



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: Introduction to Play Therapy
Course Number: CNS 6015
Course Date: Fall 2022
Course Meeting Times: Wednesdays, 5:15 PM – 7:15 PM; plus 30 minutes of asynchronous time each week.
Course Location: Sharon Latchaw Hirsh Community Center, 202
Course Designation: Level 3 Elective
Semester Hours: 3
Prerequisites: CNS 5999, CNS 6010, and CNS 6082
Limitation on Enrollment: 20

Instructor: Kathy D. Richardson, Ph.D., LPC, NCC, RPT-S
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Office Hours: Mondays and Wednesdays 12 – 5; online by appointment

Course Description: In this course, students will learn the basic principles of play therapy, the most developmentally appropriate intervention for young children. The major theories of play therapy and the utilization of play to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Compare and contrast essential people, theorists and organizations that shaped the history of the profession of play therapy.
2. Differentiate between the developmental stages of children and understand the importance of play and its impact on children's cognitive, social-emotional, overall mental health, and physical growth.
3. Compare and contrast the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.).
4. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling playroom for the purposes of both assessment and treatment.
5. Conceptualize a client's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical framework.
6. Demonstrate an understanding of the role of the play therapist and play therapy in the context of the client's comprehensive ecological and systemic world which includes considerations for family, school, community, social groups, diversity factors, strengths and risk factors, and mental health/psychiatric factors.
7. Identify and differentiate the stages within the play therapy process from intake to termination.
8. Examine and discuss key elements in a play therapy relationship.

9. Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.
10. Evaluate personal and professional relational style and the impact of relational style on the unfolding relationship with the client. This will include issues of transference and counter-transference
11. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch. (visit A4PT.org for recent *Paper on Touch and Play Therapy Best Practices*.)
12. Identify and recognize the evolving body of qualitative and quantitative play therapy research.
13. Consider and integrate issues of diversity and their impact on the play therapy process, from choice of materials to the relationship with the client.
14. Identify the minimal training/supervision guidelines and play therapy best practices promulgated by the Association for Play Therapy.

II. Course Content

- A. The counseling process and the role of the Play Therapist
 1. Definition and rationale of Play Therapy
 - a. Therapeutic relationship
 - b. History and Development of Play Therapy
 2. Counselor/Client relationship
 - a. The Role of Play Therapists
 - b. Playroom Materials
 3. Child Centered Play Therapy (CCPT)
 - a. Objectives
 - b. Skills
- B. Values and ethical practices of the Play Therapist
 1. Values
 - a. Respect for other people's values
 - b. When families and counselors have different values

2. Ethical practices
 - a. Voluntary Play Therapy Guidelines
 - b. Informed consent
 - c. APT Paper on Touch
 - d. Ethical scenarios
- C. Stages of counseling
 1. The initiation/exploration phase
 - a. Therapeutic alliance building
 - b. Play assessment
 - c. Verbal and non-verbal techniques to build a trusting rapport
 - d. Treatment planning
 - e. Parents as partners
 2. Aggression/Resistance
 - a. Gaining insight
 - b. Working with resistance
 - c. Therapeutic Limit Setting
 - d. Interpretation
 3. Action stage
 - a. Formula for change
 - b. Termination
- D. Theoretical approaches: Directive versus non-directive play
 - a. Child Centered Play Therapy
 - b. Adlerian Play Therapy
 - c. Attachment Theory and Theraplay
 - d. Cognitive Behavioral Play Therapy
 - e. Ecosystemic Play Therapy
 - f. Gestalt Play Therapy
 - g. Jungian Analytical Play Therapy
 - h. Parent-Child Interactive Therapy (PCIT)
 - i. Psychoanalytic Play Therapy

III. Methods of Instruction

- A. Lecture and classroom discussion

- B. Assigned readings
- C. Role-plays and observation
- D. Experiential Activities
- E. Audio-visual presentations
- F. Case studies

IV. Methods of Assessment

Assessment	Points	Week Due:
A.) Synchronous Class Participation	10-Points	Weekly
B.) Asynchronous Class Participation: Quizzes and Discussion Boards	15-Points	Weeks 3 – 6; Weeks 8 - 10
C.) Play Therapy Skills Videos, Session Notes, and Self-Reflection	15-Points each, 30 total	Week 7 – Video #1 Week 11 – Video #2
E.) Final Examination	20-Points	Week 14
F.) Final Paper	25-Points	Week 13
Total	100-Points	

A. Synchronous Class Participation:

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor.

Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.

- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

Student Learning Outcomes: A-G

Total Points: 10-Points

B. Asynchronous Class Participation: Quizzes and Discussion Boards:

For weeks 3 – 6, and 8 – 10, 5-Questions will be posed prior to the start of each class session. Each student will respond to all questions as a means to determine whether students are reviewing the assigned readings and comprehending the material. In addition, for those same weeks, discussion boards will be posted in Canvas related to the week's reading, class discussions, and activities. Students will post their responses into the corresponding week's discussion post on Canvas.

Total Points: = 15-Points

Student Learning Outcomes: A - F

C. Play Therapy Skills Videos, Session Notes, and Self-Reflection: Students are expected to arrange two 30-minute play sessions with a 3 – 8-year-old child, other than your own. You are expected to videotape the sessions. In the first session, students will utilize non-directive play therapy skills, while in the second video students will utilize directive play therapy skills. After each video, students are to write a three-to-four-page paper critiquing your experiences. Students will include:

1. Child's age and setting
2. A progress note and treatment goal
3. Your feelings (that you experienced during the session)
4. The child's play choices/activities
5. Play themes
6. Returning responsibility to the child (provide specific examples)
7. Areas that you would like to improve
8. Theoretical orientation/intervention used

Student Learning Outcomes: A-G

Total Points: 15-Points each, 30 points total

- C. **Final Examination:** A cumulative final exam with a mix of multiple choice and short answer format will be given at the end of the semester.

Student Learning Outcomes: A-G

Total Points: 20-Points

- D. **Final Paper:** A final paper will be due on the second to last night of class. Students will write a 5 – 6 page paper in APA format (no need for a title page or abstract) with at least 5 current scholarly resources to compare and contrast Child Centered Play Therapy with one other theoretical approach to play therapy or the expressive arts. Students are expected to compare and contrast CCPT and the other chosen approach in the following ways:

1. A description of both CCPT and the other approach.
2. A view of child/personality development through the lens of CCPT and the other chosen approach.
3. The role of the therapeutic relationship in CCPT and the other approach.
4. Two to three interventions specific to each of the models.
5. Ethical/Multicultural considerations.
6. Your brief personal reactions to the paradigms and which one you would be more likely to utilize and why (this last section can be written in 1st person).

Student Learning Outcomes: A - G

Total Points: 25-Points

V. Final Grade Scale

Note: All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher.** If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible to become familiar with and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted, unless prior arrangements are made with the instructor. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or receive text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2022 - 2023 Graduate Academic Calendar:

