

**THE UNIVERSITY OF TEXAS  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SSW 360K10/393R	<b>Instructor:</b>	Lisa DeGraff, LCSW
<b>Unique Number:</b>	59785/60000	<b>Email:</b>	lisa.degraff@austin.utexas.edu
<b>Semester:</b>	Spring 2022	<b>Office:</b>	3.XXX
<b>Meeting Time/Place:</b>	Tuesdays	<b>Office Hours:</b>	Fridays, 10:30am – 12pm
	5:30pm-8:30pm		Other times by appointment
	SSW 2.122		

**Methods of Play Intervention**

**I. STANDARDIZED 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.

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

**II. STANDARDIZED COURSE OBJECTIVES**

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 online, using a variety of methods with an emphasis on experiential learning, i.e., lecture, class discussion, online discussion, experiential activities, videos, 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, take risks with new ideas, 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, provide feedback, and meet with the instructor as needed.

## IV. REQUIRED TEXT AND MATERIALS

### Required Texts:

Axline, V. M. (1986). *Dibs in Search of Self: The Renowned, Deeply Moving Story of an Emotionally Lost Child Who Found His Way Back*. The Random House Publishing Group.

Gil, E. & Drewes, A. A. (2006). *Cultural Issues in Play Therapy*. The Guilford Press.

Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship* (2<sup>nd</sup> ed.). Routledge.

### Required Readings:

Additional readings will be posted on Canvas

### Required Materials:

Paper for drawing/art exercises

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

## V. COURSE REQUIREMENTS

### APA Format

APA Format is required in this class for all papers. Please carefully consult the APA Manual (7<sup>th</sup> ed., 2019) as correctly following APA format **can be critical** to the grade of your paper.

Here are some general guidelines:

- Do **NOT** use more than a few direct quotes - **if any** - I expect you to be able to present a synthesis of your understanding of the literature **NOT** a collection of an author's thoughts and ideas.
- Your references must be professional journals or texts - websites should be used minimally and only as a secondary source not a primary source in your paper. Websites used should be professional organizations ie .org, .gov sites.
- When scholarly research indicates there was a study done, statistics should be referenced - make every effort to reference research in addition to the literature in your papers.
- **If it is not your idea, then you need to reference it – if you don't reference ideas or facts appropriately, it is plagiarizing.**
- **Utilize the University of Writing Center! They are there for you!**

1. **Attendance, Punctuality, Participation** (Objectives 1, 2, 3, 4, 5)- This portion of the final grade consists of three parts: attendance, punctuality, and class participation. This final grade (one-third per category) is divided as follows: **(10% of total grade)**

- **Attendance** - This reflects the number and duration of classes attended virtually. Failure to regularly attend class affects ability to contribute constructively to class discussions and experiential exercises, and will be considered when determining the one-third value of this section's final grade. In extenuating circumstances that require an absence, the student is to inform the instructor; documentation may be required. Students are responsible for any material (class notes, handouts, etc.) missed due to an absence.

- **Punctuality** - It is important for social work practitioners to be punctual as this is a reflection of their professionalism. Therefore, students should arrive on time to class and stay until the class is over. For full-length classes, instruction is officially considered over at 8:15 p.m. At times, during experiential exercise, class may run over a bit. After 8:15 p.m. students may use their own judgment with respect to leaving class or staying for the rest of lecture/discussion. Students should not leave class during the break. Failure to consistently be punctual and stay through the end of class will be considered when determining the one-third percentage of this section's final grade.
  - **Informed Class Participation** - Students are expected to complete the readings prior to class, and to be prepared to demonstrate their familiarity with major concepts and ideas from the readings, videos, and lecture material during class discussions, and experiential learning assignments.
2. **Class Experiential** (Objectives 3, 4) - In addition to participation in group discussions, students will be expected to participate in experiential exercises. As play therapy requires adults to relate to children on their level and interests, this course is a terrific opportunity for students to expand their comfort zone as they take part in some of the exercises. **(10% of total grade)**
3. **Response to Relevant Issues** (Objectives 1, 2, 3, 4, 5) - As a way to stay informed with the current conversations in the play therapy community, students will choose two articles throughout the semester and write a response to each; one article and response per submission. The articles from the *International Journal of Play Therapy* through the Association of Play Therapy, cover a range of topics, perspectives, approaches, themes, and practices, and are available in the UT library database for students to choose from. Students will hand in a one page, single spaced, typed (12 pt. font) response per article that can include, but is not limited to, what they learned from the article, what insights they gained, what felt controversial, what left them feeling curious, what they want to keep learning or how the article has better informed their understanding of play therapy. This is an opportunity to use your reflective, personal voice and writing style. **(10% of total grade)**
4. **Dibs Discussion Paper** (Objectives 1, 2, 3, 4, 5) - Read Axline, V. M. (1986). *Dibs in Search of Self: The Renowned, Deeply Moving Story of an Emotionally Lost Child Who Found His Way Back*. The Random House Publishing Group. Students will turn in an **APA-style formatted**, 3 - 5 page academic paper providing thoughtful responses to each of the following questions: **(10% of total grade)**
- Provide a brief synopsis of the book.
  - What did you learn about children and human nature through reading this book?
  - What did you learn about the therapy process through reading this book?
  - What do you consider your top three "learnings" from this book?
  - How will you apply the knowledge you gained from reading this book to your counseling practices with your desired client population?
  - Would you recommend this book to other social workers? Why or why not?

