



**Advanced Play Therapy: COUN 5028  
Summer Semester  
Three Credit Hours**

**I. CONTACT INFORMATION**

**Instructor: Michelle Dobson, PhD, LPC, RPT**

**Phone number: (text preferred)**

**Email address: [dobson@ulm.edu](mailto:dobson@ulm.edu)**

**Office location: online Zoom**

**Office hours: As requested and individually scheduled.**

**Preferred mode of communication with instructor: Email/Text**

**Preferred mode of communication with other students: Email**

**Webpage link: [Canvas webpage](#)**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

**II. COURSE DESCRIPTION**

A study of the varied components of crisis counseling and how it differs from counseling; 100% online

**Class Policies and Procedures**

**Textbook(s) and Materials:**

**Required:**

Ray, D. C. (2011). *Advanced play therapy: Essential conditions, knowledge, and skills for child practice*. Routledge/Taylor & Francis Group.

ISBN 978-0415886048

**Recommended:**

Landreth, G. (2023). *Play therapy: The art of the relationship* (4th ed). Routledge.

ISBN 9781032186955

Syllabus and schedule are subject to change.

## **Additional Materials Provided by Instructor:**

*See Additional Resources section in each Module in Canvas*

## **Technology for the Class:**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

## **Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family

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emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that retroactive accommodation will be decided on a case-by-case basis.

### **III. COURSE PREREQUISITES**

#### **INTRODUCTION TO PLAY THERAPY**

### **IV. COURSE CONTENT AND OBJECTIVES**

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#### **Content Areas and Objectives**

**This course is designed to enable the student to:**

- Understand and explain the purpose of play in child development
  - Understand and explain the value of play over the lifespan
  - Define play therapy through the lens of various counseling theories
  - Demonstrate basic play therapy skills with a variety of client situations
  - Conceptualize the client problem and progress through play themes and patterns
  - Learn and demonstrate limit setting in the play therapy session
  - Learn and demonstrate how to handle aggression in and out of the session
  - Identify the challenges and benefits associated with group play therapy, play therapy in the school setting, play therapy in community based mental health
  - Understand how to include parents in the play therapy process
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### **V. COURSE TOPICS**

- Basic elements of play therapy and lifespan development
- Play Therapy and Counseling Theories
- Play Therapy themes for case conceptualization, documentation, interpretation
- Limit Setting within the session, rationale, training for parents and teachers
- Aggression in Play therapy: Counselor role compared to parent or teacher
- Role(s) of the parent in Play Therapy
- Alternative settings for Play Therapy

### **VI. INSTRUCTIONAL METHODS**

The primary methods of instruction for this course come from an asynchronous format that utilizes weekly recorded lectures and assigned readings. Students are required to engage in a discussion board through an asynchronous format. Asynchronously, students have the option to submit written posts and responses or create recorded video discussions in groups using Zoom. Synchronously, students can participate in a live discussion board weekly during the semester, where they can interact with the professor and other students over Zoom.

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## **VII. STUDENT PERFORMANCE EVALUATION: CRITERIA AND PROCEDURES**

### **1. CANVAS POSTS (280 points; 14 x 20)**

Each Module there will be 1-2 CANVAS post discussion questions. Initial posts are due by between day four and day six of each Module. A minimum of one response to another post is due for each discussion question by day nine of each Module.

There is NO minimum word requirement for the DQ posts or responses, **HOWEVER:**

*Points will be deducted if the post does not fully answer all aspects of the discussion question.*

*Points will be deducted if the response to another post does not further the discussion.*

*Both initial posts and responses need to be fully supported with scholarly sources.*

The point of the discussion posts is to foster a conversation between students. Each original post is worth 15 points, the responses are worth 5 points for a total of 20 points per discussion question.

Students have the option to record initial posts each week as a group discussion (2-4 students) using Zoom (must be a minimum of 20 minutes of discussion). This counts as both initial post and response to another post for all attendees. Each participant must post the video link in the discussion area for grading purposes.

