HDCN 6343: PLAY THERAPY
Fall Term, 2014
(August 4th, 2014 –October 10th, 2014)

Meeting day/time: Thursdays 10am– 1:00 pm
Saturday (9/27/14 & 10/4/14); 8:30am-4:00pm

INSTRUCTOR:
Misty Solt, PhD, LPC-S, RPT-S, NCC
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Office: 3-221 **Office hours:** By Appointment Only

Dr. Misty Solt is currently serving as a Clinical Associate Professor on faculty in the SMU Dispute Resolution and Counseling Department for the last three years. Previously, she served for over three years as the Clinic Director of the SMU Center for Family Counseling. Dr. Solt is a Licensed Professional Counselor-Supervisor, Registered Play Therapy Supervisor, and National Certified Counselor. Dr. Solt received her Doctorate at the University of North Texas and Master's at Eastern Illinois University. Dr. Solt has been working in the field of Counseling since 1998 as a counselor in the following areas: school crisis counseling, in-home counseling, agency counseling, general crisis counseling, and private practice. Dr. Solt has served on the Frisco ISD Hope Rising Trauma and Loss Team and is serving a second term on the Board of Directors for Camp COPE. Dr. Solt is the President-elect for the North Texas Chapter of the Texas Association for Play Therapy. Dr. Solt was the Assistant Director of the Center for Play Therapy in Denton, TX for three years. Dr. Solt has served as an Adjunct Professor for the Department of Counseling at both Southern Methodist University and the University of North Texas. Dr. Solt is published in the area of counseling and has a private practice in Dallas, TX.

COURSE PURPOSE AND GOALS:
Welcome to Play Therapy! The intent is to make this course informative, challenging, and worthwhile in helping you learn how to work with children in counseling. A variety of learning activities have been structured to provide you with opportunities designed to encourage your growth as a counselor across settings in working with the child population. The degree to which you perceive this experience enhancing your personal and professional growth will largely be a function of your own goals for this experience, as well as the responsibility and initiative you assume in achieving these goals.

COURSE DESCRIPTION
This course is designed to (1) help students to learn the clinical importance of relating to and working with children through play; (2) assist those who work with children in obtaining an understanding of the major theories of play therapy; (3) develop an awareness of the child's world as viewed by the child; (4) increase students' understanding of children and their behavior; (5) engender students' facility in working with caregivers of child clients; (7) help students develop a philosophy of and approach to play therapy that is effective; and (7) promote self-exploration and self-understanding.

COURSE LEARNING OBJECTIVES

Key Learning Objectives	Method of Achievement	Measurable Outcomes
Identify "counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills." (CACREP II.K.5.a.)	Classroom instruction via lecture, article reviews, videotapes, text reading, and DVDs will be utilized.	Students will construct a paper reflecting their integration of apposite classroom learning, readings, discussion, and critical thinking.
Use "counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions." (CACREP II.K.5.c.)	The designated class textbook and related articles will be utilized to facilitate classroom discussions.	Students will demonstrate content mastery based on a theory comparison paper and a final examination.
"Develop intervention strategies for use in remediation of learning and/or behavioral problems." (CACREP II.K.7.,b.,g.,h.).	Videotape and DVD samples will be presented for the purposes of illustrating interventions.	Students will manifest synthesis of information by generating a summary based on their own play experience and an observation of an experienced play therapist.
Teach basic play therapy skills imperative for building a relationship with the child clients and their caretakers.	Classroom instruction, therapist observation, and Micropracticum experiences.	Students will demonstrate a proficiency in utilizing basic skills and engendering the therapeutic alliance with a child client as evidenced in their Micropracticum play sessions.

REQUIRED TEXT(S)

- Axline, V. M. (1964). Dibs in search of self. New York: Random House Publishing.
- Landreth, G. L. (2012). Play therapy: The art of the relationship (3rd Ed.). Brunner-Routledge: New York.
- Additional supplemental readings will be provided by Dr. Solt in class.

