



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

COUN 562 CHILD CENTERED PLAY THERAPY

Course Meetings: 9:15 – 12:45, Tuesdays & Thursdays , July 11 – August 10
Course Location: 501 Bailey Educational Complex

Instructors: Jeff L. Cochran & Nancy H. Cochran
Office Hours: We are gladly available by appointment and will often be able to make time to meet after class, especially with notice. You are also very welcome to email us with questions and comments.

Instructors Contact Info:
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Nancy H. Cochran – ncochran@utk.edu, cell phone (585) 415-6888.

CMHC & SC PROGRAM MISSION & OBJECTIVES

The mission of the Clinical Mental Health Counseling Program is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

The mission of the University of Tennessee Master of Science School Counseling program is to equip graduate students with the competencies to excel as prek-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.
SC Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

COURSE DESCRIPTION

3 CREDIT HOURS

This course focuses on preparing counselors and professionals in related fields to use child-centered play therapy (CCPT) as a powerful, effective method for helping children overcome a wide range of behavioral and emotional problems. We provide lecture, discussion, demonstrations, video examples, and mock play sessions to help students gain the necessary skills to build effective therapeutic relationships with children. The course also serves to enhance understanding of children, play, and therapeutic relationships for all ages.

CONTENT ADDRESSED

COURSE CONTENT ADDRESSED

Child Centered Play Therapy

STUDENT LEARNING OUTCOMES

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- Understand the history, theoretical background and context of play therapy.
- Understand the functions of play (i.e., biological, intrapersonal, interpersonal, and socio-cultural), the play therapy process, and why it is an appropriate mode for child client change and growth.
- Understand the application of the eight basic principles of CCPT as developed by Virginia Axline.
- Develop skills to create a therapeutic atmosphere with appropriate toys and art supplies to facilitate a child's growth and self-expression.
- Learn and practice the ability to establish rapport, engage and respond appropriately to the child during play in order to build a strong therapeutic relationship.
- Learn and practice how to facilitate the child's mastery of thoughts and feelings in order to help eliminate immature and symptomatic behaviors.
- Learn to practice effective limit setting during therapeutic play sessions to help a child build a sense of self-responsibility and self-efficacy, and keep play sessions safe.
- Identify the stages of CCPT, how to recognize indicators of completed therapy and evaluate for client progress.
- Learn effective ways to communicate to the child's parents, teachers, and other professionals the value of play therapy.
- Learn the appropriate time and method for ending the therapy sessions with a child, and ways to help the child transition, and use his or her progress made in therapy to build future positive relationships with siblings, peers, and adults.
- Understand and be able to explain how play therapy applies in school and agency settings, including the unique challenges of each setting.
- Understand and be able to explain standardized and individualized assessment methods regarding the effectiveness of play therapy.
- Be able to describe roles for play therapy within a comprehensive set of interventions at her or his intended setting.
- Be able to describe best practices for play therapists' roles on treatment or educational teams working together to benefit children who are or may receive services.
- Be prepared and provide examples of goals, treatment planning, case notes, and measuring progress with CCPT.
- Be able to describe the use of CCPT with special populations.

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ♦ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence

- ◆ **Openness** to idea, learning, change, giving and receiving feedback, others, and self-development
 - ◆ **Respect** to self and others, including honoring diversity, self-care, and wellness
 - ◆ **Integrity**, including personal responsibility, maturity, honesty, courage, and congruence
 - ◆ **Self-awareness**, including humility, self-reflection, and understanding of place in history
- CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

Lecture, discussion, demonstrations, video examples, and mock play sessions

REQUIRED TEXTS & MATERIALS

Cochran, N.H., Nordling, W.J., & Cochran, J.L. (2010). *Child-centered play therapy: A practical guide to developing therapeutic relationships with children*. Hoboken, NJ: Wiley.
 Current literature and additional readings as needed or as assigned

RECOMMENDED READINGS

Axline, V. (1947). *Play therapy*. Boston: Houghton-Mifflin.
 Axline, V. (1969). *Dibbs: In search of self*. New York: Ballantine Books.
 Boy, A.V., & Pine, G.J. (1995). *Child-centered counseling and psychotherapy*. Springfield, IL: Thomas.
 Cochran, J.L. & Cochran, N.H. (2015). *The heart of counseling (2nd ed): Counseling Skills through Therapeutic Relationships*. New York: Routledge.
 Landreth, G. (2012). *Play therapy: The art of the relationship (3rd ed.)*. New York: Routledge.
 Moustakas, C. (1959). *Psychotherapy with children*. New York: Harper & Row.
 Ortwein, M. C. (1997). *Mastering the Magic of Play*. Silver Spring, MD: Ideals (can be ordered through the National Institute for Relationship Enhancement, nire.org).

