I. COURSE DESCRIPTION:

This is a 3-credit semester hour course about the use of play and expressive arts in counseling. Theoretical orientations to play counseling, foundations of play counseling, course of play counseling, and treatment planning in play counseling are major areas of focus of the course. Play media such as guided imagery, puppets and dolls, art, creative dramatics, music and movement, games, and sand play will be integrated into the course curriculum. Demonstrations and experiential activities are a primary method of teaching and learning the theory and practice of play counseling. Both directive and nondirective play counseling experiences are included. Although children are the focus of study, play media also are examined as applicable to other age levels.

II. COURSE OBJECTIVES:

At the completion of the course, each student will be able to:

1. Define play counseling and understand the history of play counseling.
2. Articulate and apply theoretical knowledge of play counseling.
3. Understand the impact of the personal on the practice of play therapy and evidence self-awareness of cultural issues.
4. Articulate and apply a personal theoretical model and practice of play counseling.
5. Apply play media in various structured and unstructured situations in play counseling.
6. Develop a case study and treatment plan consisting of intake, treatment, and termination that can be used with target individuals, families, or groups.

III. Applicable Professional Standards Addressed

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2001)
CACREP Core Courses

Section II, Subsection K-2: Social and Cultural Diversity – students that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

d. counselor’s roles in cultural self-awareness and the nature of biases and prejudices

Section II, Subsection K-3: Human Growth and Development – studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life span;

c. human behavior, including an understanding of developmental crises, disability, exceptional behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

Section II, Subsection K-5: Helping Relationships – studies that provide an understanding of counseling and consultation processes, including all of the following:

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral and cognitive theories, and opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling.

Florida’s “Accomplished Practices” for School Counselors:

Key Tasks assess your mastery of knowledge, skills, and dispositions that the State of Florida requires of all entry-level educators (which includes school counselors). In this course, we will cover an “Accomplished Practice,” as listed following.

Your mastery of the indicator will be measured by your work on the Key Task (i.e., the Case Study assignment, as described later in this syllabus). To pass this course, you must successfully complete the Key Task covered in the course and receive a “Met with Weakness” or higher evaluation for your performance on the case study assignment. No exceptions will be made. Note that if you are enrolled in a School Counseling and Guidance (SCG) program in the
department, you will not receive a grade for this course until you have achieved satisfactory
performance on the “Accomplished Practice” addressed in this course.

Students who receive a “Not Met” rating will be offered a chance to redo the Key Task
or, in some cases, to complete a comparable task assigned as assigned by me. Students who do
not complete their makeup work satisfactorily (i.e., with a “Met with Weakness” or higher
rating) will receive a grade of Incomplete (I) for this course. Students who fail the course must
repeat it later in order to demonstrate achievement of the “Accomplished Practice” covered in
this course.

**Indicator: 5.2 (Skill)**

5.2 Demonstrates a repertoire of student service(s) techniques and strategies, including materials
selection, to provide student services effectively to all PK-12 students.

**IV. METHODS OF INSTRUCTION**

Class meetings are a time for integration and application of student readings and prior
experiences. The class will be primarily an integration of content, small and large group
discussion, direct experiences in participating, demonstrating, and/or observing play counseling
sessions, and peer and instructor supervision of all in-class demonstrations. In-class discussion
and writings also will address key issues in play counseling and practitioner self-awareness.
Your professional opinions, personal reactions, and evaluation of play counseling skills and
attitudes will be invited throughout the course term. Students are encouraged to play an active
role in the organization and facilitation of the course. Because my research interests include
pedagogy, or theories of teaching, periodically you may be asked to write a short personal
reaction to course methodology or your learning style.

My teaching style is characterized by encouraging the learning “process.” I place value
on students’ ideas and the personal and professional relevance of course material for each
student. Curriculum is purposefully developed which allows each student and the group as a
whole to create meaning and evaluate the purpose of the learning for themselves. Through this
process, I believe students not only gain in the acquisition of knowledge but also in personal
awareness, meaning, and relevance of the course material to their own personal and professional
development. This process, however, may be disconcerting to students with structured learning
styles or classroom expectations. Because I adhere to such a teaching and learning philosophy, I
encourage students to express to me any discomfort they experience throughout the course.

**STUDENT RESPONSIBILITIES**

1. Attend class regularly and participate in all classroom activities [e.g., play activities,
discussions, presentations, supervision (i.e., student feedback on demonstrations etc.)]. Your
participation is critical to your learning, to the learning of your peers, and to the success of
this course. Attendance and participation will be important factors in evaluating your
performance in this course. Each student brings a unique background of experience to and
ideas on the course material presented. Please share these experiences and reactions with
other class members. If you incur more than two absences, please consult with the instructor.
More than two absences may result in reduction of your grade by a letter.
2. Read assignments prior to class so that you are prepared to actively participate in discussion and class activities.
3. Prepare carefully prior to all in-class demonstration sessions and supervision activities.
4. Complete all required assignments and submit according to the schedule indicated in the Proposed Course Outline. Please obtain prior permission from the instructor for any late assignments. Assignments more than 24-hours late may incur a reduction in points by a letter grade.

