

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

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|----------------------------|-----------------|----------------------|--------------------------------|
| Course Number: | SSW 360K10/393R | Instructor: | Lisa DeGraff, LCSW |
| Unique Number: | 60825/61065 | Email: | lisa.degraff@austin.utexas.edu |
| Semester: | Spring 2023 | Office: | 3.XXX |
| Meeting Time/Place: | Tuesdays | Office Hours: | Virtual Office Hours Available |
| | 5:30pm-8:30pm | | Scheduled 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

Teaching instruction will include 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* (2nd ed.). Routledge.

Required Readings:

Additional readings will be posted on Canvas and/or accessible online at the UT Library

Required Materials:

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 (7th ed., 2019) regularly and thoroughly. 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: **(15% 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. (5% of total grade)

- 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. (5% of total 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. (5% of total grade)

2. **Class Experiential – Individual and/or Interactive Play-based Class Exercises** (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. **DIBS Weekly Activities– Semester-long Assignment** (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. ****This text is required reading and will be referred to throughout the duration of the semester. (20% of total grade)**

Each week, students will demonstrate their knowledge and understanding of the text material by engaging in one of the activities below. The activity selected will be determined by the instructor and communicated to students at the start of class each week. BE PREPARED!

- a. *Pair, Think, Write, Share* - Students will select a new partner for each *pair, think, write, share* exercise. Students will provide a thoughtful written response to a *Dibs*-related prompt (provided by the instructor) and discuss their ideas in a small group setting. You will document your response and any additional comments on a provided index card and submit at the end of class. On some occasions, groups will have the opportunity to share their reflection in a class discussion. All students are expected to share their response at least one time throughout the semester.
- b. *Quiz* – The instructor will provide an in-class or online quiz to determine students' familiarity with the reading material. Three open-book quizzes will be distributed throughout the semester.
- c. *Playful Activity* – The instructor will select a *Dibs*-related playful activity and communicate the instructions to students in class. Examples of playful activities may include an interactive class game, an expressive art project, or a creative writing exercise.

4. **Response to Relevant Issues – Reflective Writing Assignment** (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 one 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. **APA-formatted reference list of your selected article(s) required. (10% of total grade)**

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. **APA Format Required (25% of total grade)**

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 – You have the option of choosing one of the two assignments outlined below. You will inform the instructor of your chosen assignment IN **WRITING, no later than April 1.**

- a. **Comprehensive Exam** (Objectives 1, 2, 3, 4, 5): In the final weeks of the semester course, Undergraduate students can opt to take a comprehensive exam to **assess your knowledge of semester course material.** The 25-question exam will include prompts evaluating your knowledge of: instructional information provided in weekly classes (e.g. lecture material, power-point presentations, other provided course material, etc.), as well as the required textbook: Garry Landreth's *Play Therapy: The Art of the Relationship*. You will have one hour to complete the in-class, open-book, open-note exam

- b. **Play Therapy Explanation – Creative Brochure** (Objectives 1, 2, 3, 4, 5) – Undergraduate students have the option, as an alternative to the final exam, to **convey their knowledge of the semester coursework and material** in an informational pamphlet or brochure designed for prospective parents

considering play therapy for their child. Your brochure will utilize learned play therapy concepts and provide prospective parents with an overview and logistical information outlining what play therapy is and how it works! ...as if you were convincing a parent how it will be helpful to their child and family. Use words and language a parent can understand. Be sure to discuss the developmental appropriateness of using play as the recommended treatment modality, your role as the therapist, your theoretical orientation (*Child-Centered Play Therapy* and contributing theoretical models), 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." Have fun! ...though **APA Format is Required (i.e. references, proper in-text citations, proper use of quotations, etc.)**.

To receive full credit, brochure material will need to be consistent with required textbook: Garry Landreth's *Play Therapy: The Art of the Relationship* to receive full credit for this assignment. You are also welcome to include lecture material, power-point presentations, other materials and information provided in class and/or supplemental readings from the semester coursework. All information included in your brochure should reflect class material! **DO NOT** use concepts, explanations, information from materials found outside of semester instruction. ****This project is designed to offer you a creative, alternative opportunity and outlet to convey your assimilation and understanding of course material.**

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

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|----------------|----|
| 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 and important. 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 order to provide an accurate assessment of your attendance and punctuality. 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 to obtain.**
2. **Class Preparation** Students are expected to be prepared for each class. This includes: having art materials on hand, reading all chapters and articles assigned for the week, being prepared for the weekly Dibs Activity Assignment, as well as consulting Canvas regularly for other materials that are to be reviewed for the day's class. **YOU WILL NOT GET A VERBAL REMINDER! FOLLOW THE SYLLABUS COURSE SCHEDULE FOR ASSIGNED READING EXPECTATIONS.** Your instructor will notify you in class or on Canvas of any schedule changes. ****I recommend setting your notifications in Canvas to receive all instructor communication in order to receive the most current announcements and expectations.** 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.

