

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS

COURSE NUMBER: 748

CREDIT HOURS: 3

I. TITLE: Expressive Activities Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course is designed as an exploration of play and activity counseling theories and interventions applicable to counselors working with a variety of client concerns in school and community counseling settings. This course emphasizes the development of play and activity counseling skills through didactic and experimental activities.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. understand the history and philosophy of play therapy and expressive arts counseling (Section II: G.1.a.);
- B. appreciate and respect a variety of client worldviews and beliefs (Section II: G.2.a., G.2.d.);
- C. value the client's ability for self-directed growth within a facilitative counseling relationship (Section II: G.3.h.; Section III School: A6);
- D. identify the ethical issues and professional roles and functions of Expressive Arts/Play Therapists (Section II: G.1.b., G.1.f., G.1.g., G.1.j.; Section III CMHC: C9);
- E. demonstrate understanding of theoretical, developmental processes, multicultural/diversity, clinical applications, and psychological mechanisms for work with younger clients (Section II: G.3.a.; Section III CMHC: A5);
- F. demonstrate effective use and implementation of basic play, expressive, and creative counseling skills (Section II: G.5.c.); and
- G. identify and implement basic play, expressive, and creative counseling techniques from various counseling theories and demonstrate an understanding of individual and group play, expressive, and creative interventions for counseling with adolescents and adults (Section II: G.5.c., G.5.d.; Section III CMHC: A5).

Diversity Statement

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2014 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

- A. Play Therapy
- B. Group Play Therapy
- C. Sand Tray Therapy
- D. Art Therapy
- E. Bibliotherapy
- F. Poetry Therapy
- G. Therapeutic Storytelling
- H. Dance and Movement
- I. Psychodrama
- J. Photo Therapy
- K. Music Therapy

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture
- B. Discussion
- C. In-Class Exercises
- D. Reading Assignments
- E. Writing Assignments
- F. Student Presentations
- G. Experiential Activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXTS AND RESOURCES:

A. Required Text:

Gladding, S. (2011). *Creativity as an art: The creative arts in counseling* (4th ed.). Alexandria, VA: American Counseling Association.

Kottman, T. (2011). *Play therapy: Basics and beyond* (2nd ed.). Alexandria, VA: American Counseling Association.

B. Other Required Selections:

Instructor assigned readings (e.g., journal articles)

Students are expected to read assigned chapters/articles prior to each class

C. References:

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

D. Resources

Websites:

American Counseling Association (ACA): www.counseling.org

American Mental Health Counselors Association (AMHCA): www.amhca.org

American School Counselor Association (ASCA): www.schoolcounselor.org

Association for Creativity in Counseling (ACC): www.creativecounselor.org

Kentucky Counseling Association (KCA): www.kyca.org

Association for Play Therapy (APT): www.a4pt.org

Journals:

Journal of Counseling & Development

Journal of Mental Health Counseling

Professional School Counseling Journal

The Journal of Creativity in Mental Health

International Journal of Play Therapy

Library Resources:

MSU Library: www.murraystate.edu/MSML

MSU College of Education Librarian: Katherine Farmer – (270) 809-6180

kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:

Expressive Experience and Reflective Paper	50 points
Midterm	50 points
Role Plays	25 points each, 75 total
Play Experience and Reflective Paper	50 points
Expressive Arts/Play Therapy Activity Facilitation	50 points
Portable Play Room	50 points
Final Exam	50 points
Attendance and Participation	100 points

Total = 475 Points

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = 0-59%

A. Course Requirements:

Expressive Experience and Reflective Paper. (50 points) (CACREP Section II: G.5.c.; Section III: CMHC A5, C9; Section III School A6) Students will engage in an expressive activity with a child between the ages of 3 and 12 years. Students will apply what they have learned in class to the expressive experience. This will not be doing expressive arts counseling even though the experience may be therapeutic for the child. The emphasis is on relating differently to a child for 30-45 minutes. After the expressive experience, reflect on what worked, what did not work, and how you felt and reacted to the experience, the child's behaviors and reactions, the developmental level of the child, and how this activity could contribute to wellness, and what you might do differently next time. In addition, describe any cultural differences that may have existed between you and the child and any professional issues (ethics etc.) that could be present in expressive arts counseling. Students will then turn in a 4-6 page paper, not including the title page, abstract, and references, in APA (sixth edition) style that describes their play experience and their reflections on it. It is expected that this paper be quality writing that reflects graduate level work and effort. **Due 6/4/2014.**