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment
Attendance and Participation
Reading and Reading Reactions
Mini-Research Presentation and Paper
Select 4-5 of the Activities at the ends of chapters to complete

1) Attendance and Participation throughout this course is essential to your learning and that of your peers. We teach skills in a progression that builds with each class. Missing a class will hinder your progression in the next class. Additionally, you will work with a partner to practice each skill set. Therefore, your miss will affect your partner as well.

2) Reading and Reading Reactions:

Please give yourself time to contemplate your readings for this class. You may miss a lot from this class (and from life), if you only allow yourself time to *speed-read*. The difference between speed-reading and contemplation may be clear in discussions and written reactions.

Be ready for reading discussions. This is a key time for you to check understandings, ask about concepts or skills you are struggling with, discuss your thoughts related to the subject, and find your voice in relation to play therapy. Come to the discussions ready to express your views, ask questions, and comment on others' questions.

Turn in a written reaction to readings on assigned dates. These reactions should include a *brief* summary of aspects of the readings that are most meaningful to you, with explanations of why. Focus your reactions more on the meanings you make of readings, than on summary. Please limit your written reactions to three pages, double spaced pages, in 12-point font, with normal margins.

Note that concise writing is required in the space allowed. Often when consulting with a caregiver in a child's life or administrator in your life, you may have only brief moments to state your point.

Therefore, the concise writing required for these reactions can help develop your skills for concise communication (selecting the most important comment to make and getting right to the point).

While you may practice expressing yourself on the topic by drafting your reading reactions in “streams of consciousness,” please edit the works you turn in. Edit to advance your thoughts on the topic and enhance the quality of the work you submit. While submitted reactions cannot be completely resolved of the issues you have explored (one can spend a lifetime studying the topic), please work through your thoughts such that what you submit represents your significant contemplation of the topic.

Note that readings are required ahead of almost every class. Text chapter readings are needed as preparation for the class meeting due date. We provide highly recommended article and other supplementary readings in Canvas. If you submit your written reactions to Canvas the afternoon or evening before class, it will help us preview for the readings discussion the following day. If occasionally you are still revising your written reaction the night before or morning of class (e.g., for readings between Tuesday & Thursday classes), we will understand. The due dates are the class periods.

Grading:

3 points = A – well-thought out and well-written reading reaction

2 points = B – sufficient, but not very well-thought out and well-written reading reaction

1 point = C – significant problems with reading reaction (e.g., incomplete, difficult to understand, not fitting assignment)

0 points = <C – very significant problems or incomplete.

3) Mini-Research Presentation and Paper:

Present a topic within or closely related to CCPT. Example areas of study include:

- use of CCPT with a particular population or in a particular setting
- exploration of a particular aspect of CCPT, such as different approaches to limits in CCPT (Moustakas, Landreth, Guernsey/Cochran/Nordling)
- possibilities for infusing CCPT skills in non-counseling relationships – teaching, consultation - or possibilities for applying the skills with adolescents/adults);
- a study of an issue in child-development, parenting, education or care of children in relation to CCPT
- a comparison of another counseling approach to CCPT.

Presentations will be informal sharing of interesting findings (e.g., speak from your seat, without AV beyond handouts). Our goal is to have a high quality, but low-pressure professional discussion of your interests and the places that your mini-literature review has led you. Strive to be well-thought out in your area of interest, having devoted considerable time in contemplating it.

Note that this assignment is not asking you to analyze research, which may be beyond our summer time frame or the preparation of some of our students taking the class. Rather, the assignment is asking each of you to bring a topic that you have put time and thought into researching and which interests you enough to share with others. Should you need help with understanding research, instructors or advanced students can help.