<https://www.rosemont.edu/academics/registrar/2022-2023-academic-calendar.pdf>

VI. Required Text:

- Axline, V. (1964). *Dibs, in search of self*. New York: Ballantine.
- Landreth, G. (2012). *Play therapy: The art of the relationship* (3rd ed.). NY: Brunner-Routledge.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 08/31/2022	Definition of Play Therapy Rationale for Play Therapy Development of Children and Children's Play	Landreth: Chapters 1, 2, and 4
Week 2: 09/07/2022	History and Development of Play Therapy Legal and Ethical Issues in Play Therapy	Landreth: Chapter 3 Axline: Introduction, Prologue, Chapters 1 and 2 APT Paper on Touch and Play Therapy Best Practices
Week 3: 09/14/2022	Child Centered Play Therapy and Objectives Adlerian Play Therapy	Landreth: Chapter 5 Axline: Chapters 3 and 4 Adlerian Play Therapy reading Discussion Board Quiz
Week 4: 09/21/2022	Role of Play Therapists Playroom and Materials Attachment Theory and Theraplay	Landreth: Chapters 6 & 8 Axline: Chapters 5 and 6 Attachment Theory and Theraplay Reading Discussion Board Quiz
Week 5: 09/28/2022	Child Centered Play Therapy Skills Parent Child Interactive Therapy Guest Speaker: John Williams, Devereux Behavioral Health	Landreth: Chapters 9 & 10 Axline: Chapters 7 and 8 Parent-Child Interactive Therapy reading Discussion Board Quiz
Week 6: 10/05/2022	Therapeutic Limit Setting Cognitive Behavioral Play Therapy	Landreth: Chapter 11 Axline: Chapters 9 and 10 CBT Play Therapy Reading

		Discussion Board Quiz
Week 7: 10/12/2022	Resolving Challenges in the play room Parent/Guardians as partners in play therapy Ecosystemic Play Therapy	Landreth: Chapters 7 & 12 Axline: Chapters 11 and 12 Ecosystemic Play Therapy Reading Student Videos #1 are due
10/19/22	Fall Break	
Week 8: 10/26/2022	Documentation of Play Therapy Sessions Gestalt Play Therapy	Landreth: Chapter 13 Axline: Chapters 13 and 14 Gestalt Play Therapy reading Discussion Board Quiz
Week 9: 11/02/2022	Play Therapy credential criteria Jungian Analytical Play Therapy	Landreth: Chapter 14 Axline: Chapters 15 and 16 Jungian Analytical Play Therapy reading Discussion Board Quiz
Week 10: 11/09/2022	Play Therapy stages and termination Psychoanalytic Play Therapy	Landreth: Chapter 15 Axline: Chapters 17 and 18 Psychoanalytic Play Therapy reading Discussion Board Quiz
Week 11: 11/16/2022	Intensive and Short-Term Play Therapy	Landreth: Chapter 16 Axline: Chapters 19 and 20 Student Videos #2 Due
Week 12: 11/23/2022	Thanksgiving Week: Asynchronous Class Issues of Diversity and Disability in Play Therapy	Asynchronous Assignments Axline: Chapters 21 and 22
Week 13: 11/30/2022	Research in Play Therapy	Landreth: Chapter 17 Axline: Chapters 23, 24, and Epilogue Final Paper Submission
Week 14: 12/07/2022	Consultation on exam and paper	Final Examination

VIII. Bibliography

A. Print Resources

- American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Axline, V. (1947). *Play therapy*. Cambridge, MA: Houghton-Mifflin.
- Axline, V. (1964). *Dibs, in search of self*. New York: Ballantine.
- Association for Play Therapy, Inc. Sample Syllabus – Page 2
- Carmichael, K. D. (2006). *Play therapy: An introduction*. Upper Saddle River, NJ: Pearson Education, Inc.
- Crenshaw, D. A., & Stewart, A. L. (2016). *Play therapy: A comprehensive guide to theory and practice*. New York: The Guilford Press.
- Drewes, A. A., & Schaefer, C. E. (Eds.). (2010). *School-based play therapy* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Giordano, M., Landreth, G. & Jones, L. (2005). *A practical handbook for building the play therapy relationship*. Lanham, MD: Rowman & Littlefield Publishers.
- Goodyear-Brown, P. (2010). *Play therapy with traumatized children: A prescriptive approach*. Hoboken, NJ: Wiley.
- Kottman, T. (2001). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association.
- Kottman, T. (2016). *Partners in play: An Adlerian approach to play therapy* (3rd ed.). Alexandria, VA: American Counseling Association.
- Landreth, G. (2002). *Play therapy: The art of the relationship* (2nd ed.). NY: Brunner-Routledge.
- Marks-Tarlow, T., Solomon, M., & Siegel, D. (Eds.) (2018) *Play & Creativity in Psychotherapy*. New York: Norton & Company.
- McGuire, D. & McGuire, D. (2001). *Linking parents to play therapy*. New York: Rutledge.
- Moustakas, C.E. (1959). *Psychotherapy with children*. New York: Harper and Row.
- O'Connor, K. (2000). *The play therapy primer*. NY: John Wiley & Sons. • O'Connor, K.J. & Braverman, L.D. (Eds.) (2009).