Exams (50 points) (CACREP Section II: G.1.a., G.1.b., G.2.a., G.5.c.; Section III: CMHC A4, A5, C9, I1; Section III School: A4, A6, I1) Students will complete a midterm exam over the expressive portion of the course and a final exam over the play therapy portion of the course. Each exam may consist of multiple choice, fill in the blank, true/false, short answer and/or essay. **Midterm: 6/9/2014. Final Exam: 6/25/2014**

Role Plays. (25 pts each, 75 total). (CACREP Section II: G.5.c.) Students will engage in experiential role plays throughout the course. Students will actively participate in skill-building opportunities as counselor, client, and observer. Students will actively engage in the process and share reactions, observations, and feedback to the other students. Evaluation will be based on observed facilitation and implementation of play therapy skills. The instructor will rotate to different groups and provide verbal feedback across the course. **Due 6/11/2014; 6/16/2014; 6/18/2014.**

Play Experience and Reflection Paper (50 points). (CACREP Section II: G.5.c.; Section III: CMHC A5; Section III School: A6) Students will engage in play with a child between the ages of 3 and 12 years. Students will apply what they have learned in class to the play experience. This will not be play therapy even though the experience may be therapeutic for the child. The emphasis is on relating differently to a child for 30-45 minutes. After the play experience, reflect on what worked, what did not work, how you felt and reacted to the experience, the child's behaviors and reactions, the developmental level of the child, how the play activity could support wellness, and what you might do differently next time. In addition, describe any cultural differences that may have existed between you and the child and any professional issues that arose in response to the experience. Students then will turn in a 4-6 page paper, not including title page, abstract and references, in APA (sixth edition) style that describes their play experience and their reflections on it. It is expected that this paper be quality writing that reflects graduate level work and effort. **Due 6/18/2014.**

Expressive Arts or Play Therapy Activity Facilitations (50 points). (CACREP Section II: G.1.j., G.5.c., G.8.e., Section III: CMHC A5, C9, I1; Section III School: A6, I1) Students will facilitate an expressive arts or play therapy technique and provide a context for how it is therapeutic. The presentation will include the facilitation of the activity as well as a presentation including the following: for what age/developmental stage is it most applicable, for what issues(s) is it most relevant, how could it facilitate a non-directive approach, what ethical issues might be present when utilizing this activity, and what are the primary objectives and therapeutic benefits of the activity. The 45 minute presentation will be completed in groups of three or four. The students will prepare a handout for their presentation that is distributed to the class. The handout will include therapeutic goal(s) of the activity, targeted age and developmental level; materials needed, and appropriate processing questions. Student describes any professional issues that might be prevalent when utilizing this activity. Presentations should show how creativity and the creative art or arts that you choose could be used in promoting mental health or treating someone who is in emotional distress. Role plays of actual research based findings are acceptable. A minimum of 10 references should be used in the final paper. The paper that accompanies the presentation is to be 5-7 pages not including title page, abstract, and reference. References must be no more than 10 years old and from peer reviewed journals (not just your textbook). The paper should include the above content as well as, any professional issues that may be present when utilizing this particular activity. The presentation should be conducted together, but the paper should be individually written.

Due 6/23/2014.

Portable Play Room (50 points). (CACREP Section II: G.1.b., G.2.a.) Students will select toys, play, and expressive materials that are appropriate for use in play therapy. The students will create a portable play room that can be used in particular settings that do not have playrooms or for short term interventions. Students will bring their portable play room to a designated class and present their play materials and the reason they included them. The toys should reflect the diversity of types and materials covered in class. A brief handout will be turned in that identifies the different toys representing each category and why they were included, as well as, a wish list of toys. Students can borrow play materials if not in a position to invest in their own toys. Evaluation will be based upon rationale for toys, diversity of therapeutic qualities, and multicultural considerations. **Due 6/25/2014.**

Attendance & Participation (100 points): Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors. Because this is a summer course, one class period is equal to two regular class sessions. If you have reason that you cannot be present in class, you must contact the instructor PRIOR to missing the class session.

****Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved***

Additional notes on assignments:

- A. For each paper be ready to have a class discussion about the subject matter.
- B. Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Canvas.
- C. All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
- D. All assignments posted on Canvas will be saved in the following format: lastname,firstname,nameofassignment.
- E. *Policy on late assignments:* If an assignment is late, 1 point will be deducted for each day the assignment is late. Assignments will not be accepted after one week of due date and will not be accepted after 6/23/2014
- F. Suggested journals to use for the scholarly paper:
 1. Journal of Counseling and Development
 2. Journal of Counseling Psychology
 3. Journal of Pediatric Psychology
 4. The Counseling Psychologist
 5. Career Development Quarterly
 6. Journal of Creativity in Mental Health
 7. International Journal of Play Therapy

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. In addition, **missing one (1)** session may necessitate withdrawal from the course. Further, students will lose participation and attendance points whenever they miss scheduled class sessions. If they come to class late or leave early they could be counted as absent.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days.

Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

Course Specifics for CNS 748 (Summer 2014)

CACREP Counseling Program Specifics for CNS 748

Clinical Mental Health Counseling Objectives		Assessment
Foundations A1	Understands the history, philosophy, and trends in clinical mental health counseling.	Readings, Class Discussion, Expressive and Play Experiences and Papers, Activity Facilitation, Portable Play Room, and Final Exam
Foundations A4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Readings, Class Discussion, Portable Play Room, and Final
Foundations A5	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Readings, Class Discussion, Expressive and Play Experiences and Papers, Role plays, Activity facilitation, Portable Play Room, and Final
Counseling, Prevention, and Intervention C9	Understands professional issues relevant to the practice of clinical mental health counseling.	Readings, Class Discussion, Expressive and Play Experiences and Papers, Activity Facilitation, Role Plays, Activity Facilitation, Portable Play Room, and Final Exam
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Readings, Class discussion, Activity Facilitation, and Final
Research and Evaluation J1	Applies relevant research findings to inform the practice of clinical mental health counseling.	Readings, Class discussion, Activity Facilitation, Exam
School Counseling Objectives		Assessment
Foundations A1	Knows history, philosophy, and trends in school counseling and educational systems.	Readings, Class Discussion, Expressive and Play Experiences and Papers, and Final Exam
Foundations A4	Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Readings, Class Discussion, Expressive and Play Experiences and Papers, Activity Facilitation, Portable Play Room, and Final
Foundations A6	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Class Discussion and Readings, Role Plays, Expressive and Play Experiences and Papers, Activity Facilitation, Portable Play Room, Exam
Counseling, Prevention, and Intervention C3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Class Discussion and Readings, Expressive and Play Experiences and Papers, Role Plays, Exam

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Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of school counseling.	Activity Facilitation, Final
Research and Evaluation J1	Applies relevant research findings to inform the practice of school counseling.	Activity Facilitation, Final

Revised August 7, 2015

COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments/ Readings Due	CACREP Standards
1 5/28/2014 4	Overview of course, syllabus, and expectations History of, Rationale for, and Benefits of Using Arts in Counseling Music, Dance, and Movement in Counseling	Gladding (2011) Chapter 1, 2 and 3	CACREP Section II: G.1.a., G.1.b., G.1.f., G.1.j., G.5.c., G.5.c.; Section III CMHC: A5, C9; SC A6
2 6/2/2014	Imagery and Visual Arts in Counseling Sand Tray Counseling	Gladding (2011) Chapter 4 and 5 Articles will be posted to Canvas	CACREP Section II: G.5.c., G.5.d.; Section III CMHC: A5, C9; SC A6
3 6/4/2014	Literature and Drama in Counseling Play Play and Humor in Counseling	Gladding (2011) Chapter 6, 7, and 8 Expressive Experience and Paper Due	CACREP Section II: G.5.c.; Section III: CMHC A5, C9; Section III School A6
4 6/9/2014	Introduction to Play Therapy, History of Play Therapy, Theoretical Approaches to Play Therapy Midterm Exam	Kottman (2011) Chapters 1, 2, and 3	CACREP Section II: G.1.a., G.1.b., G.2.a., G.5.c.; Section III: CMHC A4, A5, C9, I1; Section III School: A4, A6, I1
5 6/11/2014 4	Logistics of Play Therapy, Tracking, Restating Content Role Plays	Kottman (2011) Chapters 4, 5, and 6	CACREP Section II: G.5.c., G.5.d.; Section III CMHC: A5, C9; SC A6
6 6/16/2014 4	Reflecting Feelings, Setting Limits, Returning Responsibility Role Plays	Kottman (2011) Chapters, 7, 8, and 9	CACREP Section II: G.5.c., G.5.d.; Section III CMHC: A5, C9; SC A6
7 6/18/2014 4	Dealing with Questions, Integrating Basic Skills, Recognizing and Communicating with Metaphors Role Plays	Kottman (2011) Chapters 10, 11, and 12 Play Experience and Paper	CACREP Section II: G.5.c.; Section III: CMHC A5, C9; Section III School A6
8 6/23/2014 4	Advanced Play Therapy, Working with Parents and Teachers, Professional Issues in Play Activity Facilitation Presentations	Kottman (2011) Chapters 13, 14, and 15	CACREP Section II: G.1.b., G.2.a., G.5.c., G.5.d.; Section III CMHC: A5, C9; SC A6
9 6/25/2014 4	Course Wrap-up; Evaluations; Lessons Learned Portable Play Room Demonstrations		(CACREP Section II: G.1.b., G.2.a.)

