

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5640
Play Therapy

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5640
2. Play Therapy
3. Play Therapy
4. 3-0-3
5. Term(s) to be offered: Fall Spring Summer On demand
6. Initial term of offering: Fall Spring Summer Year: 2012

7. **Course description:**

The course covers the importance of play in educational and therapeutic situations, discussion of play therapy theories and values of play techniques and play as therapeutic treatment. It is designed to provide a study of developmentally appropriate counseling interventions for children and adolescents with a focus on play as a concrete, natural medium of expression for children and its utilization for therapeutic purposes. The clinical relationship between therapist and child will be explored. Students will learn child-centered skills to further develop that relationship in this course. Various play therapy theories & techniques and their rationales will be studied. Legal and ethical issues specific to play therapy, along with multicultural considerations will be discussed.

8. **Registration restrictions:**

a. Identify any equivalent courses **None.**

b. Prerequisite(s): **None**

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites: **none**

e. Repeat status: Course may not be repeated.

f. Degree, college, major(s), level, or class restrictions:

Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: **None**

9. Special course attributes: **None**

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC

11. Instructional delivery method: (Check all that apply.)

lecture lab lecture/lab combined independent study/research

internship performance practicum or clinical study abroad

Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will:

- a. examine and discuss essential theorists, people, and organizations that shaped the history or the profession of play therapy.
- b. examine and discuss the goals, objectives, and philosophical tenets of play therapy.
- c. examine and discuss the most widely accepted theoretical models of play therapy, as well as a basic understanding of sandtray and art therapy.
- d. examine and discuss issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.
- e. examine and discuss how to develop and organize a play therapy room or play therapy totebag.
- f. develop therapeutic assessment and intervention skills necessary or effective therapeutic relationships with children.
- g. examine and discuss research and empirically based play therapy relevant to the problems of adjustment for children in today's complex world.
- h. examine and discuss a conceptual framework for understanding and developing new skills and choices when working with children and adolescents.
- i. demonstrate the basic play therapy skills with non-clinical volunteers including structuring, tracking, reflection of content/process/feeling, returning responsibility, facilitating self-advocacy, and therapeutic limit setting.
- j. examine and discuss the principles of crisis intervention for children and adolescents during crises, disasters, and other trauma-causing events.
- k. examine and discuss the legal and ethical issues that are unique to play therapy.
- l. examine and discuss the minimal training/supervision and voluntary practice guidelines set forth by the Association for Play Therapy.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Students will examine and discuss essential theorists, people, and organizations that shaped the history or the profession of play therapy.	Final Learning Assessment
b. Students will examine and discuss the goals, objectives, and philosophical tenets of play therapy.	Final Learning Assessment
c. Students will examine and discuss the most widely accepted theoretical models of play therapy, as well as a basic understanding of sandtray and art therapy.	Final Learning Assessment Paper
d. Students will examine and discuss issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.	Final Learning Assessment; Video-Taped session or Research Paper
e. Students will examine and discuss how to develop and organize a play therapy room or play therapy totebag.	Final Learning Assessment; Video-Taped session or Research Paper
f. Students will develop therapeutic assessment and intervention skills necessary or effective therapeutic relationships with children.	Final Learning Assessment; In-Class Group Exercises; Presentation; Presentation Handout; Video-Taped Session or Research Paper
g. Students will examine and discuss research and empirically based play therapy relevant to the problems of adjustment for children in today's complex world.	Final Learning Assessment; Presentation; Presentation Handout; Video-Taped session or Research Paper
h. Students will examine and discuss a conceptual framework for understanding and developing new skills and choices when working with children and adolescents.	Final Learning Assessment; Presentation; Presentation Handout; Video-Taped Session or Research Paper
i. Students will demonstrate the basic play therapy skills with non-clinical volunteers including structuring, tracking, reflection of content/process/feeling, returning responsibility, facilitating self-advocacy, and therapeutic limit setting.	Final Learning Assessment; In-Class Group Exercises; Presentation; Presentation Handout; Video-Taped session or Research Paper
j. Students will examine and discuss the principles of crisis intervention for children & adolescents during crises, disasters, and other trauma-causing events.	Final Learning Assessment; In-Class Group Exercises; Video-Taped session or Research Paper
k. Students will examine and discuss the legal and ethical issues that are unique to play therapy.	Final Learning Assessment; In-Class Group Exercises; Video-Taped session or Research Paper
l. Students will examine and discuss the minimal training/	Final Learning Assessment; In-

supervision and voluntary practice guidelines set forth by the Association for Play Therapy.	Class Group Exercises; Video-Taped session or Research Paper
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- **Participation:** All students are expected to participate in class discussions and small group work designed to create a cooperative learning environment.
- **Childhood memory paper:** Students will write a 5 page paper about a person from their childhood who positively impacted their life.
- **Final Learning Assessment Paper:** In lieu of a final exam, students will write a paper summarizing the most important learning experiences from this class. Choose five play therapy theories, techniques, professional issues, uses with special populations, or any combination of the above and provide a detailed explanation of what you learned about each.
- **Presentation.** With a group of 1-2 other class members, please choose a Play Therapy theory, model, or technique to explain and demonstrate in class (include a handout).

CHOOSE 1 assignment from the following 2 options:

- **Play Therapy Approach or Play Therapy with a special population paper:** Students are to write a 7-10 page paper APA style covering a particular play therapy approach (theory, model, or group of techniques) OR play therapy with special populations.
- **Video taped play therapy session with a non-clinical volunteer child client.** Students may decide to video tape a practice play therapy session with a volunteer child client free from psychological problems.

3. Explain how the instructor will determine students' grades for the course:

Grades will be based on the following criteria:

Participation	60 points
Childhood memory paper	25 points
Presentation	60 points
Presentation Handout	30 points
Research Paper	75 points
OR Video	
<u>Final Learning Assessment Paper</u>	<u>50 points</u>
Total	300 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.

NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction
2	History of Play Therapy
3	Rationale for Utilizing Play Therapy
4	Children's Views of Play Therapy
5	Child-Centered Play Therapy
6	Toys and the Playroom
7	Therapeutic Limit Setting
8	Cognitive Behavioral Play Therapy
9	Gestalt Play Therapy
10	Trauma Work
11	Sandtray Therapy
12	Adlerian Play Therapy Including the Parents in the process
13	Family Play Therapy Child Parent Relationship Therapy/Filial Therapy
14	Diversity Issues in Play Therapy
15	Legal and Ethical Issues in Play Therapy
16	Final Learning Assessment

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. None at graduate level.
- b. Revised course only.

4. Impact on Program(s):

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Angela Yoder

2. Additional costs to students:

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Landreth, G.L. (2002). *Play Therapy: The art of the relationship* (2nd ed.). New York: Brunner-Routledge.

Kaduson, H.G., and Schaefer, C. E. (Eds.). (2006). *Short-term play therapy for children* (2nd ed.). New York: Guilford Press.

Homeyer, L., and Sweeny, D. S. (2011). *Sandtray Therapy: A practical manual* (2nd ed.). New York: Routledge.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA:

CGS:

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disabty/>

581-6583