Foundations of Play Therapy  
CO 713 (3 credits)  
Summer 2019  
Meets May 28 – 31 (9:00 am – 4:30 pm)  
Additional coursework completed online  
Classroom 122A

Special Note: This is a nine-week class that runs from May 28 – July 26, 2019. All assignments are due by July 26th.

Instructor: Pamela Davis, PhD  
Office: Room 209, GCTS Charlotte  
Cell Phone: 239-628-0981  
E-mail: pdavis@gordonconwell.edu

Please email me to set up appointments. Thank you!

Course Description (from Course Catalogue):

This course provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. A theological foundation for engaging children through play will be emphasized, along with an experiential component focused on basic play therapy skill development within the context of ethical and diversity sensitive practice.

Prerequisites: Students are expected to have successfully completed graduate level coursework in the areas of (1) child/lifespan development; (2) counseling theories; and (3) basic counseling skills appropriate to their profession (e.g. Clinical Mental Health Counseling, Marriage and Family Therapy, or Pastoral Counseling). Exceptions to pre-requisites may be made at the discretion of the professor.

MACC Program Mission Statement:

The aim of the Master of Arts in Christian Counseling Program at Gordon-Conwell Theological Seminary—Charlotte is to train students to become competent professional counselors who advance Christ’s Kingdom in various clinical, educational, and ministry settings by equipping them to think theologically, live biblically, and engage globally.

- Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice.
- Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation.
- Students who engage globally will fulfill their call to serve others by being sensitive and response to the needs of diverse cultural, ethnic, and socioeconomic populations.

Relation to Curriculum and MACC Program Objectives:  
This course is an elective course for students in the MACC program. Students who anticipate working with children or families in their practice or ministry will benefit from gaining the
unique skills needed to engage children through play therapy. For students who wish to become credentialed as Registered Play Therapists (RPT) this course fulfills 67.5 hours of the 150 training hours required.

The following MACC Program Objectives are addressed in this course:

2. Knowledge and skills for competent counseling practice. *We expect that students will demonstrate:*

   A. Understanding of the nature and needs of persons at all developmental levels, including theories of wellness and development over the lifespan. (Human Growth and Development).

   B. Basic professional dispositions necessary for effective counseling: aware of self and others, teachable, ethical, multiculturally sensitive, and relationally adept (Professional Dispositions).

   C. Understanding of the primary theoretical orientations and evidence-based interventions shaping the counseling field today. (Theory and Interventions)

**Student Learning Outcomes:**

As a result of this course, students will be able to:

1. Articulate a basic understanding of the theology of play.
2. Compare and contrast essential people, theorists and organizations that shaped the history of the profession of play therapy.
3. Compare and contrast the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.).
4. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling playroom for the purposes of both assessment and treatment.
5. Conceptualize a client’s presenting clinical problem(s) developmentally and theoretically.
6. Demonstrate an understanding of the role of the play therapist and play therapy in the context of the client’s broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community).
7. Identify and differentiate the stages within the play therapy process from intake to termination.
8. Examine and discuss key elements in a play therapy relationship.
9. Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.
10. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch. (visit A4PT.org for recent *Paper on Touch* and *Play Therapy Best Practices*.)
11. Identify and recognize the evolving body of qualitative and quantitative play therapy research.
12. Analyze issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.
13. Gain knowledge of the minimal training/supervision guidelines and play therapy best practices promulgated by the Association for Play Therapy.
### Required Texts and Electronic Equipment*:

*Students must have access to a computer or mobile device with audio/video capability for Zoom supervision sessions in order to complete this class.


[www.a4pt.org](http://www.a4pt.org) (peruse the Association for Play Therapy website!)

### Additional Readings (Required):


**Recommended Resources: (Not Required— but Helpful!)


**Methods of Instruction and Course Requirements:**

This class integrates both face-to-face and online instructional methods. Face-to-face instruction will include lecture, group discussions, viewing of instructional videos, live play therapy demonstrations, and experiential play activities. Online instructional methods will include discussion boards (via SAKAI) and supervision sessions. Students are expected and encouraged to actively participate in this learning experience, including the following course requirements:

**Student Performance Evaluation and Criteria:**

The following expected time chart is offered as a guideline. Individual students may require more or less time to complete an assignment.