ASSIGNMENTS, EXPECTATIONS, & GRADING

1. Play Therapy Observations: You will have an opportunity to observe two play therapy sessions at the SMU Center for Family Counseling. Direct observation of the session is required and will be arranged based on a sign-up sheet. Sessions that involve parent consultations are not permitted. Additionally, this observation must be over the play therapy process (roughly ages 2-8) and **not** of activity therapy. You must turn in a 3 page critique of the session using the following outline: name of therapist, date: body language/demeanor of play therapist;

recognizing child's feelings; tracking; and your reactions and what you would do differently; something you have learned; and something different you noticed between the sessions. Worth 15 points; **Due: 9/25/14.**

2. Play Therapy Developmental outline and Presentation: Choose an animated movie and construct an outline to present to the class that covers the following topic. Worth 15 points/**Due upon based on your date you select the first class period.**

3. Theory Comparison Paper: This paper is a case conceptualization comparison between two theories of play therapy that you have researched outside of class. One of the theories should be a model the student identifies with personally, whereas one should be a theory the student does not. The following categories must be discussed: (1) conceptualizing the Dibs through each of your two selected theoretical models; (2) giving three pros and three cons regarding the theory's counseling application to populations ages 2-8; and (3) rendering a personal response to each approach. Each of the categories must consist of *at least* three points and the paper should be between 5-8 pages in length. APA style is required for paper (i.e., an abstract is not necessary). Worth 20 points; **Due: 10/2/14.**

THEORY PAPER RUBRIC

Rubric for Theory Comparison Paper:

Content:

Theory Application (4):
Advantages/Disadvantages (4):
Personal Reaction (2):
___/10

APA:

General clarity/flow (2)
Grammatical Soundness (5)
Citation Page (3)
___/10

_____

Total: _____/ 20

4. Final Exam: This exam will the cover all (entire term) classroom lectures and readings (Landreth, Dibs, and Supplemental material). It is comprised of only multiple-choice questions and is worth 40 points. **Due: 10/8/14**

5. Attendance, Participation, and Attitude: *All three* are imperative for successful completion of this course. Micropracticum/Clinicals are a critical part of this point composition. You will need to attend Micropracticum and complete your analysis and supervisor feedback for full points. Absences: A 24-hour notice of any absence should be given whenever possible. Furthermore, if a student must miss one class, it is the student's responsibility to contact a classmate to get all the material and assignments covered during their absence. Micropracticum(s) that are missed will not be allowed to be made up and the points will be deducted in addition to the general classroom points. Should a student miss more than two classes, his/her final grade will be impacted. A student missing more than two classes may, at the instructor's discretion:

   - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)

- receive a failing grade for the course
- drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar14-15 then consult with the Assistant Director if they believe this option is a possibility.)

ATTENDANCE RUBRIC

Attendance: Student attends class consistently, provides appropriate notice for absences whenever possible, and arrives on time for class/supervision.

- Approved circumstance + advance notice = 10 point reduction (regardless of participation level)
- Emergency + ASAP notification = 10 point reduction
- Approved circumstance + no advance notice = 15 point reduction
- Non-approved circumstance + advance notice = 20 point reduction
- Non-approved circumstance + no advance notice = 25 point reduction
- More than one non-approved circumstance without advance notice = conference with Professor and Program Director + 50 point reduction
- Late arrival (after class has started or resumed following a break) 2 = no penalty; Thereafter, 5-point reduction for each occurrence.

PARTICIPATION RUBRIC

Participation: Student regularly takes an active role in activities such as role-play, contributing to class discussions, contributing to individual & group supervision experiences, class presentations, and additional assignments as required. Student notifies the instructor/supervisor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade.

2 pts.	Participates rarely and/or reluctantly
4 pts.	Participates inconsistently (abstains from participation or must be persuaded to participate on more than 2 occasions)
7 pts.	Participates consistently (always participates with little or no coaxing)
10 pts.	Participates consistently & Exercises leadership/initiative (participating in Micropracticum always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers).

