

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

Course Number:	SW 360K10	Instructor:	Dana Jones, LCSW-S
Unique Number:	61005	Email:	dana.jones@utexas.edu
Semester:	Spring 2025	Class Held:	BEN 1.126
Meeting Day/Time:	Tuesdays	Office Phone:	512-577-5579
	5:30 pm- 8:30 pm	Office Hours:	By appointment; reach out by email to request a time to meet

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.

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

I use a *Compassionate Pedagogy* approach to teach this course. From the Baylor University website, "Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students' lived experiences and offering flexibility to accommodate their struggles." <https://www.baylor.edu/atl/index.php?id=984876>

Compassionate pedagogy is about consciously facilitating learning in a way that seeks to include and interact caringly with all people (Canterbury Christ Church University, 2021). In alignment with this approach, I teach using a variety of methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. They include activities such as readings, writings, small group discussions, role-play, lectures, videos, in-class small and large group experiential learning/activities, opportunities for ongoing self-reflection and feedback exchange. For a meaningful experience in this class, you are encouraged to actively participate, take risks, stretch your creativity, apply your critical thinking skills and attend class regularly.

This course will highlight diverse perspectives of thought and will encourage you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. You are encouraged to ask questions, raise issues, provide me with feedback, and meet with me individually as needed to enhance your learning. In this course you will find a number of approaches to teaching that may be new to you, and I welcome conversation around these approaches. These are designed to address multiple learning styles and to support a community of compassion and connection to create a community of lifelong learners.

Accessibility statement

I am striving to create a learning experience that is as inclusive in accessibility as possible. If you anticipate any issues related to format, materials, or requirements for this course, please schedule a time to meet with me so we can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. You can visit their website for contact and additional information - <https://community.utexas.edu/disability/>

If you have already been approved for accommodations through the Office of Disability and Access, please meet with me so we can develop an implementation plan together.

IV. REQUIRED TEXT AND MATERIALS

Required Texts/Resources:

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.

Landreth, G. L. (2012). Play Therapy: The Art of the Relationship. (Third Edition). Routledge/Taylor & Francis Group.

(This text will be the source for the Cultural Issues Group Presentation. You will be assigned one chapter from this text for your presentation.)

**Gil, E. & Drewes, A. A. (Eds.). (2021). Cultural Issues in Play Therapy. (Second Edition). The Guilford Press.

Dion, Lisa. Podcast: *Lessons from the Playroom*. www.synergeticplaytherapy.com

Optional Text/Resources:

Goodyear-Brown, P. (2022). Big Behaviors in small containers: 131 Trauma-Informed Play Therapy Interventions for Disorders of Dysregulation. PESI Publishing, Inc.

Required Class Content:

Additional readings, videos and podcast episodes will be posted on Canvas and/or accessible online at the UT Library.

V. COURSE REQUIREMENTS

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments.

Attendance, Punctuality, Preparedness, and Participation

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. As social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. When assessing your level of engagement in this course, look at examples of healthy risk-taking for increasing your self-awareness, cultural humility, and professional growth. Participation grades at end of semester will be determined by consistent attendance, level of interested engagement, respect for others' learning needs, and meaningful contributions in class. Being prepared for class by reading/listening/watching assigned weekly materials is part of this professional expectation as well. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in us meeting to discuss ways to support your success in the course. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester.

In this section you will find a list of all course assignments. Detailed learning objectives and instructions, including rubrics to guide demonstration of content mastery and skill development will be provided on Canvas. We will discuss all assignments in detail in class and you are encouraged to meet with me should they have any questions about the assignments.

Assignment #1 (A-C): Self-Reflection/ Self-Assessment Assignments

This series of self-reflection/self-assessment assignment is designed to give you an intentional experience in identifying your goals for this course by looking at your current knowledge and experience with play therapy interventions and what you hope to gain with respect to knowledge base, skill development. As the semester unfolds, you will be given opportunity to re-assess your growth in your goals and at semester's end you will be asked to engage in a more thorough self-assessment that will allow you to offer a grade for your engagement and learning in the course.