V. TEXTBOOKS

Required:


Recommended:


VI. EVALUATION

Grades will be assigned based upon the student’s performance on the following:

1. **Quizzes** (20%) There will be two quizzes. Each quiz will consist of multiple choice and/or short-answer items. Items will emphasize application of play therapy theory and practice.

2. **Field Experience Log** (25%) You will need a child or group of children for this assignment. **Option 1: If you are currently enrolled in a practicum or internship in counseling**, you may infuse the play treatment with your treatment plan. If you do so, you are encouraged to seek consultation from the instructor and/or teaching assistant. The play techniques should be integrated and not simply added on to your treatment. If you are in a placement that is not suitable to integrate these approaches, then you will need to take option 2. **Option 2: If you are not currently in a practicum or internship setting**, we will help you to find an appropriate child/setting in which to apply the play approach. In this case, the purpose is not to “treat” the child but to experiment with the play media and play process. Make arrangements to meet with a child or client in order to implement the different theoretical approaches and play media. Please make sure you obtain prior parental permission. [A sample form is provided in the appendix.]

You are required to have at least three and no more than five “sessions” during the semester for a total of 2.5-4.5 hours of direct contact. You must hand in a total of 3 field experience papers during the semester. Class members are expected to experience play ideas and activities in class and/or develop their own ideas based on course material and then apply
them with an individual or group of their choice. In class, we will make suggestions and assist you in developing your ideas for activities.

Entries for each field experience should be approximately 8-10 typewritten, double-spaced pages. It is important to include comments on both theory and practice related to use of play approaches. Field experiences are also intended to aid you in developing your “Design Your Own” Counseling Intervention and Intake and Treatment Plan Intervention assignments.

In your field experience documentation (i.e., case notes), focus on the following:
  a. Who did you work with and where?
  b. What play medium did you use and how did you use it (e.g., directive or non-directive approach, verbal versus experiential components, your theoretical approach)?
  c. What happened? Be descriptive and give thorough examples or quotes.
  d. What thoughts and feelings did you experience in the process?
  e. What did you learn or relearn about theory, the medium, the procedures, and about yourself?

3. **Design Your Own Play Therapy Technique (20%)** This project is designed to allow for students to demonstrate integration of theory and practice in play counseling. A handout (with references) describing the theoretical orientation and related technique is required. You will be assigned to a small group to complete this assignment early in the semester and we will have the presentations at approximately midterm of the course. This assignment is intended to aid you in developing your treatment plan assignment. The general requirements of this assignment are to (1) Articulate the theoretical orientation of the play counseling technique demonstrated. Include basic concepts of the theoretical approach and play media, and the nature of therapeutic process. {This should be only a brief introduction to the activity}. (2) Describe and demonstrate a relevant play activity. Include objectives, materials needed, steps or procedures, and counselor leads, questions, and responses (as indicated). (3) Copies of the presentation are distributed to class members as hard copies or on the Internet. [See the appendix for further description of this assignment and an outline to follow for your in-class presentation.]

4. **Treatment Plan (25%)** The purpose of this assignment is to extend the integration of play counseling theory and practice to a specific case example and presenting problem. Develop a case example, examples of assessment, case formulation, sample treatment plan with specific treatment objectives and techniques. This assignment will be completed toward the end of the semester. You will develop a written intake report and detailed treatment plan (approximately 15-20 pages, with references). Treatment planning papers should consist of the following parts. (1) Cite identifying information. Describe presenting problem from multiple perspectives. Include detailed information that would be provided in a comprehensive intake report. (2) Articulate theoretical perspective of the case (or an integration of theories) in a thorough case formulation, and specify treatment goals. (3) Outline a detailed treatment plan (see outline attached to syllabus). Within in, describe a series of suggested play counseling treatment interventions and course of treatment.

*[Important note: For those students who ascribe primarily to a child-centered (or non-directive) theoretical orientation, modifications can be made to the treatment plan outline part*
of this assignment in consult with the instructor or teaching assistant.] [See the appendix for a detailed outline for this assignment.]

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The following criteria will be applied for evaluation of student performance in regard to achievement of Florida’s “Accomplished Practice.” These evaluation criteria are for this purpose only and are separate and distinct from evaluative criteria for the assignment of course grades.

Met -The candidate will present a treatment plan paper that demonstrates a repertoire of student service(s) techniques and strategies, including materials selection, to provide student services effectively:

(a) appropriate description of student(s) to be served by the treatment plan.
(b) appropriate description of guiding theory of intervention.
(c) counseling goals (evaluated to be appropriate) for the school student(s),
(d) specification (evaluated to be appropriate for the situation) of the resources and methods used to establish the play counseling interventions, and
(e) specification (evaluated to be appropriate for the situation) of the method of and criteria for evaluation of the outcomes of the intervention.

