Erin M. West, Ph.D., LPC
Office Location: HPR 214
Office Hours: By appointment, I have a very flexible schedule this summer, please let me know if you need to meet and we can set up a time.
Phone: (903) 566-7298
Email: ewest@uttyler.edu (preferred method of contact)

**Course Description:** This course is an introduction to the basic concepts of child-centered play therapy. Students will learn the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change.

**Required Texts:**


**Recommended Texts:**

**Dispositions** are the values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities. Dispositions affect your learning, motivation, and development as well as your professional growth. The dispositions of **professionalism**, **counseling qualities**, **relationships with others**, and **professional development** are expected of students in all course and clinical work throughout their training and time at the university.

**Course Objectives:** As a step in the process of developing one’s own approach to working with children in a play therapy relationship, each student will develop an integrated understanding of children’s developmental needs and will acquire the necessary play therapy skills to facilitate children’s expression, self-understanding, personal growth, and development. Specifically, this course is designed to help students:

1. Develop a philosophy of and approach to play therapy;
2. Develop an awareness of the child’s world as viewed by the child;
3. Understand children’s play and behavior;
4. Increase their sensitivity to and acceptance of children and their parents;
5. Understand the organizations that have shaped the history and profession of play therapy, to include a review of essential people, theorists and organizations;
7. Review the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, etc.);
8. Be able to conceptualize a client’s presenting clinical problem(s) developmentally and theoretically;
9. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment;
10. Demonstrate an understanding of the role of the play therapist and the play therapy in the context of the client’s broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community);
11. Identify elements of the play therapy relationship, from intake to termination;
12. Demonstrate basic play therapy skills, including tracking, reflection of feelings, returning responsibility to the child, responding to efforts, and setting limits;
13. Understand the person of the play therapist and how it impacts on the unfolding relationship with the client;
14. Appreciate the legal and ethical issues that are unique to play therapy;
15. Understand issues of diversity and how they impact every facet of play therapy, from choice of materials to the relationship with the client;

**Methods of Instruction:**
Instructional methods include readings, lecture, discussion, role-playing, small group experiences, video/film analysis, demonstrations, exploratory papers, observation of play therapy sessions and supervised play therapy sessions.

**Canvas:** You are expected to use Canvas as an integrated part of your approach to scholarship. Plan to check Canvas regularly for all information related to this class. Canvas will include the current information and resources for the class (including the syllabus and Schedule of Classes). With any changes/additions to any documentation in this class, you will be informed through an email, and Canvas needs to be your source of current documentation for the class. If you need help, please call Canvas support or utilize their online help forum.

**Class attendance and participation:** Since this course is highly experiential, all students are expected to attend and participate in the class activities. Please note that attendance is crucial to your success in this class and that missing class, in whole or in part, will result in a decrease in the number of points you will earn during the semester. Students should come to **ALL** classes! Students who miss more than one class will not be able to earn an A in the class. Students who miss more than two classes will not be able to earn a B in the class. Parts of classes are counted including arriving late to class will be considered missing a part of a class. Missing one of the supervision classes or the micro-practicum is equivalent to two missed classes.

**Class Assignments:**

1. **Observe a child at play** for 30 minutes outside of the class. You may observe the child, aged 3 - 9 years old, in a park, at McDonalds, or in a neighborhood. You should observe a child you do not know. You should NOT speak with the child during this experience.

   Immediately following your observation, respond to the following questions in an approximately a two page, double spaced document:
   - What did the child do during your observation? Focus on specific behaviors.
   - If you could have responded one time to the child, what would you have said? Use quotes for what you could have actually said.
   - What do you think that the child was feeling during that time?
   - Other things you’d like to share.
2. **Play experience** with a child: You will have the opportunity to apply the skills you are learning by conducting two (2) play sessions with a typically developing child. The purpose of this requirement is to give you an experience using play therapy skills with children aged 3 - 9 years old and to give you a chance to critique your work.

You will meet with the same child for two (2) 30 minute sessions. You may not have 2 sessions in one day. You must (1) obtain written permission from the child’s parent/guardian (in Handbook), (2) provide the play materials, and (3) video record each of your play sessions to upload to Canvas for review. When you tape the sessions, you should try to include yourself and the child in the video so that you can observe yourself, as well as the child (with the understanding that the child will move around, so you cannot guarantee that). No one else should be in the room with you while you are playing with the child.

To avoid dual relationships, your client should be a child who is not personally close to you. For this experience, you should work with a **high functioning** child – one not currently exhibiting any behavioral/emotional problems at this time (i.e., no history of counseling). Learning to work with children using a child-centered approach is difficult, so...for the first time, I want you to work with an “easy” child. However, if you find the child needs more assistance, you are required to talk to the class instructor immediately, so appropriate referrals can be made.

The focus will be on your **skills**, not on the child’s issues. This will prepare you to work with children exhibiting challenging behaviors in future clinical settings.

Share with the parents/guardians (1) your goals and your behaviors as you play with their children, (2) that while the child’s behaviors in the session will be confidential, you will be able to share with them themes/general observations about their child, (3) that you may share segments of the session in class, (4) that the evaluation will be regarding your way of being with the child and will **not** focus on the child, and (5) that most children love these play sessions because they get the focused, warm attention of a caring adult. Feel free to share with parents materials from the class.

**For each Video you will submit the video, a session reflection, and play therapy skills checklist.**

**Do not work ahead**...this means to wait until you receive feedback on your session before conducting your next session.

3. **Final Reflection:** Write a 2-page double spaced final reflection paper summarizing your thoughts on play therapy and what you’ve learned about play therapy and counseling children through this course.