O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2015). Handbook of play therapy (2nd ed.). New York: John Wiley & Sons.

Play therapy theory and practice: Comparing theories and techniques. Hoboken, NJ: John Wiley & Sons.

Ray, D. (2011). Advanced play therapy: Essential conditions, knowledge, and skills for child practice. New York. Routledge.

Schaefer, C. (Ed.) (2003). Foundations of play therapy. NY: John Wiley & Sons.

Schaefer, C. (1993). The therapeutic powers of play. Northvale, NJ: Jason Aronson.

Schaefer, C. L., & Carey, L. (1994). Family play therapy. Lanham, MD: The Rowman & Littlefield Publishing Group, Inc.

Schaefer, C. & O'Connor, K. (1983). Handbook of play therapy. NY: John Wiley & Sons

Sweeney, D. S., & Homeyer, L. E. (Eds.). (1999). Group play therapy: how to do it, how it works, whom it's best for. San Francisco, CA: Jossey-Bass Inc.

Sweeney, D. S., Baggerly, J. N., & Ray, D. C. (2014). Group play therapy: A dynamic approach. New York: Rutledge.

B. Non-Print Resources

American Counseling Association (ACA): <http://www.counseling.org>

American School Counselor Association: <https://www.schoolcounselor.org/>

Association for Play Therapy (APT): <https://www.a4pt.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP): www.cacrep.org

National Board of Certified Counselors (NBCC): www.nbcc.org

Therapeutic Approaches Overview and Videos: <https://www.psychotherapy.net/>

IX. CACREP Standards-Assessment-Student Learning Outcomes Crosswalk

2016 CACREP Standard	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas (1a. Professional Counseling Orientation and Ethical Practice).	Asynchronous Class Participation, Final Exam	(A) (C)

Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice)	Asynchronous Class, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam, & Final Paper	(E)
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and Ethical Practice) .	Final Paper, Final Exam	(A) (E) (G)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and Ethical Practice) .	Final Exam	(A) (G)
The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and Ethical Practice) .	Asynchronous Class Time, Final Paper, Final Exam	(A) (E) (G)
Ethical standards of professional counseling organization and credentialing bodies and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice) .	Asynchronous Class Time, Final, Paper, Final Exam	(G)
Technology's impact on the counseling profession (1j. Professional Counseling Orientation and Ethical Practice) .	Synchronous Class Time, Asynchronous Class Time, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam	(G)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice) .	Asynchronous Class Time, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper	(C) (F) (G)
Self-care strategies appropriate to the counselor role (1l. Professional	Asynchronous Class Time, Play Therapy Skills Videos, Session Notes,	(G)

Counseling Orientation and Ethical Practice).	and Self-Reflection, Synchronous Class Participation, Final Exam	
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity).	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper	(B) (D)
The impact of heritage, attitudes, beliefs, understandings and acculturative experiences on an individual's view of others (2d Social and Cultural Diversity)	Play Therapy Skills Videos, Session Notes, and Self-Reflection, Synchronous Participation	(B) (D)
The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity)	Asynchronous Class Participation, Synchronous Participation, Final Paper	(B) (D) (G)
Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper, Final Exam	(B) (D) (E)
The impact of spiritual beliefs on clients' and counselors' worldviews (2g. Social and Cultural Diversity)	Asynchronous Class Time, Synchronous Participation, Final Paper	(B) (D)
Theories of individual and family development across the lifespan (3a. Human Growth and Development)	Asynchronous Class, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam, & Final Paper	(A)(B)(F)
Theories of Learning (3b. Human Growth and Development)	Asynchronous Class Participation, Synchronous Participation, Final Paper, Final Exam	(A)(C)
Theories of normal and abnormal personality development (3c. Human Growth and Development)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-	(A)(C)(E)

