

Eastern Illinois University **REVISED**  
**COURSE PROPOSAL CSD 5640**  
**Play Therapy**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: CSD 5640
2. Title (may not exceed 30 characters, including spaces): Play Therapy
3. Long title, if any (may not exceed 100 characters, including spaces): Play Therapy
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
- 5.
6. Term(s) to be offered: ☒ Fall    Spring    ☒ Summer    ☐ On demand
7. Initial term of offering: Fall    ☐ Spring    ☒ Summer    Year: 2013

**8. 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. Equivalent courses**

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. \_\_\_ Yes    X No

**b. Prerequisite(s):**

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. CSD 5500, CSD 5510, CSD 5520, CSD 5530

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).

☒ Yes    ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one): **None**

**e. Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: 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:  
**Undergraduates**

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]: **None**

**10. Grading methods** (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in  (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in  (insert course prefix and number).

**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:**

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
  - **EIU graduates will think critically.**
  - **EIU graduates will function as responsible citizens.**

Students will:

- a. examine essential theorists, people, and organizations that shaped the history or the profession of play therapy.
- b. discuss the goals, objectives, and philosophical tenets of play therapy.
- c. identify the most widely accepted theoretical models of play therapy, as well as a basic understanding of sandtray and art therapy.
- d. examine issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.
- e. discuss how to develop and organize a play therapy room or play therapy totebag.
- f. develop therapeutic assessment and intervention skills necessary for effective therapeutic relationships with children.
- g. discuss research and empirically based play therapy relevant to the problems of adjustment for children in today's complex world.
- h. examine 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. discuss the principles of crisis intervention for children & adolescents during crises, disasters, and other trauma-causing events.
- k. examine the legal and ethical issues that are unique to play therapy.
- l. discuss the minimal training/supervision and voluntary practice guidelines set forth by the Association for Play Therapy.

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

Learning Goals	Objectives
• Depth of content knowledge	a - l
• Effective critical thinking and problem solving	
• Effective oral and written communication	d - l
• Advanced scholarship through research or creative activity	

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

a. Students will examine essential theorists, people, and organizations that shaped the history or the profession of play therapy.	<b>Final Learning Assessment Paper</b>
b. Students will discuss the goals, objectives, and philosophical tenets of play therapy.	<b>Final Learning Assessment Paper</b>
c. Students will identify the most widely accepted theoretical models of play therapy, as well as a basic understanding of sandtray and art therapy.	<b>Final Learning Assessment Paper</b>
d. Students will examine issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.	<b>Final Learning Assessment Paper; Video-Taped session or Research Paper</b>
e. Students will discuss how to develop and organize a play therapy room or play therapy totebag.	<b>Final Learning Assessment Paper; Video-Taped session or Research Paper</b>
f. Students will develop therapeutic assessment and intervention skills necessary or effective therapeutic relationships with children.	<b>Final Learning Assessment Paper; Presentation; Video-Taped Session or Research Paper</b>
g. Students will discuss research and empirically based play therapy relevant to the problems of adjustment for children in today's complex world.	<b>Final Learning Assessment Paper; Presentation; Video-Taped session or Research Paper</b>
h. Students will examine a conceptual framework for understanding and developing new skills and choices when working with children and adolescents.	<b>Final Learning Assessment Paper; Presentation; Video-Taped Session or Research Paper; Childhood</b>

	<b>Memory Paper</b>
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.	<b>Final Learning Assessment Paper; Presentation; Video-Taped session or Research Paper</b>
j. Student will discuss the principles of crisis intervention for children & adolescents during crises, disasters, and other trauma-causing events.	<b>Final Learning Assessment Paper; Video-Taped session or Research Paper</b>
k. Students will examine the legal and ethical issues that are unique to play therapy.	<b>Final Learning Assessment Paper; Video-Taped session or Research Paper</b>
l. Students will discuss the minimal training/supervision and voluntary practice guidelines set forth by the Association for Play Therapy.	<b>Final Learning Assessment Paper; Video-Taped session or Research Paper</b>

- **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 was 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:

- **Research Paper: 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	20%
Childhood Memory Paper	10%
Presentation	30%
Research Paper	
OR Video	20%
Final Learning Assessment Paper	<u>20 %</u>
Total	100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A
  - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - b. Describe how the integrity of student work will be assured:
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
  - a. course objectives;
  - b. projects that require application and analysis of the course content; and
  - c. separate methods of evaluation for undergraduate and graduate students.
1. 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. (See Appendix \*.) N/A

### **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.

<b>Week</b>	<b>Lecture Topic</b>
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).

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
- b. If the course or some sections of the course may be technology delivered, explain why.

**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. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level.
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.  
Revised course only.

**4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

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

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

## PART V: IMPLEMENTATION

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

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses

Qualified Graduate Faculty in the Department of Counseling and Student Development.

**Additional costs to students: Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

No additional costs to students.

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

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

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

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

## PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent



to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

## **PART VII: APPROVALS**

**Date approved by the department or school: 1/18/2012**

**Date approved by the college curriculum committee: 4/2/2012**

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

**Date approved by CAA: Not applicable                      CGS: 8/28/12**

\*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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