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Observation of child at play</td>
<td>20</td>
</tr>
<tr>
<td>Play Session 1</td>
<td>30</td>
</tr>
<tr>
<td>Play Session 2</td>
<td>30</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100</strong></td>
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**Organization Websites:**
- [http://www.a4pt.org](http://www.a4pt.org)
- [http://www.ncapt.org](http://www.ncapt.org)
- [http://www.coe.unt.edu/cpt/](http://www.coe.unt.edu/cpt/)
## TENTATIVE COURSE SCHEDULE

Additional or substituted topics may be added dependent on students’ needs/preferences and time

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>6/3</td>
<td>• Introduction/Overview&lt;br&gt;• Meaning of Play&lt;br&gt;• History and Development of Play Therapy</td>
<td>Landreth Chapters 1, 2, and 3</td>
</tr>
<tr>
<td>6/5</td>
<td>• A view of Children&lt;br&gt;• Child Centered Play Therapy&lt;br&gt;• The Play Therapist</td>
<td>Landreth Chapters 4, 5, 6</td>
</tr>
<tr>
<td>6/10</td>
<td>• Parents as Partners in Play Therapy&lt;br&gt;• The Playroom and Materials</td>
<td>Landreth Chapters 7 &amp; 8 &lt;br&gt;Observation of Child at Play Due</td>
</tr>
<tr>
<td>6/12</td>
<td>• Beginning the Relationship: The Child’s Time&lt;br&gt;• Characteristics of Facilitative Responses&lt;br&gt;• Guest Speaker: Keren Acuna, LPC, Registered Play Therapist</td>
<td>Landreth Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>6/17</td>
<td>• Therapeutic Limit Setting&lt;br&gt;• Typical Problems in Play Therapy and What to Do If</td>
<td>Landreth Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>6/19</td>
<td>• Issues in Play Therapy&lt;br&gt;• Children in Play Therapy</td>
<td>Landreth Chapters 13 &amp; 14 &lt;br&gt;<strong>Practicing CCPT I Due</strong></td>
</tr>
<tr>
<td>6/24</td>
<td>• Determining Therapeutic Process and Termination&lt;br&gt;• Research in Play Therapy</td>
<td>Landreth Chapters 15 &amp; 17</td>
</tr>
<tr>
<td>6/26</td>
<td>• Introduction to Sandtray&lt;br&gt;• History and Rationale for Sandtray&lt;br&gt;• Sand and the Sandtray&lt;br&gt;• Miniature Figures: Selection and Arrangement&lt;br&gt;• Guest Speaker: Gayla McNatt, LPC</td>
<td>Sandtray Therapy Chapters 1-4</td>
</tr>
<tr>
<td>7/1</td>
<td>• Protocol for Sandtray Therapy Session&lt;br&gt;• Processing the Sandtray Therapy Session&lt;br&gt;• Integrating Sandtray with a Variety of Approaches&lt;br&gt;• Group Sandtray</td>
<td>Sandtray Therapy Chapters 5-8 &lt;br&gt;<strong>Practicing CCPT II Due</strong></td>
</tr>
<tr>
<td>7/3</td>
<td>• Sandtray with Couples and Families&lt;br&gt;• Sandtray Therapy and Trauma&lt;br&gt;• Assessment Across the Ages&lt;br&gt;• Research</td>
<td>Sandtray Therapy Chapters 9-12 &lt;br&gt;<strong>Final Reflection Paper Due</strong></td>
</tr>
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**Note:** The syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items based on student input and to insure students’ learning needs are addressed. The priority is to facilitate students’ personal and professional development including attainment of applied skills.
Course Policies and Requirements

Attendance/Cell Phone/Laptop Policy Due to the highly interactive nature of the class session, attendance is expected during our scheduled class periods. If you are unable to attend a class session you must contact me prior to the class period. Tardiness also delays class activities and is discouraged. You are able to miss one class without penalty; further absences will impact your grade. Cell phones and laptops are to remain closed, on silent, and away during class and the group lab activities. They are distracting, rude, and interfere with the learning process. This is a group process class and as such active participation is required.

Patriot E-Mail
University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

Informed Consent Statement
Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2005).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

University Policies

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php
Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.utttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.utttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.utttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.
Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:
   o • copying from another student’s test paper;
   o • using, during a test, materials not authorized by the person giving the test;
   o • failure to comply with instructions given by the person administering the test;
   o • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   o • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   o • collaborating with or seeking aid from another student during a test or other assignment without authority;
   o • discussing the contents of an examination with another student who will take the examination;
   o • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   o • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   o • paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
   o • falsifying research data, laboratory reports, and/or other academic work offered for credit;
o  • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
o  • misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

• UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
• UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
• The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
• UT Tyler Counseling Center (903.566.7254)

X. CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555.
When you email IT Support, be sure to include a complete description of your question or problem including:
• The title and number of the course
• The page in question
• If you get an error message, a description and message number
• What you were doing at the time you got the error message
You may also visit the Help Link on Canvas

Plug-ins and Helper Applications
UT Tyler Canvas courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your Canvas course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.
NOTE: Mozilla Firefox is the recommended browser for Canvas. (URL: http://www.mozilla.org/en-US/firefox/new/)

- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. (URL: http://get.adobe.com/reader/)
- Java Runtime Environment (JRE) allows you to use interactive tools on the web. (URL: http://www.java.com/en/download/)
- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. (URL: http://get.adobe.com/flashplayer/)
- QuickTime allows users to play back audio and video files. (URL: http://www.apple.com/quicktime/download/)
- RealPlayer allows you to view and listen to streaming video and audio. (URL: http://www.real.com/)