

CERTIFICATE IN PLAY THERAPY



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Fri, 25 Aug 2023 16:20:33 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Thu, 14 Sep 2023 23:33:01 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sun, 17 Sep 2023 01:57:21 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

New Program Proposal

Date Submitted: Fri, 04 Aug 2023 22:33:06 GMT

Viewing: Certificate in Play Therapy

Last edit: Thu, 14 Sep 2023 20:11:10 GMT

Changes proposed by: Elisabeth Liles-Lourick (212464370)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2024-2025 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

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

Type of Program Proposal:

Certificate

Is this a pilot program?

No

Delivery Format:

Hybrid

Title of the Program:

Certificate in Play Therapy

Designation: (degree terminology)

Certificate - Graduate

Abstract of the proposal:

The Counselor Education program is proposing a graduate-level certificate in play therapy, which is designed to provide candidates with the play therapy specific instruction and supervised play therapy experience required by the Association for Play Therapy (APT) to be credentialed as either a Registered Play Therapist (RPT) or School-Based Registered Play Therapist (SB-RPT).

Briefly describe the program proposal (new or change) and provide a justification:

This is a new certificate designed for students currently in the M.S. Counseling program, as well as counselors in the community who are seeking to obtain their Registered Play Therapist (RPT) or School-Based Registered Play Therapist (SB-RPT) credential. Play therapy is considered an effective, evidence-based treatment for providing intervention to children in need of mental health care (Bratton et al., 2005; Lin & Bratton, 2015). The Association for Play Therapy (APT) offers credentialing as an RPT and SB-RPT so that counselors may practice play therapy in schools and in the community. To be eligible for the RPT and SB-RPT credentials, individuals must earn a master's degree in counseling or related field, hold either a mental health license or a school counseling credential with two years of experience including direct play therapy experience (350 hours for the RPT credential and 600 hours for the SB-RPT credential), and complete 150 hours of play therapy specific instruction. Candidates for the RPT and SB-RPT credentials must receive supervision from a Registered Play Therapist-Supervisor (RPT-S) for their direct contact hours to count. The RPT credential requires applicants to complete 35 hours of supervision across three phases, and the SB-RPT credential requires applicants to complete 50 hours of supervision. Students in our M.S. Counseling program graduate with their master's degree and all academic requirements completed for licensure as either a Marriage and Family Therapist (MFT) or Licensed Professional Clinical Counselor (LPCC). Additionally, our school counseling concentration students receive their PPS Credential in School Counseling upon graduation. Currently, however, students are only able to complete one curricular requirement toward earning their RPT or SB-RPT credential while completing their degree, EDC 242: Play and Art in Therapy with Children, and none of the supervision hours required. Yet, there is a significant need in our community for credentialed RPTs and SB-RPTs. The Association for Play Therapy (2023, April) reports that there are currently four active counselors in our region (extending to Grass Valley and Yuba City) who hold their Registered Play Therapy (RPT) credential, and only 101 total RPT-credentialed counselors in the entire state of California. Only one of these counselors is currently practicing in Sacramento. Similarly, there are only two RPT-S counselors in the greater Sacramento region available to provide supervision to those seeking their RPT or SB-RPT credential. The Certificate in Play Therapy is being proposed to help fill the gap of needed therapists trained in working with young children in our region, which is directly aligned with Sac State's anchor institution mission. Students who decide to earn the Certificate in Play Therapy will complete their play therapy hours in schools and the Center for Counseling and Diagnostic Services (CCDS), serving our youngest community members in need of high-quality, accessible, and affordable mental health care. The Certificate in Play Therapy will be graduating skilled counselors who have advanced competency in providing mental health services to children and eligibility for credentialing as RPTs or SB-RPTs, and our campus will also be addressing the need that currently exists in our community by providing low-cost counseling services for children by supervised well-trained interns. In particular, many of our students are bilingual, and we will be able to provide multilingual play therapy services that currently are very difficult to find in the area. The certificate encompasses four courses that fulfill the required 150 hours of play therapy specific instruction and a minimum of 31 of the required 35-50 hours of supervision of play therapy experience needed for the RPT and SB-RPT credentials. The M.S. Counseling program has a tenured faculty member with an RPT-S credential, who is able to provide supervision and teach these courses. The M.S. Counseling program in the College of Education will offer the certificate to currently matriculated students, and the College of Continuing Education will offer the certificate to community members who already possess a master's degree in counseling and mental health license or associate registration, or Pupil Personnel Services Credential.

University Learning Goals**Graduate (Masters) Learning Goals:**

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

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

Students will analyze the theoretical tenets and compare and contrast the characteristics of alternative influential and historically significant play therapy theories.

Students will apply and evaluate advanced knowledge of the play therapy field, ACA and/or ASCA ethical principles, legal considerations, advanced developmental understanding, and multicultural approaches in play therapy.

Students will evaluate and integrate issues of diversity and their influence on the play therapy process, as well as demonstrate a multicultural orientation that encompasses cultural humility, cultural comfort, and cultural opportunities specific to play therapy treatment with diverse populations.

Students will examine the child's world as viewed by the child, and apply advanced understanding of children and their behavior to effectively counsel them using play therapy, group play therapy, and/or activity group play therapy.

Students will analyze the history, development, and objectives of Child-Parent Relationship Therapy (CPRT), including its evidence base, and critique its use as a culturally responsive intervention designed to strengthen the quality of the child-parent attachment bond.

Students will expertly demonstrate advanced individual and group counseling skills used in play therapy to facilitate helping relationships with young children, preadolescents, and adolescents, and reach treatment goals and counseling outcomes.