<table>
<thead>
<tr>
<th>Class Attendance</th>
<th>30 hours</th>
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<tbody>
<tr>
<td>Reading Log (1460 pages @ 30 pages/hr.)</td>
<td>49 hours</td>
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<tr>
<td>Research Article Summary</td>
<td>7 hours</td>
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<tr>
<td>Theological Foundations of Play Paper</td>
<td>10 hours</td>
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<tr>
<td>Online Discussion Forums</td>
<td>5 hours</td>
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<tr>
<td>Play Therapy Video Library Assignment</td>
<td>6 hours</td>
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<tr>
<td>Portable Play Therapy Kit</td>
<td>6 hours</td>
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<tr>
<td>Play Experience/ child and parents</td>
<td>8 hours</td>
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<tr>
<td>Child Treatment Summary (including supervision)</td>
<td>15 hours</td>
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<tr>
<td>TOTAL</td>
<td><strong>135 hours</strong></td>
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**READING LOG AND ATTENDANCE: (10 points)**
Because of the intensive instructional format of this course, attendance is required during all four days of face-to-face class instruction. An attendance log will be kept during these class periods. Additionally, students will be required to complete a reading log via the Assignments link on Canvas.

RESEARCH ARTICLE SUMMARY: (10 points)
Students will find one article regarding play therapy research in the *International Journal of Play Therapy*. Please note that this should be a research article and not a theoretical article. Write a 2-3 page paper that (1) summarizes the key information in the article, (2) explores how the information contributes to your development as a play therapist; and (3) identifies questions for further reflection that this article stirs in you. Papers should be written in APA style, with attention given to graduate level writing skills. Be sure to include the full citation information for the article at the end of your paper in a References section. Please upload the article you reviewed and your final paper via Canvas.

**GRADING RUBRIC: RESEARCH ARTICLE SUMMARY**

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<tr>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Includes complete article citation in APA format under “References”</td>
<td>1</td>
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<tr>
<td>Succinctly summarizes the key information in the article</td>
<td>4</td>
</tr>
<tr>
<td>Explores how the article contributes to the development of a play therapist</td>
<td>2</td>
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<tr>
<td>Identifies questions for further reflection</td>
<td>1</td>
</tr>
<tr>
<td>Follows APA format and exhibits graduate level thinking and writing.</td>
<td>2</td>
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<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
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THEOLOGICAL FOUNDATIONS OF PLAY PAPER (10 points)

After reading the articles uploaded to the *Theology of Play* resources folder on Canvas, students should write a 3-4 page paper articulating their developing understanding of theological foundations undergirding play therapy. In the paper, students should reference AT LEAST three of the articles/podcasts in the Canvas folder and explore: (1) theological foundations that undergird counseling children (2) a beginning understanding of a theology of play, and (3) how these theological concepts fit (or do not fit) with their professional identity as a counselor. Papers should be written in APA style, with attention given to graduate level writing skills. Be sure to include the full citation information for the article at the end of your paper in a References section. Please upload your paper via Canvas.

**GRADING RUBRIC: THEOLOGICAL FOUNDATIONS PAPER**
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<tr>
<td>Referenced at least 3 articles uploaded to Canvas</td>
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<td>Identified theological foundations for working with children</td>
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<td></td>
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<tr>
<td>Articulated a beginning understanding of theology of play</td>
<td>3</td>
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<tr>
<td>Explored how these concepts fit/ do not fit with counseling identity.</td>
<td>2</td>
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<tr>
<td><strong>TOTAL</strong>: Points will be deducted from the total for APA formatting or writing style issues</td>
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**ONLINE DISCUSSION FORUMS: (10 points)**

Four online discussion forums of 2.5 points each will be assigned. The purpose of these discussions is to measure your integration of the reading material and class discussions as they relate to your development as a play therapist. Each discussion forum post should be 250-400 words, and should reflect graduate level writing skills. No response posts to your peers are required.