Participation: Participation in class includes actively volunteering for activities such as role-play, contributing to class discussions, actively contributing to supervision experiences, and completing additional class assignments. Final grade can be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e., showing up to class late, returning from breaks late, or missing a day(s). Demeanor, attitude, and overall disposition toward peers, staff, faculty, and clients will be GREATLY taken into consideration. Please see attached rubric at the end of the syllabus. Worth 10 points composite of Attendance, Participation, and Attitude; **Viewed over the Fall 2014 Term.**

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	Grade Composition		
Assignment	**Possible Points**	**%**	**Week Due**
Midterm Exam	20 pts.	20%	2/26/14
Play Session Observations Critique	15 pts.	15%	9/26/2014
Theory Paper Comparison	15 pts.	15%	10/2/14
Final Exam	40 pts.	40%	10/8/14
Attendance, Participation, and Attitude	10 pts.	10%	Spans throughout Term
TOTAL	**100 pts.**	**100%**	

SMU GRADE SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59≥	0.0	0.0

ADDITIONAL POLICIES

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade

provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit http://www.smu.edu/alec/dass to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Plagiarism Policy

Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an "F" grade for the class. Please reference the SMU honor code.

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Emergency Preparedness: As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement of Class Decorum: Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessities last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines: Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual, 6th edition.*

GENERAL COURSE SCHEDULE

WEEKS	DATE	TOPIC and ACTIVITIES
1	**8/7**	• Syllabus Overview/Introductions • Review of Child Development (i.e., play, emotional, cognitive, social, temperament, attachment) • History of Play Therapy • Importance of Play • Play Therapy Case Review: Introduction **Reading Covered:** Landreth Chapters: 1, 2, 3& 4 **Reading for Next Week:** Landreth Chapters: 5, 6, 8, & 10 Supplements
2	**8/14**	• Therapeutic Relationship (Beginning stage of play therapy) • Playroom and Materials • Facilitative Responses • Play Therapy Skills • Play Therapy Case Review **Reading for Next Week:** Landreth Chapters: 11 Supplements
3	**8/21**	• Play Therapy Skills • Introducing the Child to the play room • Play Therapy Case Review **Reading for Next Week:** Landreth Chapters: 9 Supplements Review Skills for Micropracticum
3	**8/28**	• Play Therapy Skills • Play Elements • Themes **Readings for Next Week:** Catch up on and/or Review Readings
4	**9/4**	• Play Themes Continued • Difficult Situations **Readings for Next Week:** Begin Reading Dibs
5	**9/11**	• Children in Trauma • Attachment and Parent Involvement

6	**9/18**	• Play Therapy Sexual Abuse Screening Scale • Structured Doll Play • Play Therapy Case Review **<u>Readings for Next Week:</u>** Supplements Dibs **DUE: Midterm Exam**
7	**9/25**	• Play Therapy Case Notes • Play Therapy Theory Overview **<u>Readings for Next Week:</u>** Landreth Chapter: 7 Supplements Dibs **<u>DUE: Play Therapy Observation Critique</u>**
8	**9/27 Sat**	**Clinicals!** **<u>Readings for Next Week:</u>** Landreth Chapters: 12, 13, &14 Dibs
8	**10/2**	• Parent/Caregiver Consultations • Filial Therapy Overview **<u>Readings for Next Week:</u>** Supplements Dibs Skill review for Micropracticum #2 **DUE: Theory Comparison Paper** **DUE: Micropracticum #1 Analysis**
9	**10/4 Sat**	**Clinicals!** • • Play Therapy Case Review Awkward Moments in Play Therapy • Group Play Therapy **Readings for Next Week:** Landreth Chapters: 15 Supplements Study!
10	**10/8**	• Final Exam • Termination in the Play room • Play Therapy Case Review Wrap-up **DUE: Final Exam** **DUE: Micropracticum #2 Analysis**

Class schedule is subject to change if deemed necessary by the Instructor