S, LMFT, NCC

Office: Strauss 235

Email: dupre@ulm.edu

Office Hours: Mon-Wed 2:00 pm -3:30pm

Course Description

This course is an introduction to child centered play therapy with an emphasis on developing counseling skills using play therapy as a means of communication and understanding. Includes background, history, and various CCPT techniques. Note: The Association 4 Play Therapy has its annual conference in October this year.

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Course Objectives:

- a. Review essential people, theorists, and organizations that shaped the history and profession of (CCPT) play therapy
- b. Understand the developmental stages of children and children's play
- c. Appreciate and understand the most widely accepted play therapy models and formats most commonly offered.
- d. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling playroom for the purposes of both assessment and treatment.
- e. Be able to conceptualize a client's presenting clinical problem(s) developmentally and theoretically.
- f. Demonstrate an understanding of the role of the play therapist and play therapy in context of the client's broader clinical and non-clinical system.
- g. Identify elements of, and stages within the play therapy relationship, from intake to termination.
- h. Understand the person of the play therapist and how it impacts the unfolding relationship with the client.
- i. Appreciate the evolving body of research in the field of play therapy
- j. Understand issues of diversity and the impacts it may have on play therapy.

Instructional Methods:

This Webcourse utilizes a combination of power point presentations, readings, experiential activities case studies, videos, research papers, and class discussions. For this process to be successful, each student must participate fully by reading assigned materials, logging onto Moodle at least twice weekly, and participating in class exercises and discussions. The instructional philosophy for the current course and the primary textbook is based on a learning-centered, outcome-based approach, which is briefly summarized below:

Learning Centered. A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design. Student learning is frequently measured to determine whether students are meaningfully engaging the material and applying the information to case studies. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship. In this course, students will be learning information using experiential activities to enhance understanding and application.

Outcome-Based: Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday practice. Thus, learning is measured through experiential activities and outcome measures.

Required Texts:

Landreth, G.L. (2024). Play therapy: The art of the relationship (4th ed). Routledge.

And

Dibs in Search of Self-Virginia Axline

Play Therapy by Virginia Axline (optional)

There are other theories of play therapy, if you are interested in learning more about other types of play therapy, I recommend getting the book: *Play Therapy Theory and Practice: Comparing Theories and Techniques* by Kevin J. O'Connor and Lisa D. Braverman.

Grading Rubric:

Paper: Dibs Due April 7 (book needs to be completely read by Week 12 or sooner)

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..... 15 pts

Participation (Forums & Video reactions).....45 pts

Development of a Playroom.....20 pts

Play Therapy Video & Paper or Case.....20 pts

Assignments:

1. Development of a traveling playroom. Midterm Project / Due Week 7/March 3
..... 20 points

You are to develop a traveling (mobile) playroom that you can bring with you to when you see your child clients. Or if you have the space you may design a playroom. Write a paper that describes your playroom and addresses the following:

- a. What you will use to house/store your materials and toys or location of playroom...if a location is used describe the location/area.....4 points
- b. Description of *each toy/material selected* for playroom including the category of toys **why chosen?**4 points
- c. Describe the goal(s) you have in mind that aided in your selection of toys/materials for your mobile playroom.....4 points
- d. How toys/ materials chosen reflect cultural experiences of children.....4 points
- e. To what extent does the toys/materials selected will help the child express a wide array of feelings/experiences including real life experiences.....4 points

2. Reflecting on Dibs Paper: Due Week 12/April 7.....15 points

- Compare and contrast how Virginia Axline and a modern play therapist would approach Dibs' case.
- Imagine you are Dibs. Provide a review of your experiences in therapy with Axline.
- Imagine you are Dibs therapist in the modern world. How would your experiences and Dibs' experiences in child-centered play therapy be different today? Use specific instances in the book and text to support your clinical views.

This is a written reflection paper. The body of the paper should be at least 5 pages double spaced and a 12 font only or points will be deducted per incidence. Must include a cover page and reference page.

3. **Participation: 45 pts total.** Students should logon to Moodle at least twice a week and complete all activities and discussion forums. Video Reaction Forms will be completed as assigned. In the forum discussions, you must answer all parts of the forum and respond to two of your classmates' posts. You must cite at least once reference and apply the necessary ethical code. No partial credit will be given. The forum posts are a major part of this participation grade. 6@ 5 pts . A video reaction form must be completed for each posted video. Both questions must be answered to receive credit..... 3@ 5 points each.