Students will examine the evolving body of qualitative and quantitative play therapy research to inform the development of treatment plans for specific client populations and conceptualize children's presenting mental health issues and psychosocial problems through a developmental and theoretical play therapy framework.

Students will examine the impact of trauma on the developing brain and how play therapy can best be used in cases of trauma.

Students will investigate various supervision models that may be adapted for play therapy training, education, and supervision; demonstrate supervised supervision skills in play therapy; and identify the minimal training and supervision guidelines and play therapy best practices outlined by the Association for Play Therapy.

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.

Will this program be 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

Please attach a Comprehensive Program Assessment Plan (required)

Certificate in Play Therapy Assessment Plan.pdf

Please attach a Curriculum Map Matrix (required)

Certificate in Play Therapy Curriculum Map.pdf

Please attach a five-year budget projection (required)

5-year Budget.xlsx

Catalog Description:

Program Description

The Certificate in Play Therapy is a 10-unit graduate-level certificate program designed to prepare candidates to meet the eligibility requirements for credentialing as a Registered Play Therapist (RPT) or School-Based Registered Play Therapist (SB-RPT) through the Association for Play Therapy. The program includes advanced coursework in play therapy, including play therapy history, play therapy seminal and historically significant theories, play therapy skills and methods, play therapy special topics, and play therapy cultural and social diversity topics. All coursework includes experiential components so that students may further practice and develop their play therapy skills. Enrolled students will also receive play therapy supervision from a credentialed Registered Play Therapist-Supervisor (RPT-S).

The program is offered in a hybrid format with a blend of in-person coursework and options for in-person or online supervision.

There are two pathways to complete the certificate: (1) Students currently enrolled in the M.S. in Counseling program at Sac State, and (2) Community members who have already completed a master's degree in counseling and enroll in the certificate coursework through the College of Continuing Education.

Students within the M.S. Counseling program can indicate upon admission into the program their desire to pursue the certificate. They will take the same courses as other students, but will enroll in the additional play therapy courses to complete the certificate. At the end of the program, students who have completed the certificate coursework will be recommended for a M.S. in Counseling and Certificate in Play Therapy. Students not matriculated in the M.S. Counseling program will enroll in the play therapy coursework

through the College of Continuing Education. When they have completed the coursework, they will be recommended for a Certificate in Play Therapy.

APT Credentialing Requirements

The Association for Play Therapy (APT) offers three credentials by which licensed mental health professionals and school counselors may demonstrate and promote their specialized play therapy knowledge and training.

- Registered Play Therapist (RPT)
- Registered Play Therapist-Supervisor (RPT-S)
- School Based-Registered Play Therapist (SB-RPT)

Please visit the Play Therapy Credentials (<https://www.a4pt.org/page/CredentialsInfo/>) section of their website for more information. For questions concerning the Credentialing Program, contact APT at info@a4pt.org or 559-298-3400.

Special Note About Credentialing

Admission into programs leading to specialized credentialing does not guarantee that students will obtain a credential. The Association for Play Therapy determines the requirements for credentialing as a Registered Play Therapist (RPT) and School-Based Registered Play Therapist (SB-RPT), and is not controlled by or affiliated with the CSU. Credentialing requirements can change at any time. Students are responsible for determining whether they can meet credentialing as an RPT or SB-RPT. The CSU will not refund tuition, fees, or any associated costs to students who determine subsequent to admission that they cannot meet credentialing requirements.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Current students in the M.S. Counseling program are eligible to add the Certificate in Play Therapy to their program of study. Meet with the certificate program coordinator for more information.

Students who are not currently enrolled in the university may enroll in the certificate coursework through the College of Continuing Education. To be approved to take the coursework for the Certificate in Play Therapy through the College of Continuing Education, students must meet the following minimum requirements:

1. Possess a graduate degree in counseling or closely related field
2. Earned a minimum 3.0 GPA in the graduate degree
3. Licensure or Associate registration as an LPCC, LCSW, or MFT through the Board of Behavioral Sciences OR possession of a valid Pupil Personnel Services credential through the California Commission on Teacher Credentialing

Admission into the certificate program for students not enrolled in the M.S. in Counseling program is limited to space available.

This is a graduate-level certificate program and students must maintain a 3.0 GPA to remain in good standing.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Course Requirements

Code	Title	Units
EDC 242	Play and Art in Therapy with Children	3
EDC 245	Course EDC 245 Not Found	3
EDC 246	Course EDC 246 Not Found	3
EDC 477	Course EDC 477 Not Found <small>May be taken multiple times to complete supervision hours</small>	1

Total Units

10

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

Certificate in Play Therapy Community Survey Results.pdf

2022_State_of_Student_Wellness_Report.pdf

Certificate in Play Therapy Matriculated Students Survey Results.pdf

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

Three files are attached that indicate the demand for this certificate. The first is a survey of recent graduates from our M.S. Counseling program. The second survey is for students who are currently matriculated in our program. The third file is the 2022 State of Student Wellness Report, that demonstrates the need for high-quality mental health services for students in California.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

N/A

Professional uses of the proposed degree major program:

Graduates of the Certificate in Play Therapy will be eligible for credentialing through the Association of Play Therapy as either a Registered Play Therapist or School-Based Registered Play Therapist.

The expected number of majors in:

1st Year Enrollment:

10

3rd Year Enrollment:

20

5th Year Enrollment:

20

1st Year Graduates:

0

3rd Year Graduates:

10

5th Year Graduates:

10

Key: 557