**GRADING RUBRIC**

**DISCUSSION BOARDS (2.5 points per DF)**

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<th>Points Possible</th>
<th>Points Earned</th>
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<td>Integrated pertinent information from assigned readings</td>
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<tr>
<td>Addressed all parts of the question; 250-400 words</td>
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<tr>
<td>Used professional, graduate level writing skills</td>
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<td><strong>TOTAL</strong></td>
<td>2.5</td>
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**PORTABLE PLAY THERAPY KIT (5 points)**

Each student will be required to put together a portable play therapy kit, choosing materials from the play therapy kit list distributed in class. *Please see the grading rubric at the end of this syllabus for specific categories of toys to be included.* Students should bring their play therapy kits to my office; or upload a brief video/pictures to Canvas showing the content of their portable play therapy kit. All kits will be returned to students for use with child clients during Practicum/Internship.

**PORTABLE PLAY THERAPY KIT GRADING RUBRIC**
Kit contains *at least* 8 different items, including at least one item from each of the following categories: (1) Real life toys; (2) Acting out/ aggressive release toys; (3) Creative expression/ emotional release toys; (4) Games.

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<th>Items are stored in a durable container (e.g. gym bag, briefcase, etc.)</th>
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<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
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**PLAY THERAPY VIDEO LIBRARY**: (10 points)

For this assignment, you will access the GCTS online video library and watch a video on a *special topic in play therapy* that is of interest to you. Following your viewing of the video please write a 2-page (double-spaced) summary that identifies (1) 3 new points of learning from the video and (2) how you believe this information will impact your development as a play therapist. Please be sure to include a citation for the video that you watched. I have listed some of the play therapy videos that are available in our library below. You may go beyond this list if you see another video of special interest to you.

To access the play therapy video library, first go to the GCTS Charlotte library page: [http://www.gordonconwell.edu/library/Charlotte-Lindsell.cfm](http://www.gordonconwell.edu/library/Charlotte-Lindsell.cfm). Type “Play therapy video” into the Search box on that landing page. After the search results come up, if you are not on campus and want to limit the format type to e-videos only, go to the Format section on the left column of the Search results and choose “e-videos.” This is a treasure chest for you while you are a GCTS student! There are over 1300 play therapy videos available to you.

Sample of available videos:
- Play Therapy for Severe Psychological Trauma (Kevin Dawkins/ Eliana Gil)
- Understanding Play Behavior and Themes in Play Therapy (Garry Landreth)
- Essentials of Play Therapy with Abused Children (Kevin Dawkins/ Eliana Gil)
- Trauma-informed Child Centered Play Therapy (Jennifer Baggerly)
- Developmental Play Therapy: A Clinical Session (Viola Brody)
- Choices, Cookies, and Kids: A Creative Approach to Discipline (Garry Landreth)
- Creative Healing in Mental Health [Art Therapy]
- Jungian Analytical Play Therapy: A Clinical Session and Interview (John Allan/ Sue Bratton)
- Jungian Play Therapy and Sandplay with Children: Myth, Mandala, and Meaning (eric Green)
- Counseling Traumatized Children using EMDR and Play Therapy (Steve Thaxton)
- Counseling Families with Young Children: Play Based Interventions (Eric Green)

**PLAY THERAPY VIDEO LIBRARY ASSIGNMENT GRADING RUBRIC**

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<tr>
<th>Points Possible</th>
<th>Points Earned</th>
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<tr>
<td>Includes complete video citation</td>
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PLAY EXPERIENCE WITH A CHILD (45 points)
The core assignment in this course requires students to schedule 4 play sessions with a child, plus 2 interviews with a parent or caregiver (both introductory and termination), for a total of 6 sessions. If students have already begun their Practicum or Internship placements, they may use a child client from that setting for this assignment. If students have not yet begun clinical training, or if students do not have access to child clients at their training site, they may use a friend, family member, or neighbor’s child for this assignment. It is recommended that students do not use their own children, grandchildren, or siblings; however, using more distant family members is certainly acceptable. Students must receive signed informed consent from the parent or guardian of the child, detailing the nature of this assignment. A copy of the Client Consent Agreement is available on the Canvas “Files” page for this course.

Students must attend ONE supervision session on any one of the assigned supervision dates, in order to talk about their play experience prior to writing the final reflection paper. Students do not need to bring a video recording to the supervision session.