Live forums will be on Thursdays at 4:00-5:00pm central time. The link is the Zoom link posted on the course. This link will be used throughout the semester.

Forum Guidelines

Respond to the posts of at least two learners. **Initial posts should be at least 250 words and reply posts at least 100 words.** Your responses are expected to be substantive in nature and reference the assigned readings, as well as other theoretical, empirical, or professional literature to support your views and writings. In your response, do at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.
- Cite a reference

4. **Play Therapy Paper and Video/Practice of Play Therapy ----- -final project-**Due May 3 NOON**..... 20 points.**

You must submit to the instructor a video approx. **30 minutes** of you doing a mock play therapy session with a child. You must also write a paper describing your child-centered play therapy approach in the video. The paper must address the following:

- a. Demographic info of child client and issue/presenting problem4 pts
- b. Choice of toys utilized and category of toys used and why.....4 pts
- c. *Play therapy techniques* utilized and what you specifically did to help establish rapport with the child..... 4 pts
- d. Summary of your reaction to conducting a play therapy session and the child's reaction to the experience Including what you specifically did to prepare the child for the end of the session..... 4 pts

Also include in the paper a discussion of your imagined/anticipated play therapy practice or setting:

Imagining a Play Therapy Practice/Setting. This should be discussed at the end of the play therapy paper as a separate section of the paper and is worth 10 points as part of paper.

- Reflect on your plans to practice play therapy. Where do you imagine you will establish your practice? Will you be in an independent office or part of a group practice? In a school setting? Hospital setting? Urban clinic setting? If you will be in another type of setting, identify it.
- Describe the type of client you would like to treat. Include age range, specific problems in living that interest you, or other client attributes you find relevant.
- Share the URLs of a Web site related to play therapy contexts and populations you found similar to what you would like to do. Briefly describe the content of the Web sites.

You cannot turn in the paper without the video of the counseling session. You must supply both. No credit will be given to the paper without the video for me to watch, or for the video without the paper. Videos may be downloaded to drop box.

Paper must be at least 8-10 pages including an abstract, title page and reference page. The body must be at least 7 pages doubled-spaced only and 12 font. Paper must be in APA format. If you do not utilize APA formatting or do not use double-spacing only, 10 points will be deducted from your paper automatically, or paper may not be accepted.

You may opt to compete the Case study found under resources at the top of the course rather than the mock counseling session. However, discussion of the imagined/anticipated play therapy practice or setting still needs to be completed as part of the assignment.

Worth 20 pts.

Calendar

| Date | Assignments | Due |
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| Week 1 | Chapter 1: Garry Landreth; Chapter 2: Meaning of Play View Video https://www.youtube.com/watch?v=4ovwAdxCs0 No video reaction form due | Due Sunday 11:55 pm |

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| | <p>Discussion Forum 1: Play in Childhood Reflect on your memories of playing as a child. Choose two memories, one when you played alone and one when you played with another child or in a small group of friends. Use the following questions to reflect on and share both the stories and memories.</p> <p>Describe the feelings you remember having while playing in each of the situations and the degree to which you felt pleasure and presence in the moment.</p> <p>Describe any problems that you encountered in each of the situations and how you resolved them. How have these situations shaped your problem-solving skills and interpersonal skills as an adult?</p> <p>Share anything you believe to be important about these experiences that these questions have not addressed.</p> <p>Rather than posting to the forum, students can choose to join a live forum Thu 1-18 at 4:00 pm-5:00 pm central time. Remember if you join the live forum, please post the following on Moodle... <i>"I participated in the live forum Thursday 1-18."</i></p> <p><i>Begin reading Dibs: In Search of Self ,Ch. 1-2 (including the Intro)</i></p> | |
| <p>Week 2</p> | <p>Chapter 3: History and Development of Play Therapy</p> <p>Discussion Forum 2: What is the benefit to non-directive play therapy as compared to a more directive type of play therapy? 5 pts</p> <p>Discussion Forum 3: Elkind Article Discussion 5 pts Optional Live forum Thu 1-25 4:00 pm central time</p> <p>Discuss how Elkind, in <i>The Power of Play</i>, views play in development, specifically in regard to how play benefits development and how play reasonably may be called the medium of learning, communication, and development in childhood.</p> <p>Optional live forum Thu January 25th. <u>Again if you participate, post on Moodle that you participated in the live forum on Ekland article.</u></p> | <p>Due Sunday 11:55 pm</p> |