Play and Expressive Experience and Reflection Paper Rubric (50 pts each)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Social and Cultural Diversity: G.2.b.	Thoroughly describes how culture and experiences may impact the facilitation of this experience. = 8	Describes how culture and experiences may impact the facilitation of this experience. = 5	Partially describes how culture and experiences may impact the facilitation of this experience. = 3	Fails to describe how culture and experiences may impact the facilitation of this experience. = 0	
Section III SC: Foundations: A6	Student fully describes how this experience helps to facilitate wellness, and fully describes how this activity may be impacted by the child's developmental level and age. = 8	Student describes how this experience helps to facilitate wellness, and describes how this activity may be impacted by the child's developmental level and age. = 5	Student partially describes how this experience helps to facilitate wellness, and partially describes how this activity may be impacted by the child's developmental level and age. = 3	Student fails to describe how this experience helps to facilitate wellness, and fails to describe how this activity may be impacted by the child's developmental level and age. = 0	
Section II Helping Relationship: G.5.c.	Student fully describes his/her role in interacting with the child, skills utilized in the process (tracking etc), and the response from the child. =	Student describes his/her role in interacting with the child, skills utilized in the process (tracking etc), and the response from the child. =5	Student partially describes his/her role in interacting with the child, skills utilized in the process (tracking etc), and the response from the child. =3	Student fails to describe his/her role in interacting with the child, skills utilized in the process (tracking etc), and the response from the child. =0	
Section III CMHC Foundations: A5	Student thoroughly identifies basic concepts from play/expressive arts counseling including what they tried, what worked, what did not work, and what he/she would do differently next time. =8	Student identifies basic concepts from play/expressive arts counseling including what they tried, what worked, what did not work, and what he/she would do differently next time. =5	Student partially identifies basic concepts from play/expressive arts counseling but was missing some of the following components what they tried, what worked, what did not work, and what he/she would do differently next time. =3	Student fails to identify basic concepts from play/expressive arts counseling and was missing most of the following components what they tried, what worked, what did not work, and what he/she would do differently next time. =0	
Section III CMHC Counseling, Prevention, Intervention: C9	Student thoroughly identifies professional issues that may be present in play/expressive arts counseling. =8	Student identifies professional issues that may be present in play/expressive arts counseling. = 5	Student partially identifies professional issues that may be present in play/expressive arts counseling. =3	Student fails to identify professional issues that may be present in play/expressive arts counseling. = 0	

<p>Professional Writing</p>	<p>Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 10</p>	<p>Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7</p>	<p>Writing mostly does not demonstrate APA format. = 4</p>	<p>Inappropriate writing and missing APA formatting. = 0</p>	
<p>Total Points Possible: 50</p>					<p>/50</p>

Play Therapy Role Play Rubric

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Helping Relationships: G.5.c					
Tracking	Thoroughly demonstrates tracking technique	Demonstrates tracking technique.	Attempts tracking technique.	Fails to attempt technique.	
Reflecting Content	Thoroughly demonstrates reflecting content technique	Demonstrates reflecting content technique	Attempts reflecting content technique.	Fails to attempt technique.	
Reflecting Feeling	Thoroughly demonstrates reflecting feeling technique.	Demonstrates reflecting feeling technique.	Attempts reflecting feeling technique.	Fails to attempt technique.	
Facilitated Decision-Making Responsibility	Thoroughly demonstrates facilitating decision-making and responsibility technique	Demonstrates facilitating decision-making and responsibility technique.	Attempts facilitating decision-making and responsibility technique.	Fails to attempt technique.	
Encouragement vs Praise	Thoroughly demonstrates encouragement technique.	Demonstrates encouragement technique.	Attempts encouragement technique.	Fails to attempt technique.	
Child-Directed vs Counselor-Directed	Thoroughly demonstrates client directed counseling technique.	Demonstrates client directed counseling technique.	Attempts client directed counseling technique.	Fails to attempt technique.	
Appropriately Responded to Questions	Thoroughly demonstrates appropriately responding to questions	Demonstrates appropriately responding to questions	Attempts appropriately responding to questions.	Fails to attempt technique.	
Appropriately Set Limits	Thoroughly demonstrates setting limits.	Demonstrates setting limits.	Attempts setting limits.	Fails to attempt technique.	
Peer Feedback	Observer stated that you participated fully in utilizing play therapy techniques during role plays. =1		Observer stated that you did not participate in utilizing play therapy techniques during role plays. =0		
Total Points Possible: 25					/25

