

**The University of Texas at Austin  
School of Social Work**

<b>Course Number:</b>	SW393R20	<b>Instructor:</b>	Lauren M. Gaspar, LCSW
<b>Unique Number:</b>	63020	<b>E-mail:</b>	<a href="mailto:imgaspar@hotmail.com">imgaspar@hotmail.com</a>
<b>Semester:</b>	Fall 2012	<b>Phone:</b>	(512) 296-7258
<b>Meeting Time:</b>	Mondays 8:30pm-11:30pm	<b>Office hours:</b>	Mondays 11:30pm-12:30pm (appt. pref.)
<b>Meeting Place:</b>	SSW 2.132	<b>Office Room:</b>	3.104A

*“You can learn more from one hour of play than you can from a whole conversation.”*

--- *Plato*

**Methods of Play Intervention**

**I. Course Description**

This course will cover an overview of the history and development of play therapy and applications of play interventions across the life cycle with an emphasis on children ; discussion of the major theoretical perspectives which provide the basis for individual play therapy, group play therapy, filial therapy, and play interventions with families, adults, adolescents, children and organizations; examination of the relevant practice research; exploration of the role and desired characteristics of the social work practitioner; acquaintance with the various tools and techniques utilized; and consideration of the implications of diversity for the utilization of play therapy and play interventions.

**II. Standardized Course Objectives**

Upon completion of the course, students should be able to demonstrate:

1. Familiarity with the history and development of play therapy for assessment and as a treatment modality;
2. Understanding of the major theoretical perspectives utilized by practitioners and awareness of practice research;
3. Beginning skills in the use of the various tools/techniques utilized in play therapy and use of play as a therapeutic intervention with individuals, groups, families and organizations.
4. Knowledge of stages of play development and applications for the assessment process.
5. Awareness of the implications of diversity for the use of play therapy and techniques of play as interventions.

**III. Teaching Methods**

This class will be taught using a variety of methods with an emphasis on experiential learning, i.e., lecture, class discussion, experiential activities, guest speakers, videos, community based activity, course assignments, and readings. The assignments will provide the opportunity for “learning by doing”. For success in this class you must be willing to participate, risk yourself, stretch your creativity, and attend class. It is imperative for effective practitioners working with play as an intervention strategy to participate in an ongoing process of self awareness. You are encouraged to ask questions, give the instructor feedback, and meet with the instructor as needed.

#### **IV. Required Texts and Materials**

##### **Required Texts:**

Axline, Virginia M. (1992). *Dibs in Search of Self*. New York: Ballantine Books.

Gil, Eliana. (2006). *Helping Abused and Traumatized Children: Integrating Directive and Nondirective Approaches*. New York: The Guilford Press.

##### **Required Readings:**

A course packet of required readings is on reserve at the Learning Resource Center at the School of Social Work. Course Packet (Gaspar) is also available for purchase by students at Speedway Printing at Dobie Mall, 2025 Guadalupe, (512) 478- 3334.

##### **Required Materials:**

One package of **one** or more of the following: markers, colored pencils, or crayons

#### **V. Required University Policies**

##### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

##### **Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

##### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

##### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

##### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Use of Blackboard in Class**

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

## **VI. Prof. Gaspar’s Class Policies**

1. As this is a graduate level class, regular attendance is expected. The professor will not be keeping track of how many classes you have attended or missed as part of your semester grade. However a sign-in sheet will be passed around at the beginning of each class for students to document their attendance. These sheets will only be used in reflection should a student not agree with their final class participation grade. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation portion of the final grade. Regular attendance is expected, and in extenuating circumstances please notify the instructor.

2. Except under extremely unusual circumstances, assignments must be completed on the due date and turned in at the beginning of class on the due date. Late assignments will result in a deduction of five points for each day that the assignment is late (beginning on the assignment due date).

3. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

4. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities. Therefore, it is expected that students will conduct themselves professionally in the classroom, and maintain the same boundaries and standards that they would in a place of employment. This includes proper attire (even during an 8:30am class), use of laptops/iPads/tablets, and cell phone use while in the classroom or when communicating with fellow students and Professor Gaspar.

5. Student feedback is welcome. Students are also encouraged to provide feedback during my hours, by phone, by e-mail, and by appointment if they desire.

6. If students are concerned about their class performance, I am more than willing to work with students to help them improve their course grades prior to the end of the semester. Office hours are to be utilized for this purpose. Students must notify professor that they will be attending office hours so that the professor may arrange for use of time.

7. Small groups are expected to resolve challenges within their group context. I am willing to serve as a consultant if groups have worked diligently to resolve their difference but have been unsuccessful.

8. Grading on all written assignments must take into account the quality of writing as well as the content. The American Psychological Association (APA)- 5<sup>th</sup> edition format must be used. Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your papers several times and, if possible, have someone else proofread it (before turning it in!).

9. Information shared in the class about community settings and/or client is considered to be confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory and educational purposes. Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

## **VII. Course Requirements**

1. Class Participation (Objectives 1,2,3,4,5 )- As stated above, regular and punctual attendance are expected, or in extenuating circumstances, to notify the instructor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. This class relies on participation and

involvement of all class members. It is important for students come to class prepared to take part in informed discussion each week. If students are in a field placement concurrent with this class, informed participation would also include beginning integration of their field group work experiences with class discussion and learning (for students not in a field placement concurrent with this class, this would not apply). There will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group members and as group facilitators. Students are encouraged to get “out of their comfort zone” a bit, as they take part in some of the exercises.