At the end of the course, a 4-5 page reflection paper that includes the following details should be uploaded to Canvas: Child’s pseudonym, gender, age, dates and times of play sessions, pertinent family and psychosocial information, apparent play themes, recommendations (if any) for this child, stages of play therapy you encountered, how diversity issues impacted your play, your personal reflections on the relationship that you developed with this child, and what it was like for you to engage in play with this child and to interview the child’s parent/guardian. A copy of the Client Consent Agreement must be turned in with this assignment.

PLAY EXPERIENCE REFLECTION GRADING RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Met with child 4 times and parent/ caregiver 2 time</td>
<td>24</td>
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<tr>
<td>Included demographic information (pseudonym, age, gender, pertinent psychosocial and family history)</td>
<td>4</td>
<td></td>
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<tr>
<td>Noted themes apparent in child's play</td>
<td>4</td>
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<td>Gave treatment recommendations, if applicable, or included a rationale for no treatment</td>
<td>2</td>
<td></td>
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<tr>
<td>Discussed stages of play therapy that applied to this experience</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Explored diversity issues pertinent to this experience</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Reflected on the relationship that developed with this child and the therapist’s feelings about the experience as a whole, including meetings with the child and the child’s parent/guardian.</td>
<td>7</td>
<td></td>
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<tr>
<td>Included informed consent document signed by child’s guardian at end of summary. (PLEASE NOTE that if you do not include this document, you will lose all 45 points for this assignment.)</td>
<td>45</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
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### Student Performance Evaluation Criteria and Procedures:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Instruction Method</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture, Readings</td>
<td>Discussion Board 4; Reading Log</td>
</tr>
<tr>
<td>2</td>
<td>Lecture, Readings</td>
<td>Discussion Board 1; Reading Log</td>
</tr>
<tr>
<td>3</td>
<td>Lecture, Readings</td>
<td>Discussion Board 2; Reading Log</td>
</tr>
<tr>
<td>4</td>
<td>Lecture, Readings, Videos</td>
<td>Portable PT Kit</td>
</tr>
<tr>
<td>5</td>
<td>Readings, Videos, Supervised Experience</td>
<td>Final Tx summary</td>
</tr>
<tr>
<td>6</td>
<td>Lecture, Readings</td>
<td>Discussion Board 4; Reading Log</td>
</tr>
<tr>
<td>7</td>
<td>Lecture, Readings, Supervised Experience</td>
<td>Final Tx summary</td>
</tr>
<tr>
<td>8</td>
<td>Online supervision sessions</td>
<td>Final Tx summary</td>
</tr>
<tr>
<td>9</td>
<td>Lecture, Readings, In-class experiential activities,</td>
<td>In-class activities; supervision sessions</td>
</tr>
<tr>
<td>10</td>
<td>Lecture, Readings</td>
<td>Discussion Board 3; Reading Log</td>
</tr>
<tr>
<td>11</td>
<td>Lecture, Readings, Research Assignment</td>
<td>Research article summary</td>
</tr>
<tr>
<td>12</td>
<td>Lecture, Readings, Online Supervision, In-class experiential activities</td>
<td>Portable PT kit, Final Tx summary</td>
</tr>
<tr>
<td>13</td>
<td>Lecture, Group Activity, Reading</td>
<td>Reading Log</td>
</tr>
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</table>

**GRADING:** Grading Rubrics are included at the end of this syllabus.

- Reading Log and Attendance: 10 points
- Research Article Summary: 10 points
- Theological Foundations Paper: 10 points
- Online Discussion Boards (4): 10 points (2.5 points per DB)
- Play Therapy Video Library: 10 points
- Portable Play Therapy Kit: 5 points
Child Play Experience 45 points
TOTAL 100 points

Grade Scale:
A+ 99 – 100% (99-100 points)
A 94 – 98% (94 – 98 points)
A- 90 – 93% (90 - 93 points)
B+ 87 – 89% (87 - 89 points)
B 84 – 86% (84 - 86 points)
B- 80 – 83% (80 - 83 points)
C+ 77 – 79% (77 - 79 points)
C 74 – 76% (74 - 76 points)
C- 70 – 73% (70 - 73 points)
F 69 or below (69 & below)

Class Policies

Right of Revision: While the assignments are connected to assessment, the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student’s developing professionalism as a counselor. Points will be deducted one letter grade per day for each day the work is turned in after the due date. If you know in advance that you cannot turn an assignment in on time, an alternate due date may be negotiated without penalty if you make arrangements with me before the date the assignment is due. This is entirely up to the discretion of the instructor.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition and refer back to the material in the Intro to Counseling Research course you completed (CO 500).
Email Communication: Students are expected to check their Gordon Conwell email address on a regular basis throughout the week to access course information and updates. Email messages should include students’ first and last names in the signature.

