

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**CSL6835.01 Play Therapy**  
**SUMMER 2017**  
**Location: Garland**

**PROFESSOR INFORMATION:**

Name: Cassie Rushing  
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Office Location: Garland Room # 7  
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**COURSE INFORMATION:**

CSL6835.01 Play Therapy  
Level: Graduate  
Beginning Date of Session: Saturday, June 10, 2017  
Ending Date of Session: Thursday, August 17, 2017  
The first class meeting is **Wednesday, June 14, 2017, in Room #7 (Garland)**

**4<sup>th</sup> of July Holiday: Amberton University will be closed on Tuesday, July 4<sup>th</sup> for the holiday.**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.  
All Saturday lecture classes begin promptly at 8:30 a.m.

**COURSE PREREQUISITES:**

**Lifespan CSL6801**

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Play Therapy: The art of the relationship  
Author(s): Garry Landreth  
Publisher: Brunner-Routledge  
Year Published: 2012  
Edition: 3rd  
ISBN: 13: 9780415886819

Title: Dibs in search of self  
Author (s): Virginia Axline  
Publisher: Random House  
Year Published: 1964  
Edition: N/A  
ISBN: 13: 9780345339256

Title: Sandtray therapy: A practical model  
Author(s): Homeyer and Sweeney  
Publisher: Routledge  
Year Published: 2011  
Edition: 2nd  
ISBN: 13: 9780415883344

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

### **COURSE COMPETENCIES:**

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

**This course addresses how to utilize the child's language of play in counseling. Students will learn the practical aspects of setting up a playroom and will make their own portable play/sand kit. Students will have the opportunity to observe play therapy and sand tray therapy via instructor demonstration and video. Students will also conduct a play therapy or sand tray therapy session to work on developing rapport, setting limits and conveying genuine caring and empathy. Students will learn how to understand the dynamics of play and will develop treatment plans accordingly. Course Reading (CR), Course Discussion (CD), Course Activities (CA), Examinations (E), Peer Assignment (PA), Case Studies (CS)**

- Identifying and utilizing the contributions of play and sand tray therapy theorists. (Midterm)
- Applying developmental attributes of play and sand tray therapy to the practice of therapy with children, adolescents, adults and families. (Midterm)
- Applying play therapy models to group, individual and family formats. (Final)
- Defining the personal characteristics of a play therapist. (Midterm) (CR)
- Identify categories of toys. (Midterm) (CR), (CA)
- Analyzing rationale for toy/miniature selections in play and sand tray therapy by case study. (PA) (CA)
- Developing a play therapy traveling kit or generate a list of appropriate play therapy materials to be used for evaluation and treatment. (CR), (CA)
- Writing a treatment plan and case study using play and sand tray therapy. (CS), (CD)
- Identifying stages of play and sand tray therapy and provide appropriate therapeutic techniques. (CD), (CR), (PA)
- Developing key elements in a play therapy relationship. (CR), (CD), (PA)
- Identify the uses of play and sand tray therapy in school, private practice and community mental health environments. (Final), (CD)

- Demonstrating basic play and sand tray therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy skills, and limit setting. (CA), (final)
- Identifying and limiting the typical problems in play and sand tray therapy sessions. (Final), (CA), (CR)
- Being cognizant of relationship issues including transference and countertransference. (PA), (CD), (Final)
- Working cooperatively with child protective services, educational services, other mental health professionals and medical personnel (Final), (CR)

## **COURSE POLICIES:**

### *Class Attendance and Participation*

Students are expected to be actively involved in class discussion posts and develop habits of punctuality, self-discipline, and responsibility. Class participation includes professional conduct and active involvement in all discussions posts.

### *Privacy and Confidentiality in the Classroom*

One of the highlights of the Amberton University academic experience is that students can draw upon workplace examples in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature.

### *Written Assignments*

Use the **Moodle format** to submit written assignments. Include your name and assignment # in the subject line. It is highly recommended to turn work in earlier than the scheduled due date to avoid any technical difficulties. Technical difficulties are not an excuse for late assignments. All written assignments are due by **6pm** on the designated due date.