1-A Initial

- You will be asked to select a 15-minute time slot to meet with professor over zoom to have a conversation about your personal learning goals for the semester. A sign-up sheet and more specifics will be provided during our first-class meeting. Once you have met with professor, you will submit a brief self-assessment and 3 learning goals to Canvas by due date listed on Course Schedule. (Due Dates: 1/24/25, 1/31/25 or 2/7/25)

1-B Mid-Semester

- In class self-reflection with goal updates/revisions. (Due in class: 3/11/25)

1-C Final

- Final self-reflection/assessment will be due in our final class. * Detailed reflection prompts will be provided and discussed in class. You may choose to complete this reflection ahead of class or you will be given time during class as well. (Due 4/22/25)

Assignment #2: DIBS in Search of Self Reading/Reflection/Engagement in Activities

This assignment has 3 components. You will be asked to complete this required reading across 4 classes (1/21/25-2/11/25), participate in 4 weeks of in-class exploration of the material and complete a brief written reflection with prompts provided by professor. This written reflection will be due on 2/18/25.

- **Undergraduate students** will be asked to select and respond to 1 prompt.
- **Graduate students** will be asked to select and respond to 2 prompts. Additional details about the written reflection will be discussed in class.

Assignment #3: Cultural Issues Group Presentation (Due 3/4/25 or 3/11/25)

In small groups of 3-4, you will select a relevant cultural issue from the work of Eliana Gil and Athena A. Dawes (Texts: Cultural Issues in Play Therapy- 1st and 2nd editions) and provide a 30-minute group presentation in class on either March 4th or March 11th, 2025. Additional details will be provided and discussed in class. You will be asked to select a group topic in class. Topics will be provided by professor from the work of Gil and Dawes.

Please address the following areas in your presentation:

- Background Information on a culture/cultural issue
- Highlight Values, Attitudes Toward Play & Therapy
- Prevalent Therapeutic Issues & Needs
- Play Therapy Materials & Space
- Tips to Building a Successful Therapeutic Relationship
- Research Studies of Play Therapy with your Culture/Cultural Issue (including strengths & weaknesses in research found)

Assignment #4: Play Therapy Role Play Experience- In Class Role Plays, Partner Feedback, Written Reflection

The purpose of this assignment is to allow you an experiential opportunity to convey your acquired knowledge and skills in play therapy. Consider our classroom as a 'safe laboratory' and with a partner, you will practice skills in the role of a play therapist. You will be working with a partner and be allowed to select an area of focus for your role play. Options will be provided in class for your selection. You will be provided in class time on 4/8/25 to meet with your partner and complete your respective role plays (you will be asked to each select a different area of focus). You will be allotted 30 minutes for each partner to complete a 15-minute role play as therapist. You will then be allotted an additional 30 minutes for shared feedback to one another and completion of a brief written peer feedback form that will be turned in to professor at end of class.

Lastly, you will complete a 1-2 paragraph written reflection or 5 minute video reflection of your experience that is due the following week on 4/15/25. The Final Reflection Prompts are :

- 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 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

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

VII. Professor Jones’ CLASS POLICIES

Attendance and participation

Regular attendance and active participation are ideal for a comprehensive learning experience.

Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for your professional learning and continued development of self-awareness. Related to attendance, I realize that everyone is juggling several responsibilities and occasionally extenuating circumstances arise. I value open and ongoing communication, and it is my intention to extend this to every student and I ask that you communicate with me if you are unable to attend a class.

Communication can be via email me prior to that class. If it is a last-minute absence (within a few hours of class), please text me. If circumstances make you miss more than three classes, you may be overextended, so we will schedule a time to meet to discuss how to best support your needs and success in this course. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a time to meet with me to discuss the missed content in more detail.

There are numerous ways to demonstrate participation, depending on your learning style. We will be reviewing a participation rubric in class, which will help you set individualized participation goals for the semester. 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. In this course, we will co-create class agreements and as in actual therapeutic and professional settings, we will all be expected to adhere to our agreements out of respect and professionalism.

Assignments

There is flexibility in how you submit most assignments. Whether you choose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will be reviewing the content as well as the style in which it is presented. Think of the assignments as components of a professional portfolio and think about how you’d like to present your knowledge to potential employers. Be sure to cite your sources and references in a bibliography regardless of the type of submission, to abide by university plagiarism policies.

