



North Carolina Central University
“Communicating to Succeed.”
School of Education

Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is “to prepare educational professional to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The primary focus of the counselor education mission is “to prepare professional counselors who can promote human growth and development in rural and urban settings”. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and mastering counseling interventions that promote empowerment. The program aims to develop professional counselors who are leaders and advocates for systemic change.

Department of Allied Health

Syllabus
CON 5305
Special Topics: Play therapy
Summer Session II – Room SOE 1081
Tuesdays & Thursdays, 12PM – 4PM

Instructor: Heloisa Portela, Ph.D., LPCS, NCC, ACS, RPT-S
Phone: 919-530-6212
E-mail: Heloisa.Portela@nccu.edu
Office: 2123 School of Education
Office Hours: Available upon request.

Required Textbooks:

Landreth, G. (2012). *Play therapy: The art of the relationship*. London: Brunner-Routledge.

Axline, V. (1964). *Dibs in search of self*. New York: Ballantine Books.

Required Readings:

Note that other required readings may be uploaded to Blackboard or distributed in class.

Association for Play Therapy (2009). *Paper on touch. Clinical, professional & ethical Issues*. Retrieved from <http://www.a4pt.org/download.cfm?ID=28052>

Kalff, D. (1991). Introduction to Sandplay therapy. *Journal of Sandplay Therapy*, 1. Retrieved from http://www.sandplay.org/intro_to_sandplay_therapy.htm

The Theraplay Institute (2011). Theraplay: Nurture your family with fun [handout and video]. Evanston, IL: The Theraplay Institute.

Website: <http://onlinecourse.nccu.edu/>

This class will be a web-enhanced, hybrid class and will utilize *NCCU Blackboard* system. Every student needs to be set up with a username and password. Students are required to log on to the Blackboard system regularly in order to fulfill various assignments during the semester (e.g., discussion board, submit assignments, obtain handouts). Please note that your participation grade *includes* your Blackboard participation. If you have questions about your Blackboard (Bb) account please call Bb or the IT department first at 530-7676.

Email Correspondence: When contacting me via email your email subject line should be relevant to your email content. Please use **“Play Therapy: (Reason for your email)”** and then describe the nature of your email.

Foliotek: Maintaining an electronic portfolio (i.e., 'Foliotek') is a requirement for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You **MUST** maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system (assignments are marked.). The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio. At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

Films/Documentaries: We will be watching specific documentaries or short videos throughout the course that relate to your readings and to the topic of abnormal psychology.

Adverse Weather: Please read <http://web.nccu.edu/publicrelations/EmergencyPlan.pdf> for the University's policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

Student Support Services for Students with Disabilities: Students with disabilities (physical, psychological, learning disability, etc.) who would like to request accommodations need to register with the Office of Student Support Services in Suite G20 in the Student Services Building or by contacting Kesha Lee, Director at (919) 530-6325 or klee@ncsu.edu. If you are already registered in the office, you need to return to the office each semester to review your information and receive updated accommodations.

Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments, or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of North Carolina Central University. Please let the instructor know in the beginning of the semester if you have a disability so that she may coordinate with you the appropriate accommodations to which you are entitled. Disabilities must be documented with the Office of Student Support Services (SSS).

Ethic Standards: Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources. Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specified by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to <http://www.ncsu.edu/catalog2k2/075-092.pdf>. Students are also expected to adhere to the Ethical standards of the American Counseling Association. If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

Course Policies And Expectations

- Students are to attend and actively participate in all classes and assigned activities
- The student is expected to conduct her/himself in a manner, which shows respect for her/himself and other students and for the atmosphere of the classroom.
- Students are expected to be punctual and complete in regard to class attendance, assignments, and exams.
- All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade (by at least one letter grade).
- Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6th edition of the APA Publication Manual. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread.
- Follow all directions and due dates provided in the syllabus (no exceptions).
- Read and listen/watch all material provided on the course website.
- Regularly check your email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email daily.
- Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contacting the campus ITS helpline should you experience

technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.

- Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and react to all readings.
- Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, PDAs). The use of any electronic device ***will negatively affect*** your participation grade. This includes computer use!
- If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university’s website (www.nccu.edu).
- Attend all classes. If you miss more than one class (which includes the first class) you will need to drop from the course. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an “F”). If you need to miss a class as part of a religious observance you must notify your instructor before the end of the first week of class.
- If you are late or absent, it is your responsibility to get notes and handouts provided while you were not in class. Also, you are expected to contact professor ahead of time (or as soon as possible) explaining reason for absence/tardiness.
- Instructor approval is required before a guest may attend a class. Sorry, but students can not bring a child to class.
- Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class. It is important our classroom be a nurturing place for conscientious dialogue.
- Everyone will respect each other in the classroom.
- Everyone will respect each other in the classroom.
- Any non-compliance to course policies and guidelines (including etiquette ones) will impact student’s participation grade.