****Demonstration of your completion and comprehension of reading material will be assessed in class discussions and assigned class activities. Failure to exhibit your understanding and reflections of the weekly reading assignments 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 should also convey 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, (7th 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 obtained from evidenced based, peer-reviewed journals. If questions about the credibility of a reference arise, consult with the instructor. If you have questions about an assignment, the instructor is available after class and by appointment for a virtual office hours meeting at the student's request. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Some assignments will include a rubric for your reference.
4. **Assignment Due Dates** ****Assignments are due by the start time of class: Tuesdays at 5:30pm.** 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. If you find that you need additional time and support to complete assignments by the designated deadline, please consider registering with the University of Texas's Disability and Access (D&A) services. Detailed information about this service and how to register with D&A can be found at: <https://diversity.utexas.edu/disability/current-students/> Once you have registered with D&A, you can submit the registration later by email to your instructor for accommodations and additional support.
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 final class**. Office hours are to be utilized for this purpose and can be scheduled at the end of class and/or by email. 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, responsible use of laptops/iPads/tablets, and cell phones must be silenced and used only for emergencies during class time. When possible, inform your instructor prior to class if you plan to receive and/or make an emergency call during class time.
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.

VIII. 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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

GRADING SCALE

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|----------------|----|
| 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 |

IX. COURSE SCHEDULE

| Date | Topic | Assignment Due | Readings |
|-------|---|--|---|
| 01/10 | <p>Introductions Class Overview/Syllabus Dibs: Weekly Expectations The Power of Play</p> | | |
| 01/17 | <p>Evolution of Play Therapy: History of and Contributing Theories</p> | <p><i>*Dibs Weekly Assignment</i></p> | <p>Landreth: 1, 2, 3 Axline: Dibs (first half)</p> |
| 01/24 | <p>The Brain and Attachment Play and Socialization by Developmental Ages Typical and Atypical Child Development</p> | <p><i>*Dibs Weekly Assignment</i></p> | <p>CANVAS: Bruce Perry (2007), <i>Stairway to Heaven</i> CANVAS: Bessel van der Kolk, et.al. (2005) <i>Complex Trauma in Children and Adolescents</i> Axline: Dibs (first half)</p> |
| 01/31 | <p>Directive vs. Nondirective Relating to and Understanding Children Person of the Therapist</p> | <p>Response to Relevant Issues #1 <i>*Dibs Weekly Assignment</i></p> | <p>Landreth: 4, 5, 6 CANVAS: Terry Kottman (2016), <i>Partners in Play: Adlerian Approach</i> Axline: Dibs (second half)</p> |
| 02/07 | <p>The Playroom: Toys & Materials Stages of Play Therapy Beginning the Play Therapy Process</p> | <p><i>*Dibs Weekly Assignment</i></p> | <p>Landreth, 7, 9 Axline: Dibs (FINISH)</p> |
| 02/14 | <p>Facilitative Responses Subcultural Presentations Prep: Assign groups</p> | <p><i>*Dibs Weekly Assignment</i></p> | <p>Landreth: 10</p> |
| 02/21 | <p>Limit Setting Subcultural Presentations: Topic Submission</p> | <p>Response to Relevant Issues #2 <i>*Dibs Weekly Assignment</i></p> | <p>Landreth: 11</p> |

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|-------|--|--|---|
| 02/28 | Play Themes Challenging Behaviors in Play Therapy | <i>*Dibs Weekly Assignment</i> | Landreth: 12 Gil & Drewes: 3, 6 |
| 03/07 | Diagnosis and Assessment Goal setting Treatment Planning GRAD STUDENTS: End of Class Q&A with Instructor: Role-Play Expectations and Planning | <i>*Dibs Weekly Assignment</i> | Landreth: 16 UT Library: Ray, D. (2016) <i>A Therapist's Guide to Child Development</i> (Explore resource) |
| 03/14 | <----- SPRING BREAK -----> | | |
| 03/21 | Parent Consult Sessions: Explaining the Play Therapy Process | Subcultural Issues 1 & 2 <i>*Dibs Weekly Assignment</i> | Landreth: 8 CANVAS: Phyllis Post (2014), <i>Involving parents in child-centered play therapy</i> Gil & Drewes: 3 |
| 03/28 | Ethical & Legal Considerations | Subcultural Issues 3 & 4 <i>*Dibs Weekly Assignment</i> | Landreth: 13 Gil & Drewes: 4, 5 |
| 04/04 | Family Play Therapy CPRT/Filial Therapy | <i>*Dibs Weekly Assignment</i> | Landreth: 17 |
| 04/11 | Sandtray Therapy GUEST SPEAKER TBA | <i>*Dibs Weekly Assignment</i> | UT Library: Linda Homeyer and Daniel Sweeney (2017), <i>Sandtray Therapy: A Practical Manual</i> (Explore resource) |
| 04/18 | Art Therapy Activity Therapy | Comprehensive Exam or Play Therapy Explanation due (undergraduate students) <i>*Dibs Weekly Assignment</i> | Gil & Drewes: 2, 7 |

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| 04/25 | FINAL CLASS: Employment Opportunities in Play Therapy GUEST SPEAKERS TBA Wrap Up! | <p style="text-align: center;">Role-Play Experience (graduate students)</p> <p style="text-align: center;">*Dibs Weekly Assignment</p> | |
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