Time Management

The due dates on the syllabus and on canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback so you can incorporate changes and adjustments into your practice. While there are no penalties for late assignments in this course, I will ask that you take note of your ability to meet deadlines and any patterns that you notice for purposes of self-assessment. When you feel like you need additional time to complete the work, email me ahead of time and indicate a targeted date for submission. Once we have agreed upon a new submission plan, you will enter this agreed upon plan in Canvas as a closure to our communication loop and as an exercise in professional accountability. This process allows you the flexibility to complete all work in a time frame that works with your schedule, while still acknowledging of the importance of timely feedback. If concerns arise about submissions, I will request a meeting with you to address the barriers to timely completion.

Use of computers/cell phones in the classroom

This course is experiential at its' core, therefore active class participation is essential to successful learning. You are free to have your laptops open and available throughout class to take notes and to access materials. Please be respectful with your use of cell phones/computers during class remaining mindful of your engagement with others and the material throughout class.

Use of Canvas in class

In this class I use Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post evaluations, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

Feedback

Feedback is the lifeblood of our profession and being able to give and receive feedback is an essential skill to develop. In this course, you will be asked to provide feedback to others as well as to continually self-reflect and assess your learning and my teaching strategies in informal as well as formal ways. It is very important to me to know your experience in class, ensuring that together we can create a dynamic and effective learning community. You are also encouraged to provide ongoing feedback to me during class and outside scheduled conversations and reach out if you have any concerns about your learning/class performance and we will set aside a time to meet.

VIII. UNIVERSITY POLICIES

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing

responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://disability.utexas.edu/>. 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.

Behavior Concerns Advice Line (BCAL). 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 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>.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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

Class #	Date	Topic	Content Assigned (Readings, Videos, Podcasts)	In Class Activities & Assignments DUE
1	1/14/25	INTRO to Course: The POWER OF PLAY <ul style="list-style-type: none"> • Syllabus • Assignments/Content • Ungrading • Class Agreements • Introduction to <u>DIBS in Search of Self</u> 	Reading: Landreth- Ch. 1-2	
2	1/21/25	EVOLUTION OF PLAY THERAPY History, contributing Theories & Practice Research <ul style="list-style-type: none"> • Brain/Nervous System/Neuroscience • Attachment/Relationships • Developmental Stages of Socialization and Play • Research support for Play Therapy 	Podcast: Lessons from the Playroom Episode #1 Reading: Landreth-Ch.3, Ch. 17 Axline- DIBS- Ch. 1-4	Assignment #1-A: 15 minute Zoom Meets Initial Self Reflection DUE by Friday, 1/24/25
3	1/28/25	PLAY THERAPY: Beginnings and Finding your Therapeutic Lens <ul style="list-style-type: none"> • Assessment • Goals & Interventions • Finding your own Integrative Approaches to Play Therapy 	Reading: Landreth- Ch. 4-5 Axline- DIBS- Ch. 5-10	Assignment #1-A: 15 minute Zoom Meets Initial Self Reflection DUE by Friday, 1/31/25
4	2/4/25	WHO are WE? Becoming a Play Therapist	Reading: Landreth- Ch. 6	Assignment #1-A:

		<ul style="list-style-type: none"> • Self-Reflection, Awareness, Regulation, Care • Roles & Skills • SW Values Driven focus • Ethics, Liability, Documentation 	Axline- DIBS- Ch. 11-15	15 minute Zoom Meets Initial Self Reflection DUE by Friday, 2/7/25
5	2/11/25	<p>WHO are our CLIENTS? Understanding and Supporting our Clients through Play Therapy</p> <ul style="list-style-type: none"> • Life Cycle (age) • Cultural Issues • Lived Experiences • Modalities: Individuals, Groups, Families, Organizations • Parents/Families as Partners <ul style="list-style-type: none"> • Circle of Security, Theraplay, Trust Based Relational Intervention 	<p>Reading: Landreth-Ch. 7, 9 Axline- DIBS- Ch. 16- Epilogue Gil-(Second Edition) Ch. Ch. 1 & 3</p> <p>Videos: TBA Podcasts: TBA</p>	
6	2/18/25	<p>DIVING into the BASICS OF PLAY THERAPY Non-Directive -vs- Structured/Directive</p> <ul style="list-style-type: none"> • Client Centered Play Therapy (Garry Landreth et al) • Synergetic Play Therapy (Lisa Dion) • TraumaPlay (Paris Goodyear-Brown) <p>Creating the Therapeutic Relationship and Space</p> <ul style="list-style-type: none"> • You are the most important Tool • Playroom, Toys, Materials 	<p>Reading: Landreth- Ch. 5 (review), Ch. 8</p> <p>Podcast: Lessons from the Playroom Episodes TBA</p> <p>Videos: TBA</p>	Assignment #2: DIBS Reflection-DUE
7	2/25/25	<p>DIVING into the BASICS OF PLAY THERAPY</p>	<p>Reading: Landreth- Ch. 10- 11</p>	