Headings and subheadings are allowed and encouraged (see APA guidelines, 7<sup>th</sup> edition: <https://apastyle.apa.org>). **You will be graded on grammar, cohesiveness, and organization.** IMPORTANT: Please follow the rubric, according to the questions above, to receive full credit.

5. **Subcultural Issues Presentation** (Objectives 1,2,3,4,5)- In small groups, you will select a subculture and present a 30 minute review in class (a sign-up page will be available on Canvas). Major cultural groups from Gil & Drewes' (2006) book include: African American, Hispanic, Native American, Asian; but feel free to expand to more subcultures such as specific disability, gifted & talented, gender, socioeconomic status, religion, sexual orientation, parent incarcerated, etc. Please address the following areas in your presentation: Background Information on Subculture & their Values, Attitudes Toward Play & Therapy, Prevalent Therapeutic Issues & Needs, Play Therapy Materials, Research Studies of Play Therapy with your Culture (including strengths & weaknesses in research found), and Tips to Building a Successful Therapeutic Relationship. You will be required to utilize resources at least 2 resources outside of Gil & Drewes' book. **(25% of total grade)**
  
6. **Play Therapy Explanation** (Objectives 1, 2, 3, 4, 5) - **(15% of total grade)** - You will create a brochure to explain and discuss what play therapy is and how it works, as if you were convincing a parent how it will be helpful to his or her child. Use words and language a parent can understand. Be sure to discuss the developmental appropriateness, role of the therapist, your theoretical orientation, address how goals are set, how progress is assessed, and how often you will meet with parents in your paper. You will create 6 panels with thorough information on each identified point. Use your creativity, include pictures, and create your own "practice."
  
7. **End of the Semester Assignment - (20% of total grade)** – See which assignment applies to you, according to your enrollment status: Undergraduate or Graduate.

UNDERGRADUATE STUDENTS - **Comprehensive Exam** (Objectives 1, 2, 3, 4, 5):  
Toward the end of the semester an online comprehensive exam will be distributed covering the entirety of coursework, discussions, and textbooks. **(20% of total grade)**

GRADUATE STUDENTS - **Role-Play Experience** (Objectives 3, 4, 5): - Videotape one, 20-minute session with a child (3-8 years of age); you are also welcome to partner with a classmate if a child is not available. Materials are available to you or you are welcome to use pre-approved materials, as well. You will be responsible for setting up the space (if not in a designated playroom), opening & closing the session appropriately, and utilizing facilitative responses throughout the playtime. Provide a written synopsis and reflection on your experience. Include the following information: **(20% of total grade)**

- Part 1: Transcribe 10 consecutive minutes of your preferred portion of the video. Following each facilitative response, provide an alternate, preferable response – follow this format:

CL (client): "What is this?"

SW (social worker): "I don't know what that is."

BR (better response): "In here, you can decide."

- This also applies to a child action -> your facilitative response -> better facilitative response
- Every response needs a better response of some kind – even if you just want to change your tone of voice. Consider this an exercise in increasing your play therapy vocabulary.

- Please note the exact minute count (2:45-12:45) that you transcribed so I know where to start and end the recording.
- Please double-space your transcript so there is room for me to comment.

Part 2:

- Provide the child's age and describe your relationship with the child, including how often you see the child.
- Discuss your feelings and experience during the session, as well as what you think the child was feeling and how the child perceived you.
- What are the 3 most important things you would do exactly the same way as you did in your 10-minute segment in future sessions? Explain your rationale for each.
- What are the 3 most important things you will do differently in future sessions? Explain your rationale for each.

## VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. CLASS POLICIES

1. **Class Attendance** Regular attendance is expected. The instructor will be keeping track of how many classes you have attended or missed as part of your semester grade. Attendance will be monitored at the start and end of each class. In extenuating circumstances that require an absence, please notify the instructor in advance. Students are allowed to have two excused absences due to unforeseen circumstances. Any classes missed beyond the 2 excused absences will be deducted 1 point per class. *\*Any class material missed due to class absence is the student's sole responsibility.*
2. **Class Preparation** Students are expected to be prepared for each class. This includes: having art materials on hand, reading all chapters/articles assigned for the day, being prepared to discuss all articles due, as well as consulting Canvas for other materials that are to be reviewed for the day's class. All PowerPoint slides will be available in Canvas before or after each class's lecture. When available, you are welcome to print the PowerPoint prior to each class lecture in order to take notes and follow along in class. *\*Failure to demonstrate through discussions that one has comprehended the readings will be considered when assigning the class participation portion of the final grade.*

3. **General Assignment Requirements** \*\*Student's written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of creative and thoughtful analysis. Papers must follow APA style formatting. Details of the APA style are included in the Publication Manual of the American Psychological Association, (7<sup>th</sup> ed.). Information on APA style and format can be found at the University Writing Center, Learning Resource Center (LRC) in the School of Social Work, and on the UT library website. **\*\*Appropriate referencing is required.** \*\* Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. References/sources used in papers must be from evidenced based, peer-reviewed journals. If questions about the credibility of a reference arise, consult with the instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least three days before an assignment is due. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments.
4. **Assignment Due Dates** Students will be penalized 3 points for each calendar day that an assignment is late. Students will be informed of any changes in assignments, due dates, and other class content. If an extension is requested for an assignment, it needs to be requested at least 24 hours before the assignment is due.
5. **Course Feedback** Student feedback is welcome. Students are also encouraged to provide feedback during the instructor's office hours, by phone, by e-mail, and by appointment if they desire. If students are concerned about their class performance, the instructor is more than willing to work with them 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 the instructor that they will be attending office hours so that the instructor may arrange for use of time. Students will have a formal opportunity to evaluate the quality of the course and instruction at the end of the course, using the format provided by the University and the instructor's personal evaluation.
6. **Grading of Assignments** Grading on all written assignments must take into account the quality of writing as well as the content. **\*\*Written material should be carefully proofread, and errors (punctuation, typographical, spelling) corrected.** Good writing requires a reiterative process that must be followed if quality is to improve. Students are strongly encouraged to read their papers several times and, if possible, have someone else proofread them (before turning them in!). Rubrics will be posted on Canvas for most written assignments, unless indicated otherwise by instructor.
7. **Group Work** Small groups are expected to resolve challenges within their group context. The instructor is willing to serve as a consultant if groups have worked diligently to resolve their difference but have been unsuccessful.
8. **Professionalism** 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 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, use of laptops/iPads/tablets, and cell phone use while in the classroom or when communicating with fellow students and the instructor. Cell phones must be silenced and may NOT be in use during class hours under any circumstances, except during a break.

9. **Confidentiality** 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 setting this respect and courtesy entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and a willingness to promote group cohesiveness in the learning environment.

## VII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

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.

**POLICY ON ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the

specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
01/18	Introductions Class Overview/Syllabus Power of Play		
01/25	History of Play Therapy Play and Socialization by Developmental Ages		Landreth: 1, 2, 3 Gil & Drewes: 2 Axline: Dibs
02/01	Childhood Development: The Brain and Attachment		CANVAS: Perry, B. (2007) Landreth: 4 Axline: Dibs
02/08	Person of the Therapist Relating to and Understanding Children	Response to Relevant Issues #1	Landreth: 5, 6 Axline: Dibs

02/15	Toys & Materials Facilitative Responses		Landreth, 7, 10 Axline: Dibs
02/22	Dibs Discussion Facilitative Responses (cont.) Beginning the Play Therapy Process	DIBS Discussion Paper	Landreth: 9, 10
03/01	Challenging Behaviors in Play Therapy Limit Setting		Landreth: 11, 12 UT Library: Ray, D. (2016) CANVAS: Ryan, V. & Edge, A. (2011)
03/08	Play Themes Diagnosis and Assessment Treatment Planning GRAD: Role-Play Expectations	Response to Relevant Issues #2	Landreth: 15, 16
03/15	<----- SPRING BREAK----->		
03/22	Stages of Play Therapy Parent Consult Sessions: Explaining the Play Therapy Process		CANVAS: Post, P. (2014) Landreth: 8, 16 Gil & Drewes: 3, 6
03/29	Directive vs. Nondirective Ethical & Legal Considerations	Subcultural Issues 1 & 2	Landreth: 13, 14 Gil & Drewes: 3
04/05	Family Play Therapy CPRT/Filial Therapy	Subcultural Issues 3 & 4	Landreth: 17 Gil & Drewes: 4, 5
04/12	Art Therapy Activity Therapy		CANVAS: Gaskill, R. L. & Perry, B. D. (2014), Ch 7 CANVAS: TBD

04/19	Sandtray Therapy	Play Therapy Explanation due	CANVAS: Homeyer (UT Library) Gil & Drewes: 7
04/26	Parenting Guidance and Support: Adlerian Approach to Helping Parents Understand Children		CANVAS: Kottman (2015), Ch. 3
05/03	Employment Opportunities in Play Therapy Closure	Comprehensive Exam (undergrad)  Role-Play Experience (graduate)	

## X. BIBLIOGRAPHY

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