Turn off (or switch to silent mode) all electronic devices at the beginning of class (phones, laptops, PDAs). The use of any electronic device will negatively affect your grade.

Course Requirements

All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than class time on the due date. Any assignment turned in after your class time is considered late. Late assignments will be marked down one letter grade for everyday of tardiness. On the day your assignment is due, submit a copy via Blackboard and bring a hard copy to class. This is a protection to you. Should your hardcopy be misplaced, your Blackboard copy will be used as an original. If you fail from uploading your assignment to Blackboard and your hardcopy is misplaced, the late assignment penalty applies (marked down one letter grade for everyday of tardiness). Foliotek assignments should be edited and uploaded after grading.

Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University valid excuses for missing class. **Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course.** Students who expect to miss a class due to illness or an emergency should contact the instructor *immediately* **and explain** the reason for missing class.

Completed assignments must be submitted no later than class time on the due date. Any assignment turned in after 12:10 p.m. is considered late. Assignments *not* turned in by the deadline are subject to a reduction of 1 letter grade *per day of tardiness*.

If you believe that you will be late for class due to work-related issues or other reasons, remember to upload your assignment to Blackboard by 12 PM the day it's due (before class time). Any assignment that is electronically submitted **must** be turned in as a hardcopy the next time the student is in class.

Make-up exams are only given if you have a University recognized excuse (e.g. religious holiday, death in the family, medically excused absence due to illness, inclement weather, or participation in a University related athletic event). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University recognized excuses and will not grant you a make-up exam.

Class participation, quizzes and individual assessment will comprise 10% of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and scoring of assigned assessments.

Attendance

This is a practice-based course, meaning, you learn by doing. Missed classes will result in missed learning opportunities, which would be difficult to duplicate or make up.

Regular class attendance is expected. Students who expect to miss a class due to illness or an emergency should make every effort to contact the instructor immediately with regard to the reason for missing class. Tardiness to class is not acceptable and students who arrive late should expect this to negatively affect their class participation grade. Since this is summer semester, students can not miss more than one class in order to pass this course.

Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. No one other than enrolled students is allowed to attend class without the permission of the instructor.

Play Therapy - Student Learning Outcomes

- The student will learn concepts used by play therapists in assessing and helping children and families, and to make practical applications of these concepts.
- The student will develop the basic play therapy skills used in building relationships with children and families in helping relationships.

- The student will acquire a basic understanding of the theories and techniques counseling professionals apply to play therapy; and to make practical applications of these theories and techniques.
- The student will gain access to current professional literature pertaining to helping children and families, and to use this information for continuing education and skill development.
- The student will learn the history, philosophy, and development of play therapy.
- The student will practice and gain some expertise in beginning play therapy counseling skills.
- The student will develop an understanding of various play therapy techniques, play therapy approaches, and the role and functions of the play therapist in different settings.
- The student will learn about the professional play therapy literature and organizations.
- The student will learn about professional credentialing, including different certifications, practices, standards, and activities.
- The student will exhibit effective and productive feedback techniques.
- The student will apply professional ethical standards in practical situations.
- The student will show an understanding of and the value of belonging to state and national professional counseling organizations including membership benefits, activities, services to members, and current emphases.
- The student will examine, explain, and self-evaluate levels of helping skills
- The student will become informed about the legal and ethical standards and parallel issues that play therapists face.

ASSIGNMENTS & GRADES

Assignments

Class attendance and participation: Class participation and individual assessment will comprise 10% of the final grade. This will be based upon: promptness, active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions), completion and scoring of assignments, professional interactions in class with classmates and professors, overall disposition, and fit to become a counselor.

All students are expected to attend class and be prepared for and participate in discussions. This course will be part lecture and part dialogue. It is expected that all students engage in respectful intellectual discourse throughout the semester. As noted under course policies, candidates cannot miss more than one class.

Play therapy skills cannot be learned through purely academic study. Students must participate actively in discussions, role plays, case study analyses, and other active learning methods in order to meet the objectives of the course.