### *Late Work*

Assignments are due by 6pm on the designated day. If these are turned in after 6pm, (but within 24 hrs) you will receive a 30% grade deduction. If these are turned in between 24-48 hours late, you will receive a 50% deduction. If it is later than 48 hours, the assignment will not be accepted. Also, please note that all assignments must be submitted in a readable Microsoft Office file type (i.e. .doc). No credit will be awarded for an assignment in an unreadable or incompatible file format.

In the event of an emergency, please let me know and an alternate time and test will be provided to take the mid-term and final exam.

### ***Student's Responsibilities***

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

## **COURSE DELIVERY METHODOLOGY:**

This course is offered as a Lecture/Classroom course. This course requires that students meet a designated time in the classroom.

**COURSE OUTLINE AND CALENDAR:**

<b>WEEK</b>	<b>CHAPTERS/TOPICS</b>	<b>ASSIGNMENTS</b>	<b>Due Date</b>
<b>Week One</b> <b>6-14-17</b>	Play Therapy The Art of the Relationship (PTAR) <ul style="list-style-type: none"><li>• Chapter 1, 2, 3</li></ul>		
<b>Week Two</b> <b>6-21-17</b>	PTAR <ul style="list-style-type: none"><li>• Chapters 4,5,6</li></ul> STPM <ul style="list-style-type: none"><li>• Chapter 1 and 2</li></ul>	Begin reading "Dibs in search of self"	
<b>Week Three</b> 6- <b>28-17</b>	PTAR <ul style="list-style-type: none"><li>• Chapters 7, 8</li></ul>		
<b>Week Four</b> <b>7-5-17</b>	PTAR <ul style="list-style-type: none"><li>• Chapters 9, 10</li></ul> STPM <ul style="list-style-type: none"><li>• Chapters 3, 4</li></ul>	Reflection 1	7-5-17 by 6pm
<b>Week Five</b> <b>7-12-17</b>	<b>Mid-term Exam</b>		
<b>Week Six</b> <b>7-19-17</b>	PTAR <ul style="list-style-type: none"><li>• Chapter 11</li></ul> STPM <ul style="list-style-type: none"><li>• Chapters 5, 6</li></ul>	Reflection 2	7-19-17 by 6pm
<b>Week Seven</b> <b>7-26-17</b>	PTAR <ul style="list-style-type: none"><li>• Chapter 12</li></ul>		
<b>Week Eight</b> <b>8-2-17</b>	PTAR <ul style="list-style-type: none"><li>• Chapters 13, 14, 15</li></ul> STPM <ul style="list-style-type: none"><li>• Chapters 9, 10</li></ul>	Reflection 3	8-2-17 by 6pm
<b>Week Nine</b> <b>8-9-17</b>	<b>Group Presentations</b>	Report due	8-9-17 by 6pm
<b>Week Ten</b> <b>8-16-17</b>	<b>Final Exam</b>		

**GRADING CRITERIA:**

Book review	200
Reflections (3 @ 50 pts)	150
Peer Assignment	250
Midterm Exam	200
Final Exam	<u>200</u>
<b>TOTAL</b>	<b>1000</b>

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

**GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**

Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

***How to Withdraw From a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

**COURSE COMMUNICATIONS:**

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to email, Discussion Forums, Chat Rooms, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through a link on the University's website, <http://www.Amberton.edu>, or at <http://apps.Amberton.edu>.

After selecting the "Student Portal" link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

**Username** = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

\* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789  
Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including email access, Discussion Forum, Chat Room, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

### **Email Communication**

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789  
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current settings. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

### **Chat Rooms**

Chat rooms are accessible through the Student Portal as of the first day of the session and provide students and faculty the ability to communicate on-line in real time.

### **The Amberton University Moodle Website**

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

### **Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

### **COURSE EVALUATION:**

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

### **ACADEMIC HONESTY/PLAGIARISM:**

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas, or information or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

### **RECOMMENDED ONLINE SOURCES:**

Online research resources are available through "Research Tools Database", accessible through the Student Portal, under "General Tools."

### **RESEARCH TUTORIALS:**

Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "Research Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.

### ***Library Live Chat Feature***

The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. [www.amberton.edu/current-students/library/index.html](http://www.amberton.edu/current-students/library/index.html)

### **BIBLIOGRAPHY:**

Research resources are available through the University's physical library and the online virtual library. Students may search for books, periodicals, and online sources pertaining to subjects covered in this course.

The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are

available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the University physical Library or email their questions to [library@Amberton.edu](mailto:library@Amberton.edu).