	Reflection, Final Paper, Final Exam	
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (3e. Human Growth and Development)	Asynchronous Class Participation, Synchronous Participation, Final Paper, Final Exam	(A)(D)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper, Final Exam	(A)(B)(D)(E)(F)
Effects of crises, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development)	Asynchronous Class Participation, Synchronous Participation, Final Paper, Final Exam	(A)(D)
A general framework for understanding differing abilities and strategies for differentiated interventions (3h. Human Growth and Development).	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper, Final Exam	(A) (D) (E)
Ethically and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Asynchronous Class Participation, Synchronous Participation, Final Paper, Final Exam	(B)(C)(E)(G)
Theories and models of counseling (5a. Counseling and Helping Relationships).	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam, & Final Paper	(C)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, & Final Paper	(D)

Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5d. Counseling and Helping Relationships)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper, Final Exam	(B) (F) (G)
The impact of technology on the counseling process (5e. Counseling and Helping Relationships)	Synchronous Class Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam	(F) (G)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships)	Asynchronous Class Participation, Synchronous Class Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper	(B) (E) (G)
Essential interviewing, counseling, and case conceptualization skills (5g. Counseling and Helping Relationships)	Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper, Final Exam	(D) (F)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper, & Final Exam	(D) (F) (G)
Evidence-based counseling strategies and techniques for prevention and intervention (5j. Counseling and Helping Relationships)	Asynchronous Class, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam, & Final Paper	(D) (E) (F) (G)
Processes for aiding students in developing a personal model of counseling (5n. Counseling and Helping Relationships)	Asynchronous Class Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper	(C)

Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing.)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, & Case Final Exam	(A) (E) (F)
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Section 5: Entry-Level Specialty Areas	Assessment	Student Learning Outcome
Clinical Mental Health Counseling		
Foundations		
Theories and models related to clinical mental health counseling (C. 1. Foundations b.)	Asynchronous Class, Synchronous Participation, Final Exam, & Final Paper	(C)
Contextual Dimensions		
D. Diagnostic process, including differential diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classifications of Diseases (ICD)	Asynchronous Class, Synchronous Participation, Final Exam, & Final Paper	(A)(H)
Legal and Ethical considerations specific to mental health counseling	Asynchronous Class, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Exam, & Final Paper	(B)(E)
Cultural factors relevant to clinical mental health counseling (C. 2. Contextual Dimensions j.)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection	(B) (G)
Practice		
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological	Asynchronous Class, Synchronous Participation, Play Therapy Skills	(E)(H)

assessment for treatment planning and caseload management	Videos, Session Notes, and Self-Reflection, Final Exam, & Final Paper	
Techniques and interventions for prevention and treatment of a broad range of mental health issues (C. 3. Practice b.)	Asynchronous Class Participation, Synchronous Participation, Play Therapy Skills Videos, Session Notes, and Self-Reflection,	(C) (D) (E) (F)

Section 5: Entry-Level Specialty Areas School Counseling	Assessment	Student Learning Outcome
1. Foundations		
E. Assessments specific to P-12 education	Asynchronous Class, Synchronous Participation, Final Exam, & Final Paper	(A) (D) (E) (F) (G)
2. Contextual Dimensions		
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Asynchronous Class, Synchronous Participation, Final Exam, & Final Paper	(A) (B) (D) (E)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse is present.	Asynchronous Class, Synchronous Participation, & Final Paper	(A)(B)(D)(E)
3. Practice		
E. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement	Asynchronous Class, Synchronous Participation, & Play Therapy Skills Videos, Session Notes, and Self-Reflection, Final Paper	(A)(C)(E)(G)(H)
Techniques of personal/social counseling in school settings (G. 3. Practice f.)	Synchronous Participation, Final Exam, & Final Paper	(C) (D) (G)