Your participation grade includes your participation in Blackboard discussions and any other homework assignment. Missing a discussion in Blackboard is equivalent to missing class (and being late for a discussion corresponds to being late to class)—both will have the same negative impact in your grade. You can only miss one discussion in order to pass this class. Missing discussions or being late for them will impact your grade negatively.

Guidelines for discussions in Blackboard: Active participation in discussion board is very important! Active participation requires that you develop a substantive initial posting for each of the discussion topics. In addition, you should also respond to the postings of at least two of your fellow learners for each discussion question. These responses to other learners need to be *substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.*

Discussion postings instructions: You must adhere to the following:

- Each initial response to a discussion must be a minimum of 250 words, not including references and citations.
- Each initial response to a discussion must be a maximum of 450 words, not including references and citations.
- Please include the number of words you used in the last line of your posting.
- Each peer response must be written using a minimum of 100 words, not including any references and citations.

Assessments: Quizzes may be given at the beginning of class. Quizzes are timed and late students will only utilize the time that is left on it. Quizzes will cover materials from assigned readings, as well as videos and discussions. No make-up quizzes will be given. A final assessment will be given in the form of a final exam. The exam will consist of multiple choice, fill-in the blanks, and short and long answer items. Make-up tests will not be available.

Scrapbook Page: Create an 8 1/2 x 11-scrapbook page focusing on the class assigned to you. Be creative, visually appealing and fun. You may include what was most important and/or most touching and fun in the class and the material learned and reviewed.

Dibs Paper: Read the book Dibs in Search of Self by Virginia Axline and write a paper discussing:

- Reactions to specific events (at least 3) in the course of Dibs' treatment
- Reactions to the nondirective approach used by Axline
- How you might have proceeded with Dibs if you had been the therapist
- What information you feel would be helpful in future therapeutic work with Dibs.

The body of Dibs paper must be between 3-5 typed double-spaced pages. The title page, abstract, table of contents, and references are not included in this count. Remember that all your academic work is to follow APA 6th edition formatting and guidelines. You may use first person in this paper, but incorporating the tips noted below under *quality of writing*.

Make sure your assignment is well scholarly supported!! Use headings to divide your paper between a reflection area and an academic supporting area. Cite at least 3 peer reviewed scholar resources in your assignment. At least one of your peer-reviewed resources should be no more than 5 years old. Remember not to rely on direct quotes. Instead, use your own words to summarize what a specific author has said (and cite accordingly). Remember that APA formatting requires you to use font Times New Roman, 12 point.

Cite and reference your sources in proper APA style. Not formatting your assignment according to APA will cost you one letter grade. Format your file according to APA 6th Edition formatting: title page, abstract, table of contents, reference page.

Bibliotherapy Assignment: Choose two children's books (your childhood favorites, if you wish) and write a 1-2 page paper for each of them, describing:

- What the main topic/issue/purpose of the book is
- How the book might be used in a therapeutic setting
- What age group the book is appropriate for
- What activities or discussions might accompany the use of the book.
- Bring the book you chose to class.
- Be prepared to read in class and role-play therapeutic uses of each other's chosen books.

This work should be written in third person. As always, include a title page, abstract, and references. Remember that all your academic work is to follow APA 6th edition formatting and guidelines.

Child Meeting/Reaction Paper: Each student will be required to meet with a child between the ages of 2 and 13 during the course of the semester. The meeting should last about 30-45 minutes and should consist of the student facilitating and observing the play behaviors of the child. Students can choose either to provide toys or materials for the child to play with, or just watch the child play with his or her own toys. Students are responsible for finding their own subjects for this assignment. It is preferred that the child not be a relative, however, it is not a requirement. Ask around---everyone knows a kid somewhere!!! **Parental consent is required.** A form is provided for obtaining consent in the end of this syllabus.

Write a reaction paper describing your observations of the child's play behaviors and your own behaviors as a facilitator. This assignment may be written in first person.

The body of reaction paper must be 3 typed double-spaced pages. The title page, abstract and references are not included in this count, but must be presented. Remember that all your academic work is to follow APA 6th edition formatting and guidelines.

Note on Writing Quality: All written work is expected to be mechanically and grammatically correct (i.e. well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of writing as well as the content.

All assignments should show appropriate grammar, adhere to APA formatting, and be written in a scholarly manner. Please note that your assignments will be graded on APA formatting!


When you make reference to research material in your assignments, you must use appropriate source citations and references as found in the APA 6th Edition Publication Manual. Referencing the book and author at the end of a posting is not enough. We need to be able to decipher your thoughts from cited material.

