Play Therapy
Graduate Certificate

Effective January 8, 2018
Play Therapy
Graduate Certificate

The Play Therapy graduate certificate offered by Capella University addresses the core academic content areas required by the Association for Play Therapy for licensed mental health practitioners to earn its Registered Play Therapist (RPT) and/or Registered Play Therapist-Supervisor (RPT-S) credentials.

Graduate certificates are an ideal way to update existing knowledge, gain new knowledge, and study at the graduate level. Coursework completed in a graduate certificate program may be applied toward a graduate degree program at Capella.

The Play Therapy graduate certificate is designed for mental health professionals from a variety of backgrounds and specialties. Learners explore the evolution and core systems of play therapy; play therapy techniques, models, and applications; and experientially based supervision practices in filial play therapy and individual and group play therapy. The curriculum also emphasizes developmental and multicultural considerations and ethical and legal issues associated with providing therapy for diverse populations. Current Capella learners must complete an eligible master’s degree program before the graduate certificate can be conferred. Licensure and additional professional and supervised clinical hours are required by the Association for Play Therapy to earn its Registered Play Therapist credential.

This guide is intended to provide an overview of the program and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
Curriculum

- 5 required courses
- Total program credits: 25 quarter credits

REQUIRED COURSES

Choose five from the following courses:

- PSY5244 Play Therapy 1: The History and Systems of Play Therapy .................................................. 5 quarter credits
- PSY5246* Play Therapy 2: Theories and Practices of Play Therapy .................................................... 5 quarter credits
- PSY5247* Child-Centered Play Therapy ................................................................. 5 quarter credits
- PSY5248* Filial Play Therapy ..................................................................................... 5 quarter credits
- PSY5250* Play Therapy Supervision Practices .......................................................... 5 quarter credits
- PSY5252* Applications of Play Therapy ................................................................. 5 quarter credits

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

ADMISSION REQUIREMENTS

Master’s degree in counseling or psychology from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution

Grade point average of 3.0 or higher on a 4.0 scale

Active learners currently enrolled in a Capella University counseling or psychology degree program may be admitted to the Play Therapy graduate certificate upon successful completion of specific, pre-determined courses within their degree program and/or specialization.

This graduate certificate is offered in the GuidedPath delivery model.

Applicants for the Association for Play Therapy's Registered Play Therapist credential must hold a recognized professional license and have specific work experience. Additionally, applicants must complete supervised clinical hours outside of Capella's program. Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Capella’s Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.

Synchronous coursework is utilized in PSY5246, PSY5248, PSY5250, and PSY5252 to comply with the Association for Play Therapy (APT) instructor/learner requirements.

Current Capella learners must complete an eligible master’s degree program before the graduate certificate can be conferred.

Course Descriptions

**PSY5244  Play Therapy 1: The History and Systems of Play Therapy**  
5 QUARTER CREDITS  
In this course, learners examine the historical origins of and rationale for integrating play into the practice of therapy and discuss the core systems of and approaches to play therapy. Learners also review the contributions of play to child development and well being throughout the lifespan. *Cannot be fulfilled by transfer.*

**PSY5246  Play Therapy 2: Theories and Practices of Play Therapy**  
5 QUARTER CREDITS  
This course focuses on the major theories and techniques that inform the applications of play in therapy using an interdisciplinary approach and emphasizing related research. Topics include play materials, developmental and multicultural considerations, ethical and legal issues, and play therapy for all ages and populations. *Prerequisite(s): PSY5244. Cannot be fulfilled by transfer.*

**PSY5247  Child-Centered Play Therapy**  
5 QUARTER CREDITS  
In this course, learners examine the historical and theoretical foundations of child-centered play therapy and the ways in which this approach differs from other forms of play therapy. Learners practice and evaluate basic child-centered skills and analyze child-centered play therapy in real-world applications. *Prerequisite(s): PSY5244, PSY5246.*