You may present with partner or alone. If presenting alone, present for 10 minutes before concluding with an opportunity for questions, comments and discussion. If presenting with a partner, presentation time can expand to 15 minutes. The advantage to presenting with partners can include sharing the labor and excitement, and some savings in class time and potential overlap. However, we also leave open the possibility for you to present alone, which has the advantage of allowing more independent use of time.

A few great scholarly articles or book references may be enough to support your presentation or you may need more to communicate useful meaning. The citation/reference requirement is “*enough* to have a quality presentation to share.”

Provide a two page handout (front-back of one piece of paper) to help your peers remember your ideas, follow your presentation, and find your references. Include annotated citations of major sources (i.e., identify them for your peers so that they become ready resources). Your documents to upload:

- Handout, with annotated resource list
- Brief paper illustrating your topic (4-5 pages in the body of the essay for an individual project, 6-8 for a partnered project). Use APA style, including section/sub-section headings, title and abstract that clarifies your content.

Topics are due for approval, including first 1-2 annotated references July 19 for response from instructors by July 21. You may suggest more than one topic. Instructors may suggest topic revisions or adjustments to enhance learning opportunities or avoid redundancy with peers. Once your topic is approved, you may still make adjustments or changes based on your search findings. In your topic proposal, also note who your partner is, if any. Presentations will be scheduled for August 1 through August 10.

Grading:

3 points = A – well-thought out, well-written, clear presentation, “enough” references

2 points = B – good, but less than great work in above criteria

1 point = C – significant problems with assignment

0 points = <C – incomplete or critical problems with assignment.

4) Select 4-5 of the Activities at the ends of chapters to complete. Report your experiences with the activities in writing. Describe what you did, how it went/how it worked, and what you learned.

Some of the activities are short papers. When that is the case, upload the paper along with this assignment. If the activity is a paper, you do not need to describe the “what & how” of that activity. The maximum length for a paper describing your work is three pages, double-spaced, 12-point font, and normal margins. Due August 10.

Grading: 2 points = A – complete and nicely done; 1 point = B – less than stellar work.

Attendance at each meeting is very important in this course, because:

- just as in play therapy, the learning is very “hands on”
- skills are practiced in most meetings with a partner
- the skills build upon each other
- we have fewer but longer meetings in summer than we would if offered during the school year

Please try not to have absences. Certainly, please try to have no more than one. Each absence beyond your first will result in a letter grade reduction (e.g., A to B, B to C).

Beyond attendance, grades are determined in the following manner:

- A = well-thought out and well-written reading reactions; stimulating presentation of topic of interest; professionally crafted essay on your topic of interest; report of activities engaged showing effort, thought and meaning made from experience.
- B = mixed reviews of your work, averaging to B
- C = poor review of your work, averaging to C
- <C = poor reviews of your work averaging to less than C

Additional Notes:

- ◆ Poor work in reading reactions will be noted early, such that each student has the opportunity to improve to a proficient or excellent and well-thought out set of reading reactions through the course
- ◆ If necessary, the essay on your topic of interest could be revised to reach proficiency or develop to the level of a professionally crafted essay on your topic of interest.
- ◆ If you appear to be struggling with assignments, your instructor will speak with you to help you remedy the difficulty you are encountering
- ◆ Especially because you have all chosen this course freely, we anticipate “A” work from all.



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please*

observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.

Interim Provost John Zomchick

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UNIVERSITY CIVILITY STATEMENT?

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“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”

<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

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ACADEMIC INTEGRITY?

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“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT?

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At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING?

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“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS?

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The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

INSTRUCTOR POLICIES

Student Responsibilities:

Timely Work: Be aware that the presentations and activities require advanced planning. So, please get started early in order to maximize your learning and that of your peers.