All above aspects of class contribution: attendance, punctuality, informed participation, and experiential learning will be considered in the total class participation grade.

**(20% of total grade)**

2. Child Observation (Objectives 1,2,4)- Students will sign up for a one-hour observation time at the UT Child Development Center located just behind the School of Social Work. Students will be shown by CDC staff where to leave their belongings, find a chair, and which classroom to observe. Students should be prepared with paper and a pen for writing down all of their observations to be used in their paper. Other guidelines as instructed by the CDC are listed in the formal guidelines handed out in class.

The child chosen to be observed does not need to be the “social butterfly” of the group, or vice versa the recluse of the class. Every child is observable and able to be assessed on their physical/intellectual, emotional, social and play development.

3. Child Observation Reaction Paper (Objectives 1,2,4,5)- Students must hand-write a one page front and back reaction to observing their child at The UT Child Development Center. These papers will be written in the lobby of the UTCDC or outside, and then turned in at the front desk of the center IMMEDIATELY FOLLOWING THEIR OBSERVATION. Keep in mind I will have a track of which time and day your observation took place and when you turned in your paper. Further expectations for the paper will be provided in class.

**(5% of total grade)**

4. Paper 1: Play Observation (Objectives 1,2,4,5) - Students are required to write a 5-6 page paper assessing their child’s physical/intellectual, emotional, social and play development while integrating concepts from supplemental readings, class discussion, the required text Dibs in Search of Self, and any other outside readings to review their play observation at the Child Development Center. Further expectations for the paper will be provided in class. **DUE October 1, 2012**

**(25% of total grade)**

5. Paper 2: Play Therapy Assessment, Treatment, and Intervention (Objectives 1-5)- Students will choose from a series of client case examples provided by the professor. Based on the concepts from supplemental readings, class discussion, the required text Dibs in Search of Self, and outside resources, a 6-7 page assessment, treatment plan, and plan for intervention will be written for the client. Further expectations for the paper will be provided in class. **DUE November 5, 2012**

**(25% of total grade)**

6. Group Project: Expressive Therapy Tool (Objectives 1-5) - Students are required to work in small groups to develop and present an expressive intervention technique, tool, and/or activity. Each group will present their creation in class, along with a 10-12 page paper detailing the history, purpose, population, and practice of their innovation tool. Further expectations for the paper will be provided in class. **DUE December 3, 2011**

**(25% of total grade)**

### VIII. Course Grading Criteria

Class Participation.....	(20%)
Child Observation Reaction Paper....	(05%)
Paper 1.....	(25%)
Paper 2.....	(25%)
Group Project.....	(25%)
<u>TOTAL.....</u>	<u>100</u>

### IX. Grading Scale

100-94 = A
93-90 = A-
89-87 = B+
86-84 = B
83-80 = B-
79-77 = C+
76-74 = C
73-70 = C-
69-67 = D+
66-64 = D
63- 60 = D-
59 and below = F

## X. Course Schedule

<b>Date</b>	<b>Description</b>	<b>Text/Readings</b>
09/10	Introductions and Class Overview Review of Syllabus The Historical Development and Theory of Play Therapy	<i>Axline</i> : Dibs <i>CP</i> : Barish Landreth
09/17	Play and Socialization by Developmental Ages Assessment as the Basis for Play Therapy Techniques	<i>Axline</i> : Dibs <i>CP</i> : Timberlake et al. Hay et al.
09/24	Intake- Involving Guardians in Treatment Beginning Stages of Treatment	<i>Axline</i> : Dibs <i>Gil</i> : Chp. 1 <i>CP</i> : Borenstein
10/01	<b>PAPER #1 DUE- Play Observation</b> Non- Directive vs. Directive Play Therapy Practice Techniques and How-To's Role Play Practice	<i>Gil</i> : Chp. 2 <i>CP</i> : Malawista
10/08	Materials and Room Set-Up Interpretation of Play Limit setting	<i>Gil</i> : Chp. 3
10/15	Problematic Attachment	<i>Gil</i> : Chp. 4 <i>CP</i> : Stein
10/22	Art Therapy Treatment Planning Trauma and Play Therapy	<i>Gil</i> : Chp. 5 <i>CP</i> : Kenny et al. Terr
10/29	Liability/Ethics/Best Practice/Documentation of Sessions Anticipated Treatment Issues based on Diagnosis and Presenting Problems	<i>Gil</i> : Chp. 6 <i>CP</i> : Johnson
11/05	<b>PAPER #2 DUE- Clinical Assessment, Treatment, and Intervention</b> Speaker: Craig Russell, LPC "Catch up" on leftover material	<i>Gil</i> : Chp. 7
11/12	Introduction to Sand Tray Therapy	<i>Gil</i> : Chp. 8 <i>CP</i> : Cunningham Peery
11/19	Technique and practice of sand tray therapy Group meetings for presentations	<i>Gil</i> : Chp. 9
11/26	<b>GROUP PRESENTATIONS</b>	<i>Gil</i> : Chp. 10

12/03

**PAPER #3 DUE- Expressive Therapy Tool**  
Course Evaluation and Wrap Up  
Termination

*Gil: Chp. 11*