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| Week 3 | <p>Chapter 4: A View of Children Chapter 5: Child-Centered Play Therapy Video: https://www.youtube.com/watch?v=JIMWOOIR_9g</p> <p>Play therapy Preview-Dr. Garry Landreth</p> <p><i>Dibs, Ch. 3-4</i></p> | <p>Complete video reaction form Due Sunday 11:55 pm</p> |
| Week 4 | <p>Chapter 7: The Play Therapist Chapter 8: Supervision</p> <p><i>Dibs, Ch. 5-6</i></p> | <p>Due-15 pts by 11:55 pm</p> |
| Week 5 | <p>Chapter 9: Parents as partners in Play Therapy</p> <p>Discussion Forum 4: What are the complexities involved in informing parents of children’s behavior in the playroom? What are possible ethical considerations? What are the benefits to filial play therapy as opposed to traditional non-directive play therapy? 5 pts all questions must be answered.</p> <p><i>Dibs, Ch. 7-8</i></p> | <p>Due Sunday 11:55 pm</p> |
| Week 6 | <p>Chapter 10: The Playroom and Materials Video: https://www.youtube.com/watch?v=I5901lydb40</p> <p>Sand play with Patricia Dunn-Fierstein</p> <p><i>Dibs, 9-10</i></p> | <p>Complete a video reaction form by 11:55 pm</p> |
| Week 7 | <p>Chapter 11 : Beginning the Relationship <u>Playroom Assignment (midterm project)</u></p> | <p>Mid-term Project Due 11:55 pm</p> |
| Week 8 | <p>Chapter 12: Facilitative Responses Chapter13: Discovering Meaning...</p> <p><i>Dibs, Ch. 11-14</i></p> | |
| Week 9 | <p>Chapters 14: Limit Setting Chapter 15: Typical Problems in Play Therapy</p> <p>Discussion Forum 5: What is the best way to set boundaries in play therapy with the child? 5 pts</p> | <p>Due Sunday 11:55 pm</p> |

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| Week 10 | <p>Chapter 16: Issues in Play Therapy</p> <p><i>Dibs, Ch. 15-18</i></p> | |
| Week 11 | <p>Chapter 14: Children in Play Therapy Chapter 6: Being Culturally Responsive</p> <p><i>Dibs, Ch. 19-24 & epilogue</i></p> | |
| Week 12 | <p>Chapter 17: Therapeutic Process and Termination</p> <p>Paper: Reflecting on Dibs Due In lieu of writing the paper, students may participate in an optional live forum on 4-4 @ 4:00 pm central time. Note, students must each fully answer the questions listed below. Students who do not fully participate will be required to submit the paper. This is not an instructor lecture; this is a verbal presentation of the paper. Again, please post on Moodle that you participated in the live forum.</p> <p>Imagine you are Dibs, provide a review of your experiences in therapy with Axline.</p> <p>Discuss specific interventions and play therapy concepts utilized in sessions with Dibs. Discuss when change began to show in Dibs. How did change manifest? Specifically, what did the therapist do to facilitate change? What about ethical concerns? Did any ethical gray areas occur?</p> | <p>Due Sunday by 11:55 pm</p> |
| Week 13 | <p>Chapter 18: Intensive and Short-Term Play therapy</p> <p>View video</p> <p>Video Reaction Form Due</p> | <p>Due Sunday by 11:55 pm</p> |

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| <p>Week 14</p> | <p>Chapter 19: Research Evidence for CCPT</p> <p>Read Urquiza's 2010 article, "The Future of Play Therapy: Elevating Credibility Through Play Therapy Research," in the <i>International Journal of Play Therapy</i>, volume 19, issue 1, pages 4–12.</p> <p>Discussion Forum: 6</p> <p>Review the articles in your assigned readings (under Resources on Moodle) for this week. Also find one article pertaining to play therapy research/evidence based practice. Post the citation for article found. Do not post an article that a classmate has already posted! Discuss: why it is so important to use evidence-based practices in play therapy. What are some of the early criticisms of play therapy, and how might we address those criticisms with research?</p> <p>Provide the complete reference citation for article you found. You cannot post an article already posted by a classmate.</p> | <p>Due Sunday by 11:55 pm</p> |
| <p>Week 15</p> | <p>Video of mock play therapy session and Paper due (Or Case Study) <u>May 3 NOON</u></p> | <p>Video and Paper Due-May-3 at Noon</p> |