

# EDC 245: ADVANCED PLAY THERAPY

## In Workflow

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## Approval Path

1. Tue, 21 Feb 2023 19:44:53 GMT  
Sarah Jouganatos (sarah.jouganatos): Rollback to Initiator
2. Fri, 25 Aug 2023 16:20:37 GMT  
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
3. Thu, 14 Sep 2023 23:41:38 GMT  
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
4. Sun, 17 Sep 2023 22:02:14 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean

## New Course Proposal

Date Submitted: Fri, 04 Aug 2023 22:36:52 GMT

**Viewing: EDC 245 : Advanced Play Therapy**

**Last edit: Sun, 17 Sep 2023 22:02:07 GMT**

Changes proposed by: Elisabeth Liles-Lourick (212464370)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Elisabeth Liles-Lourick	eliles@csus.edu	916-278-6173

**Catalog Title:**

Advanced Play Therapy

**Class Schedule Title:**

Advanced Play Therapy

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Graduate Professional Studies in Education

**Will this course be offered through the College of Continuing Education (CCE)?**

Yes

**Please specify:**

CCE and Stateside

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

EDC - Education - Counselor Education

**Catalog Number: (course number)**

245

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

EDC 245 is being proposed as a required course within the Certificate in Play Therapy, which will allow students to earn additional coursework toward the RPT and SB-RPT credentials. Students who elect to take this course will graduate with 67.5 of the required 150 hours of play therapy specific instruction required for the RPT and SB-RPT. The cohort sequence within the M.S. Counseling program allows for students to add the Certificate in Play Therapy to their program of study without increasing their tuition or time to degree. There are no other play therapy training programs in the area, and so students who take EDC 245 toward becoming an RPT or SB-RPT will help fill a needed gap in our community. Therefore, the course will also be offered through CCE to community members who want to become eligible for the RPT and SB-RPT credentials.

EDC 245 satisfies the RPT and SB-RPT requirement of studying more than one of ten historically significant play therapy theories and practicing associated skills and techniques. It also addresses the RPT and SB-RPT requirement for coursework in play therapy cultural and social diversity topics.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

EDC 245 is a 3-unit seminar course designed for the advanced study of play therapy and builds upon material taught in EDC 242. Students will have the opportunity to expand on their basic play therapy skills through actual play therapy experiences with children, and receive both instructor and peer feedback. Students will study the application of play therapy theories with diverse populations, as well as additional advanced topics, including trauma and play therapy and play therapy across the lifespan.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

EDC 242

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Seminar

**Seminar Classification**

CS#05 - Seminar (K-factor=1 WTU per unit)

**Seminar Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	Students will analyze the theoretical tenets and compare and contrast the characteristics of alternative influential and historically significant play therapy theories, including Adlerian play therapy, child-centered play therapy, cognitive-behavioral play therapy, and gestalt play therapy.	Play Therapy Case Conceptualization and Treatment Plan, Final Exam
2	Students will demonstrate advanced counseling skills used in play therapy to facilitate helping relationships with children and reach treatment goals and counseling outcomes.	Advanced Play Therapy Session Critiques, Micro-Practicum Experiences and Reflections
3	Students will apply relevant ACA ethical principles, legal considerations, advanced developmental understanding, and multicultural approaches in and outside of the playroom.	Micro-Practicum Experiences and Reflections, Play Therapy Case Conceptualization and Treatment Plan, Final Exam
4	Students will examine the evolving body of qualitative and quantitative play therapy research and develop a general treatment plan with respect to a specific client population.	Annotated Bibliography, Play Therapy Case Conceptualization and Treatment Plan
5	Students will construct a tote-bag play room, identifying and demonstrating the use of developmentally appropriate play therapy materials (including sand tray, puppets, bibliotherapy, creative arts materials, etc.) that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment in various settings, including schools, child advocacy centers, community mental health clinics, hospitals, and crisis response settings.	Advanced Play Therapy Session Critiques, Micro-Practicum Experiences and Reflections

6	Students will differentiate the stages within the play therapy process from intake to termination.	Play Therapy Case Conceptualization and Treatment Plan, Final Exam
7	Students will evaluate and integrate issues of diversity and their influence on the play therapy process, including choice of play materials and the therapist-client relationship.	Annotated Bibliography, Advanced Play Therapy Session Critiques, Micro-Practicum Experiences and Reflections, Play Therapy Case Conceptualization and Treatment Plan, Final Exam
8	Students will conceptualize a client's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical play therapy framework.	Play Therapy Case Conceptualization and Treatment Plan
9	Students will analyze the impact of trauma on the developing brain and how play therapy can best be used in cases of trauma.	Annotated Bibliography, Play Therapy Case Conceptualization and Treatment Plan, Final Exam
10	Students will compare and contrast various supervision models that may be adapted for play therapy training, education, and supervision; demonstrate supervised supervision skills in play therapy during micro-practicum experiences; and identify the minimal training and supervision guidelines and play therapy best practices outlined by the Association for Play Therapy.	Micro-Practicum Experiences and Reflections, Final Exam
11	Students will demonstrate active involvement in their learning process and have opportunities to engage in a deep level of self-reflection with a focus on how internal experiences and personal and professional value systems interact with one's way of being in the play therapy process.	Annotated Bibliography, Advanced Play Therapy Session Critiques, Micro-Practicum Experiences and Reflections

**Attach a list of the required/recommended course readings and activities:**

EDC 245 Course Readings and Activities.docx

**For whom is this course being developed?**

Majors in the Dept

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:**

**Programs:**

Certificate in Play Therapy

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**University Learning Goals**

**Graduate (Masters) Learning Goals:**

- Disciplinary knowledge
- Communication
- Critical thinking/analysis
- Information literacy
- Professionalism
- Intercultural/Global perspectives

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**Is this a Graduate Writing Intensive (GWI) course?**

No

**Reviewer Comments:**

**Sarah Jouganatos (sarah.jouganatos) (Tue, 21 Feb 2023 19:44:53 GMT):** Rollback: Send with other Form As

Key: 14880