Expressive Arts or Play Therapy Activity Facilitation (50 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.j.	Student thoroughly describes the ethical implication related to utilizing this play therapy activity. = 5	Student describes the ethical implications related to utilizing this play therapy activity. =3	Student partially describes the ethical implications related to utilizing this play therapy activity. = 1	Student fails to describe the ethical implications related to utilizing this play therapy activity. =0	
Section II Helping Relationship: G.5.c.	Student fully outlines how this activity can be implementing by demonstrating the activity with class as participants. =5	Student outlines how this activity can be implementing by demonstrating the activity with class as participants. =3	Student partially outlines how this activity can be implementing by demonstrating the activity with class as participants. =1	Student fails to outline how this activity can be implementing by demonstrating the activity with class as participants. = 0	
Section II Research and Program Evaluation: G.8.e. Section III CMHC Research and Evaluation: I1 Section III SC: I1	Student thoroughly documents relevant research related to implementing this activity in diverse play therapy settings. = 5	Student documents relevant research related to implementing this activity in diverse play therapy settings. =3	Student partially documents relevant research related to implementing this activity in diverse play therapy settings. = 1	Student fails to document relevant research related to implementing this activity in diverse play therapy settings. =0	
Section III CMHC Counseling, Prevention, Intervention: C9	Student thoroughly identifies professional issues that may be present in play/expressive arts counseling. =5	Student identifies professional issues that may be present in play/expressive arts counseling. = 3	Student partially identifies professional issues that may be present in play/expressive arts counseling. =1	Student fails to identify professional issues that may be present in play/expressive arts counseling. = 0	
Section III SC: A6	The student fully describes the age/developmental level and population this activity can be implemented with. 5	The student describes the age/developmental level and population this activity can be implemented with. =3	The student partially describes the age/developmental level and population this activity can be implemented with. =1	The student fails to describe the age/developmental level and population this activity can be implemented with. =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 3	Writing mostly does not demonstrate APA format. = 1	Inappropriate writing and missing APA formatting. = 0	

	necessary). = 5				
Activity Facilitation	Student group thoroughly engages class in the activity experience and process fully the experience. = 15	Student group engages class in the activity experience and process fully the experience. = 10	Student group partially engages class in the activity experience and process fully the experience. =5	Student group fails to engage class in the activity experience and process fully the experience. =0	
Handout	Handout is provided to class. =5		Handout is not provided to class. =0		
Total Points Possible: 50					/50

Portable Play Room Rubric (50 pts)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.b.	Thoroughly describes the professional roles and functions of play therapists and how the toys chosen reflect them. = 10	Describes the professional roles and functions of play therapists and how the toys chosen reflect them. = 7	Partially describes the professional roles and functions of a play therapist and how the toys chosen reflect them. =4	Fails to describe the roles and functions of a play therapist and how the toys chosen reflect them. =0	
Section II Social and Cultural Diversity: G.2.a.	Fully describes each of the toys present and on wish list and how they meet/ do not meet the standards of multicultural counseling. = 10	Describes each of the toys present and on wish list and how they meet/ do not meet the standards of multicultural counseling. =7	Partially describes each of the toys present and on wish list and how they meet/ do not meet the standards of multicultural counseling. =4	Fails to describe each of the toys present and on wish list and how they meet/ do not meet the standards of multicultural counseling. =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). =10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0	
Presentation	Thoroughly describes play room toys, why toys were chosen and what toys are on his/her	Describes play room toys, why toys were chosen and what toys are on his/her wish list. = 7	Partially describes play room toys, why toys were chosen and what toys are on his/her wish list.	Fails to describe play room toys, why toys were chosen and what toys are on his/her wish list.	

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	wish list. =10		= 4	= 0	
Portable Play Room	Student brings portable play room to class. =10		Student does not bring portable play room to class. =0		
Total Points Possible: 50					/50