EDCD 797 (001)
Advanced Topics in Education: Play Therapy

FALL 2004
Mondays, 7:20 – 10 PM
(August 30, September 13, September 20, September 27, & October 4 [last class meeting online])
Robinson A 208

ADJUNCT PROFESSOR: Simone F. Lambert, Ph.D., LPC, NCC
Office phone: 703-591-9600x102 or 571-276-5913
Office location: 9870-B Main Street, Fairfax, VA 22031
Office hours: By appointments. Students are encouraged to make individual appointments to clarify/discuss course content and assignments, or to receive assistance with skill development.
Email address: slambert@gmu.edu

COURSE DESCRIPTION:
From Course Catalog: Provides advanced study of selected topics in education for students. May be repeated for credit with the approval of the Graduate School of Education.
Play Therapy Specifically: This course will focus on combining developmentally appropriate play therapy techniques with counseling theories.

NATURE OF COURSE DELIVERY:
The course format includes lecture, didactic and online discussions, case analysis, role-plays, group activities, and student group presentations.

STUDENT OUTCOMES:
This course is designed to enable students to: gain skills necessary to use play therapy strategies and theories appropriately given such issues as the child’s presenting issue, cultural background, and setting.

PROFESSIONAL STANDARDS: This course is not a required course for CACREP or NCATE standards, yet it can assist students in further defining their specialty area and be used as an elective.

REQUIRED TEXT:
RECOMMENDED TEXTS:


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements

**Assignment 1 (50%) Participation/Attendance in Class/Readings:** Classroom participation is a vital part of this course. Due to the limited time frame, class attendance is indispensable. Therefore it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. *In lieu of class on October 4, the class will participate in a discussion on Blackboard by answering questions posed by the instructor regarding two articles.* Grades for this portion will be assigned due to the quality of participation. If students miss more than 1 class without an acceptable reason (e.g., family emergency, illness with a doctor’s certificate) it will affect the participation/attendance grade. If students miss 2 or more classes without acceptable reasons students will not receive a passing grade for the course. If there is a scheduling conflict that interferes with attendance during any portion of the class students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

B. Performance-Based Assessment

**Assignment 2 (50%) Group Presentations:** Students will divide into groups and present a brief (30 minute) presentation and role-play demonstrating the effectiveness of a play therapy technique with a certain therapeutic issue. A brief handout will be provided to the class highlighting (1) key issues of the clinical population, (2) therapeutic approach, (3) the play therapy technique employed, and (4) references in APA format (*no more than 1 page for each element*).

C. Criteria for evaluation

**Grading Policy:** Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Presentations receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow current APA guidelines and/or exceed the page limit. See Assessment Rubric for presentation at the end of syllabus.

D. Grading Scale

A=100-97; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 70
**PROPOSED CLASS SCHEDULE**

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<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>8/30/04</td>
<td>Introduction to Play Therapy, History and related professional issues of play therapy, and theories associated with play therapy</td>
<td>For class: Chapters 1-3 &amp; 14 For blackboard discussion: <em>(Ryan, Gomory, &amp; Lacasse, 2002)</em> and <em>(Kennedy, 2004).</em></td>
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<tr>
<td>9/13/04</td>
<td>Basic Play therapy Counseling Skills; Adapting Popular Games for Therapeutic Use</td>
<td>Read: Chapters 4-7</td>
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<tr>
<td>9/20/04</td>
<td>Basic Play Therapy Counseling Skills (continued); Working with Culturally Diverse Children</td>
<td>Read: Chapters 8-11 Presentations</td>
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<tr>
<td>9/27/04</td>
<td>Advanced Play Therapy Counseling Skills; Using Play Therapy with Groups &amp; Families; Special Topics (i.e., Play Therapy with Bereaved Children, Children in Crisis, Abused Children)</td>
<td>Read: Chapters 12 &amp; 13 Presentations; Class Evaluations</td>
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<td>10/4/04</td>
<td>NO CLASS TONIGHT: Blackboard discussion held 8/30 to 9/12/04 in lieu of class</td>
<td>Read two articles and answer discussion questions on blackboard</td>
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**Content of the course is subject to change based on the unique characteristics of the class and course content.**

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
**ASSESSMENT RUBRIC(S)**

EDCD 797: Play Therapy

Group Presentation rubric

Name: ___________________________
Date: ____________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>No Evidence (Limited evidence)</th>
<th>Beginning (Clear evidence)</th>
<th>Developing (Clear, convincing, substantial evidence)</th>
<th>Accomplished</th>
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<tr>
<td>Brief presentation summarizing (1) key issues of the clinical population, (2) therapeutic approach, (3) the play therapy technique employed</td>
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<tr>
<td>Brief role-play demonstrating the effectiveness of a play therapy technique with a certain therapeutic issue</td>
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<td>No more than 4 page handout highlighting information provided in presentation and references in APA format</td>
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**Total Score:**

(Grade Equivalent: 12 points = 100; 11 points = 92; 10 points = 83; 9 points = 75, etc.)

Comments:

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