In addition, it is important to write at a professional level. For instance, there is rarely reason to refer to yourself in a post. Instead of "This learner believes that person-centered counseling focuses on unconditional positive regard," simply state what you believe without referencing yourself. For example, "Person-centered counseling focuses on unconditional positive regard." This is much stronger and more professional than the first statement. We will be able to distinguish your thoughts from the thoughts of others because you will cite and then reference the thoughts of others so there is no reason to include yourself in any of your sentences. This also eliminates the need for the debate between using third person (this learner) or first person (I).

Extra Credit Opportunities: You may earn a few points of extra credit. All extra credits need to be turned in the class *before* last.

- a. Conference Attendance (you must submit a 2-page report including summary and reference to course material). Instructor must **first** approve conferences, which should be specifically related to the topic of play therapy.
- b. You may also do an additional in class activity on the topic of the day for extra credit. Instructor needs to be contacted at least one week ahead of presentation date for this opportunity.

Evaluation:

Class attendance and participation	50 pts	On-going
Quizzes	50	On going
Final Exam	150 pts	Aug 2
Scrapbook Page	50 pts	TBA
Dibs Paper	75 pts	July 17
Bibliotherapy Assignment	50 pts	July 26
Child Meeting/Reaction Paper	75 pts	July 12
Total Points	500 pts	

Grades: This course will be graded using an A to F-system as follows:

450 and above	A
400 - 449	B
350 - 399	C
349 and below	F

Note: Course Schedule and syllabus are subject to modification by instructor.

Course Schedule* is below
 *Subject to modification - Ch. (Chs)= Chapter(s)

DATE	TOPIC	READINGS
July 3	Child Centered Play Therapy/Landreth Course Overview and Introductions Garry Landreth History and Development of Play Therapy A View of Children (Video)	- Landreth: Ch. 1, 3, 4
July 5	Child Centered Play Therapy/Landreth The Meaning of Play Child Centered Play Therapy Research in Play Therapy (Role Play)	- Landreth: Ch. 2, 5, 17
July 10	Relationship Play Therapy/Moustakas The Play Therapist Beginning the Relationship Characteristics of Facilitative Responses (Video)	- Landreth: Ch. 6, 9, 10
July 12	Relationship Play Therapy/Moustakas The Playroom and Materials Therapeutic Limit Setting	- Due: Child Meeting/Reaction Paper - Landreth: Ch. 8, 11
July 17	Developmental Play Therapy/Brody Dibs Discussion Typical Problems in PT (Video)	- Due: Dibs Paper - Due: Axline Book - Landreth: Ch. 12
July 19	Developmental Play Therapy/Brody Touch in Play Therapy	- Brody: Introduction, Ch.1 - APT, <i>Paper on Touch</i>
July 24	Theraplay Issues in Play Therapy Parents as partners in PT <i>Dee Bostick</i> visiting 1:30PM	- Landreth: Ch. 7, 13 - The Theraplay Institute Handout
July 26	Theraplay Bibliotherapy Demonstration Children in Play Therapy Parents as partners in PT	- Due: Bibliotherapy Assignment - Landreth: Ch. 7, 14 - The Theraplay Institute Handout
July 31	Sandplay Determining Therapeutic Process and Termination Intensive and Short-term PT	- Landreth: Ch. 15, 16 - Kalff: Intro
Aug 2	FINAL ASSESSMENT	

Parental Consent for Play Observation

My name is _____, and I am enrolled in a course at North Carolina Central University focusing on the play behaviors of children. As a part of the course requirements I have requested to meet one time with your child _____ for approximately 30-45 minutes. During this meeting I will observe and facilitate specific play activities of your child, such as drawing and coloring, sculpting, and playing with miniature dolls or puppets. This play session may take place either with toys selected and provided by me, with your approval, or with the child's own toys. I do, however, request a few moments to select a few of the child's toys ahead of time in order to meet the criteria of the course assignment. It is likely that your presence will influence the behavior of your child and how your child plays, however, you are certainly welcome to observe this session. All of the information gathered from this session will be kept strictly confidential, as will your child's name and any other information you disclose. If you have any questions about the play session, this assignment, or the course in general, please contact Dr. Heloisa Portela at 919-530-6212 or email her at heloisa.portela@ncu.edu

Your signature below indicates your consent for your child's participation in the above session.

Signature of parent(s)

Date