Informing Instructors: Contact us early if you have questions or concerns regarding assignments, attendance, or other aspects of your progress in this course

Guidelines for Written Work:

1. Always *proofread* carefully.
2. Graduate level writing is expected. Avoid rambling; be *clear and concise* in presenting your material or views.
3. Edit your work extensively before submitting.
4. Make sure your central message is articulated.
5. Do not just summarize texts/articles. Your writing should reflect your understanding, interpretation, and contemplation.
6. Avoid making unsupported claims – explain where your thoughts come from.
7. Avoid making statements in broad, general terms. Specify why and how when you make statements and assertions. Very few generalizations are always true. Very few assertions are self-evident without explanation and illustration.
8. Your writings for this class are required to be concise. Please use them as an exercise in saying meaningful things in minimal time. This is a useful experience for many workplace tasks. For example, after listening to a parent or administrator’s thoughts on a child issue, you may have only a moment of that person’s attention to explain what you most want her or him to understand. So, practice processing a lot of information, discerning the few most important things that you want to say, then conveying those things concisely.

Writing Center

The Writing Center, <http://writingcenter.utk.edu/>, offers assistance in preparing written materials for all classes. Tutors help students with tasks including revising drafts, identifying and correcting errors in grammar and syntax, and preparing outlines. Students must be actively involved in the tutoring sessions and be willing to learn to write better.

UTK Honor Statement and Pledge:

An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By registering for this course, you are responsible for upholding this pledge. The pledge reads, *As a student of the University, I pledge that I will neither give knowingly nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*

TENTATIVE COURSE CALENDAR

Tuesday July 11	Introductions, Syllabus Review, Underlying Concepts, Brief Demonstrations, Initial PT Experience, Questions
Thursday July 13	Readings: Chapters 1 (Intro), 2 (Context), 3 (Qualities); P’room Guidelines HO in Canvas; 12 Concepts pages from <i>Heart</i> in Canvas Lecture, Discussions, Demonstrations, Practice Activities Mock Session I: Confidentiality & Opening Statement, Tracking & Attending w/Empathy
Tuesday July 18	Readings: Chapters: 4 (Eight Principles), 5 (Setting), 6 (Tracking & Empathy), 7 (Creating Optimum Structure), and the 1 st part of 8 (Responding to Questions) Lecture, Discussions, Demonstrations, Practice Activities Mock Session II: Tracking & Empathy, Limit Setting/Structuring, Responding to Questions
7/19 due date	Presentation topics and partner arrangements due in Canvas
Thursday	Readings: Chapter 8 (Q’s, R’s, C’s), 9 (Role Play);

July 20	<p>Articles in Canvas, highly recommended for reading prior to 4th meeting:</p> <ul style="list-style-type: none"> • Violent play for nonviolent people • A place for Bobo <p>Lecture, Discussions, Demonstrations, Practice Activities Mock Session III: Limits, Commands, Role Play</p>
Tuesday July 25	<p>Readings: Chapter 10 (Stages); Article in BBd Course Materials, highly recommended for reading prior to 5th meeting:</p> <ul style="list-style-type: none"> • Outcomes and process through stages of child-centered play therapy for a boy with highly disruptive behavior driven by self-concept issues • Unconditional positive regard and limits: A case study in child-centered play therapy and therapist development <p>Lecture, Discussions, Demonstrations, Practice Activities Mock Session IV: Aggressive/Regressive Stage</p>
Thursday July 27	<p>Readings: Chapters 11 (Parents, Teachers, Principals) and 12 (Goals, TP's, & Evaluating Progress)</p> <p>Lecture, Discussions, Demonstrations, Practice Activities Mock Session V: Regressive/Aggressive Stage Play</p>
Tuesday August 1	<p>Student Presentations and Discussions</p>
Thursday August 3	<p>Student Presentations Class end by 11:15 this day.</p>
Tuesday August 8	<p>Readings: Chapters 13 (Filial Therapy), 14 (Capitalize on Gains) Articles in BBd Course Materials, highly recommended for reading prior to 9th meeting:</p> <ul style="list-style-type: none"> • Growing play therapy up; and Reaching the unreachable – the two are saved as a single pdf. • Empathic communication for conflict resolution among children <p>Student presentations and discussions Mock Session VI: Mastery Stage Play & Countdown</p>
Thursday Aug.10	<p>Readings: Chapters 15 (Reaching Diverse Clients), 16 (Legal & Ethical Issues & CCPT), 17 (Your Ongoing Development)</p> <p>Student presentations and discussions SAIS Course Evaluations Mock Session VII: Final Session Activity Reports due</p>