		<p>Learning the Language of Play</p> <ul style="list-style-type: none"> • Facilitative responses • Boundaries/Limit Setting • Common Themes, Issues, Behaviors in Play Therapy <p>** Practice Skills</p>	<p>Landreth- Ch. 12-13, Ch 15 (pgs. 349-356)</p> <p>Podcast: Lessons from the Playroom Episodes TBA</p>	
8	3/4/25	<p>CULTURAL ISSUES GROUP PRESENTATIONS (5:30-7:30)</p> <p>DIVING into the BASICS OF PLAY THERAPY (7:45-8:15) ** Practice Skills</p>		<p>Assignment #3: Group Presentations Groups 1-4</p>
9	3/11/25	<p>CULTURAL ISSUES GROUP PRESENTATIONS (5:30-7:00)</p> <p>DIVING into the BASICS OF PLAY THERAPY (7:15-8:15) ** Practice Skills</p>		<p>Assignment #3: Group Presentations Groups 5-7</p> <p>Assignment #1-B: In Class Mid Semester Self-Reflection</p>
off	3/18/25	<p>SPRING BREAK</p> <p>play</p>	<p>*****</p>	
10	3/25/25	<p>Understanding and Supporting Clients</p> <ul style="list-style-type: none"> • TRAUMA • Problematic Attachment • GRIEF & LOSS 	<p>Reading: Landreth- Ch. 16</p> <p>Video: Paris Goodyear- Brown <i>Trauma & Play Therapy: Holding Hard Stories</i></p> <p>https://youtu.be/SbeS5iezIDA?si=kXU9V7gJtISugy3X</p> <p>Podcast: Lessons from the Playroom Episodes TBA</p>	

11	4/1/25	<p style="text-align: center;">SAND TRAY</p> <p>THERAPY</p> <p style="text-align: center;">Guest</p> <p>Lecturer: Mary Beer, LCSW-S</p> <p style="text-align: center;">Time allotted in class for you to work with your partner on your Role Play.</p>	<p>Podcast: Lessons from the Playroom Episodes 23 & 104</p> <p>Resource: Homeyer, L.- Sand tray therapy: A practical manual (2017)</p>	
12	4/8/25	<p>DETERMINING THERAPEUTIC PROCESS & TERMINATION</p> <ul style="list-style-type: none"> • The Why's and How's • Predicted Planned Endings & Unpredicted Endings <p>IN CLASS Partner Role Plays and Feedback</p>	<p>Reading: Landreth- Ch. 15 (p.365-363)</p> <p>Podcast: Lessons from the Playroom, Episodes TBA</p>	<p>Assignment #4: In class Role Plays In class Feedback to partner(s) Process with large group</p>
13	4/15/25	<p style="text-align: center;">EXPRESSIVE</p> <p>ARTS</p> <p style="text-align: center;">Guest Lecturer: Michael Romero, LCSW (5:30-7:00)</p> <p style="text-align: center;">Puppets & Rhythm</p>		<p>Assignment #4: Role Play Written or Video Reflection DUE (Upload to Canvas)</p>
14	4/22/25	<p style="text-align: center;">GOODBYES</p> <ul style="list-style-type: none"> • Wrap Up • Self-Assessment • Course Instructor Eval • CELEBRATION!!!! 		<p>Assignment #1-C: FINAL Self Reflection Assessment</p> <p>Course Instructor Eval</p>

X. BIBLIOGRAPHY

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