**PSY5248  Filial Play Therapy**  
5 QUARTER CREDITS  
Learners in this course study the history, theoretical foundations, research, and practical applications of filial play therapy. In particular, learners examine the techniques and models caregivers use to provide treatment for their children, including the Guerney and Landreth models and various supervision and coaching and attachment and self-regulation models. Learners also evaluate filial therapy from a family systems perspective, exploring outcomes research that emphasizes the ways in which parents who are attuned to and understand their children are more easily able to engage relationally with them in ways that promote the well being of the family as a whole. *Prerequisite(s): PSY5244, PSY5246.*

**PSY5250  Play Therapy Supervision Practices**  
5 QUARTER CREDITS  
This course is an introduction to the principles, models, and processes employed by supervising play therapists. Learners focus on developing a theoretical approach to supervision that is conducive to play therapy practice and a clear sense of self-awareness that is grounded in a strong legal and ethical position. Learners also explore experientially based supervision practices in filial play therapy and individual and group play therapy that are appropriate for working with special populations and sensitive to the developmental progression of knowledge bases and skills. *Prerequisite(s): PSY5244, PSY5246.*

**PSY5252  Applications of Play Therapy**  
5 QUARTER CREDITS  
Learners in this course study the theoretical foundations, research, and practical applications of play therapy in various environments, including schools, groups, and families. Learners also examine play therapy with special populations and explore associated adaptations of the playroom, therapeutic play therapy models, and play therapy outcomes research. *Prerequisite(s): PSY5244, PSY5246.*
**Recommended Course Sequence**

This recommended course sequence assumes learners take one course per quarter. Some learners elect to take two courses per quarter based on workload and the amount of time available for graduate study.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>PSY5244 Play Therapy 1: The History and Systems of Play Therapy</td>
</tr>
<tr>
<td>Q2</td>
<td>PSY5246 Play Therapy 2: Theories and Practices of Play Therapy</td>
</tr>
<tr>
<td>Q3</td>
<td>PSY5248 Filial Play Therapy</td>
</tr>
<tr>
<td>Q4</td>
<td>PSY5252 Applications of Play Therapy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>PSY5250 Play Therapy Supervision Practices</td>
</tr>
</tbody>
</table>
Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.
Academic Leadership

**Andrea Miller, PhD**  
Dean  
Andrea Miller is the dean of the Harold Abel School of Psychology at Capella University. Dr. Miller has worked as a member of the Capella undergraduate psychology department since 2010 and has taught online since 2005. Her professional background includes work as a psychologist in the public schools and as a psychologist and supervisor for non-profit clinics. She specializes in working with children and families as well as individuals of all ages with intellectual and/or developmental disabilities. Dr. Miller is licensed as a psychologist in three states, licensed as a specialist in school psychology, and a human services board certified practitioner. She is active in psychological associations and served as President of the Georgia Psychological Association from 2013–2014. Dr. Miller holds PhD in Counseling Psychology from Texas Woman’s University and a BA in Psychology from the University of Michigan.

**Laura Sullivan, PhD, MS, LMFT**  
Faculty Chair  
Laura Sullivan is the faculty chair of the BS in Psychology program in the Harold Abel School of Psychology. She has taught in higher education since 2004 and has been part of the Capella team since 2010, serving as a core faculty in the undergraduate psychology program. Additionally, Dr. Sullivan taught and designed a variety of undergraduate psychology courses at Capella, served as a lead faculty mentor and curriculum lead, and served as a member of the President’s Advisory Council. Dr. Sullivan’s recent conference presentations have covered topics such as curriculum management and student learning outcomes, support services for first-year learners, and faculty and learner engagement. She has worked in a variety of social service and clinical settings, including both public and private agencies responding to domestic violence and child abuse, psychiatric hospitals, and private practice. In private practice, she specialized in play interventions with children, adolescents, and adults. She has a passion for understanding the teaching-learning process and best practices for teaching. Dr. Sullivan holds a bachelor’s degree in psychology, a master’s degree and license in marriage and family therapy, and a doctorate degree in educational psychology. She is a member of the American Psychological Association, Association for Play Therapy, and American Association of Marriage and Family Therapy.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the course room are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440

© 2018 Capella University. All rights reserved.