Attendance Policy: Due to the modular nature of this course, attendance and full participation is expected during all class meetings. The student must notify the professor prior to missing any portion of class. A student will have five points deducted from the final grade for each hour of class that is missed for an unexcused absence AND will also have a make-up assignment that needs to be completed. The professor will give an assignment to the student based upon information that was missed during the class.

Plagiarism and Cheating: Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one’s own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Canvas, or other technology, you can visit the IT website at http://www.gordonconwell.edu/resources/IT-Service-Desk.cfm, email servicedesk@gordonconwell.edu or call phone support at 704-295-2351. Phone support hours are: Monday – Friday 8:30 AM to 5:00 PM.

ADA Policy: In compliance with Section 504 of the Rehabilitation Act of 1973, Gordon Conwell Theological Seminary makes reasonable accommodations for students with disabilities. Please contact Trish King (tking@gordonconwell.edu), who coordinates services for students with disabilities at the Charlotte campus. Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact Trish King in person, by phone at (704) 527-9909 or by e-mail at tking@gordonconwell.edu for more information.

Cancellation of Class: In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy: Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.
However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades:**
Final grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work:**
Work submitted through Canvas will be returned via Canvas since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.

### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Experiential Activities</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
</table>
| **Class 1:** May 28 | Syllabus Review/ Intro  
A Theology of Play  
Introduction to Play  
History of Play Therapy  
Theoretical Models of Play | Video: Child-Centered Play Therapy  
Live Play Tx Demo - child  
Practice: Child-Centered Techniques | Sweeney 1-3  
Landreth 3 (on Canvas) |                                        |
| **Class 2:** May 29 | Theoretical Models, Cont’d  
Role of Parents & Parent Interview  
Stages of Play Therapy  
Initial Session  
Note taking methods  
Limit Setting  
Essential Play Techniques  
Choosing & Gathering Toys  
Portable Play Kits | Video: Therapeutic Limit Setting  
Video: Theraplay  
Live Play Tx Demo - adult  
Practice: CBT/ Prop-Based Techniques | Sweeney 4-7 |                                        |
| **Class 3:** May 30 | Play Therapy Research  
Play Therapy as EBP  
Person of the Play Therapist  
Multicultural competencies  
CPRT  
Using Sandtray in Play Therapy | Dibs in Search of Self Debrief  
Video: CPRT  
Video: Essentials of Play Therapy with Abused Children  
Practice: Sandtray techniques | Dibs in Search... |                                        |
<table>
<thead>
<tr>
<th>Class 4: May 31</th>
<th>Using Games</th>
<th>Therapeutic Storytelling</th>
<th>Art &amp; Expressive Techniques</th>
<th>Family &amp; Group Play Therapy</th>
<th>Addressing Spiritual Issues</th>
<th>Ethical &amp; legal issues</th>
<th>Dual Relationships with children</th>
<th>Termination in Play Therapy</th>
<th>Becoming an RPT</th>
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<tr>
<td>May 31</td>
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**Class 4: June 7**
- Sweeney 8-10
- Davis & Fry, 2010

**Class 4: June 14**
- Schaefer 4, 6, 8, 9, 17, 19

**Class 4: June 21**
- Play Therapy Video Assignment

**Class 4: June 28**
- Schaefer 3
- *Best Practices*
- *Paper on Touch* (on Canvas)
- Marvasti, Wu, & Merritt article (on Canvas)

**Class 4: July 5**
- Research Article Summary

**Class 4: July 12**
- All *Theology of Play* articles on Canvas.
- Theological Foundations of Play Therapy Paper

**Class 4: July 19**
- DF 4; Reading Log

**Class 4: July 26**
- Play Experience Reflection