*Note: There are Discussion Questions with “NOT Zoom Group Optional” listed.*

### **2. ASSIGNMENTS:**

**Assignment 1 – Imagine you are meeting with a parent to discuss starting play therapy with their child. The parents are uninformed about play therapy and have already stated they feel children play just for fun. Create a 3–5-minute video explaining to the parents the rationale and purpose of play in a child’s development along with an explanation of how children benefit from play therapy. - (75 pts)**

**Assignment 2 – Choose one nondirective and one directive play therapy modality/theory. Compare and contrast these two approaches. How would you explain the differences to a client and their parents? This assignment may be written (250 word minimum) Or it could be a 3-5 minute video OR it could be a 5-7 slide presentation. – (75 pts)**

**Assignment 3 – Limit setting demonstration. Record yourself having a mock session with a child (or adult role playing a child) where limits are set for safety as needed. Three overall limits must be set: one for child safety, one for**

**counselor safety, and one for playroom safety. Demonstrate proficiency in using ACT limit setting (75 pts)**

**Assignment 4 – Choose an alternative setting for play therapy (Group, School, Home, Community based) and describe all the factors the counselor must consider. Include ethical considerations, supplies, safety factors, and limits which might need to be set up before the sessions start (75 pts)**

**Assignment 5 – Create a child client scenario. Develop a case conceptualization of the child client. Include a detailed biopsychosocial assessment, a diagnosis, treatment plan, and three mock session progress notes. Discuss play themes, patterns, and potential interpretations based on the information gathered. This is a completely fictitious case scenario which could be based off one or more children you know. (100 pts)**

*Use APA Style and Formatting is required for all assignments.*

### **3. PROFESSIONAL IDENTITY DEVELOPMENT:**

#### **BONUS POINTS POTENTIAL:**

**Five bonus points available for each proof of webinars, conferences or additional trainings taken through the American Counseling Association website during the course timeframe which pertain to child and adolescent counseling (Maximum 30 points). Submit proof in “Bonus” section of the course.**

### **4. ADDITIONAL BONUS POINT POTENTIAL**

**Weekly optional Zoom discussions will be offered.** Attendance will count as one DQ + response (20 points). Time and date to be announced. Watch for announcement in course during the first Module.

**End of Course Summary and Reflection – Discuss the main concepts you are taking away from the course. Provide reflection on the course content, DQs, and Assignments. (20 pts)**

## **VIII. EVALUATION AND GRADE ASSIGNMENT**

*A total of 680 points are available for this course:*

280 Canvas posts and responses (280 points; 14x20)

400 Assignments (400 points; 8x50)

Grades will be assigned as follows:

A = 100-90% (612+ points)

B = 89 – 80% (544-611 points)

C = 79 –70% (476-543 points)

D = 69 – 60% (408-475 points)

F = 59-0% (0-407 points)

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## Calendar/Student Expectations & Outcomes

<b>MODULE Start and End dates</b>		<b>Assignments Due in Addition to Canvas Posts</b>
<b>Module 1: 5/28 – 6/10</b>	DQ 1.1, DQ 1.2, DQ 1.3	Assignment 1 <b>Due 6/7</b>
<b>Module 2: 6/11 – 6/24</b>	DQ 2.1, DQ 2.2, DQ 2.3, DQ 2.4	Assignment 2 <b>Due 6/21</b>
<b>Module 3: 6/25 – 7/8</b>	DQ 3.1, DQ 3.2, DQ 3.3, DQ 3.3	Assignment 3 <b>Due 7/5</b>
<b>Module 4: 7/9 – 7/23</b>	DQ 4.1, DQ 4.2, DQ 4.3	Assignment 4 <b>Due 7/12</b> Assignment 5 <b>Due 7/26</b>

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## IX. CLASS POLICIES AND PROCEDURES

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see [catalog.ulm.edu/index.php?catoid=24](http://catalog.ulm.edu/index.php?catoid=24)). Additional class policies include:

### A. Textbook(s) and Materials:

#### **Required:**

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View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

- B. Attendance Policy :** This is an online class so Canvas assignments are required weekly and students are required to check their ULM e-mails daily.
- C. Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)
- D. Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.
- E. Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to

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- the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.
- F. Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentsuccess/](http://www.ulm.edu/studentsuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).
- G. Emergency Procedures:** (N/A for online courses.)
- H. Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.
- Graded and emailing:** Instructor will have assignments graded within 7 days after the due date. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.
- Late Policy:** No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.
- Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.
- Information about ULM student services can be found via these links:**  
Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)  
Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)  
Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)  
Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)  
Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)  
Current college's policies on serving students with disabilities can be obtained on the ULM website: [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)
- If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:
- Voice phone: [318-342-5220](tel:318-342-5220)  
Fax: [318-342-5228](tel:318-342-5228)  
Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

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Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: [318-342-5220](tel:318-342-5220)

The Marriage & Family Therapy and Counseling Clinic: [318-342-5678](tel:318-342-5678)

Remember that all services are offered free to students, and all are strictly confidential.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

**Sexual Harassment or Gender-Based Discrimination:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)