Met with weakness -The candidate who achieves only three of the criteria for “met” demonstrates a minimally appropriate repertoire of student service(s) techniques and strategies, including materials selection, to provide student services effectively.

Not met -The candidate who achieves fewer than three of the criteria for “met” demonstrates an insufficient repertoire of student service(s) techniques and strategies, including materials selection, to provide student services effectively.

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Note of Interest to ALL:

Florida Department of Education policies and regulations now require successful achievement of all of Florida’s “Accomplished Practices” as a prerequisite to eligibility for certification as a school counselor in the state of Florida. Therefore, if you are enrolled in an SCG program in the department, the treatment plan paper above should be developed consistent with a school counseling setting. IF you are enrolled in either Mental Health Counseling or the Marriage and Family Counseling AND you have any thought about or inclination to seek Florida certification as a school counselor in the future (e.g., post graduation from your current program), you should (a) complete your treatment plan paper above as applicable to a school setting and (b) notify me that you wish to have your paper evaluated for fulfillment of the “Accomplished Practices” addressed in this course. You will NOT be able to receive credit for fulfillment of the “Accomplished Practices” addressed in this course retroactively! Therefore, it at some point in the future you seek certification as a school counselor and you have not fulfilled the “Accomplished Practices” addressed in this course, it will be necessary for you to repeat this course in order to be eligible for certification as a school counselor in Florida.

Please retain this course syllabus for future use in regard to seeking certification as a school counselor in the State of Florida.
5. **Class participation** (10%) Your participation is key. Please attend all class meetings or inform the instructor of the nature of your absence and make arrangements to make up in-class activities. Please also fully participate in your group assignment. Group members are encouraged to openly discuss the level of involvement of their fellow group members and to notify the instructor if there are concerns about individual participation.

Grades will be assigned as follows:

- 93-100 = A (indicates outstanding performance at the graduate level)
- 90-92 = B+ (indicates above average performance at the graduate level)
- 80-89 = B (indicates satisfactory performance at the graduate level)
- 70-79 = C (indicates unsatisfactory performance at the graduate level)
## Course Outline and Proposed Schedule of Topics
### Fall 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 8/28   | Introduction to course  
Warm-up play counseling activities                                       |                                                                             |
| 9/4    | Labor Day Holiday                                                     |                                                                             |
| 9/11   | Introduction to course continued; Definition and history of play  
  counseling;                                                              | Chapter 1 Introduction  
Chapter 15 The law, ethics, and research                                      |
| 9/18   | Getting started;  
Intake and assessment;  
Introduction to theory & organize  
  *Design your own technique*  
groups;                                                                         | Chapter 2 Beginning the Play Therapy Session  
Chapter 13 Assessing Children in Play Therapy                                   |
| 9/25   | Child-Centered;  
*Field Experience 1* discussion                                             | *Dibs: In Search of Self*  
Chapter 6 Child Centered                                                         |
| 10/2   | Psychoanalytic,  
Jungian,  
Sand tray                                                                      | Chapter 3 Psychoanalytic  
Chapter 5 Jungian  
Allan & Berry (1987) *Sandplay*  
**Bring your own sandtray (optional)**                                        |
| 10/9   | Gestalt;  
Relationship;                                                              | Chapter 7 Gestalt  
Chapter 8 Relationship  
**Field Experience 1 due**                                                      |
| 10/16  | Cognitive-Behavioral, Adlerian,  
Solution-focused,  
Narrative                                                                  | Chapter 9 Cognitive Behavioral  
Chapter 4 Adlerian  
Berg & Steiner (2003) *Chapters 1 & 6 Solution-focused brief therapy*  
Shovlin (1999) *Discovering a narrative voice through play and art therapy: A case study* |
| 10/23  | Case formulation/cultural formulation;  
Treatment planning;                                                           | Chapter 11 Ecosystems  
Chapter 14 Diagnosis and treatment  
Chapter 16 Cultural sensitivity and play  
Fall (2001) *Chapter 17: An integrative play therapy approach to working with children*  
Faust (1995) *Oh but a heart, courage, and a brain*  
**Field experience 2 DUE**                                                      |


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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>10/30</td>
<td>In-class activity: <em>Design Your Own</em></td>
<td>QUIZ 1</td>
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<tr>
<td>11/6</td>
<td>Child developmental play; Theraplay</td>
<td>Chapter 10 Child developmental therapies</td>
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<td>TREATMENT PLAN PAPER (DRAFT)</td>
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<tr>
<td>11/13</td>
<td><strong>Design Your Own Play Counseling Techniques Presentations</strong></td>
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<td>11/20</td>
<td>Family Approaches to Play Therapy: Family Systems and Filial;</td>
<td>Chapter 12 Family and filial</td>
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<td>Wolfe &amp; Wolfe (1983) <em>Action techniques for</em></td>
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<td><em>therapy with families with young children</em></td>
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<td>Field experience 3 DUE</td>
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<td>11/27</td>
<td>Thanksgiving Holiday</td>
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<td>TREATMENT PLAN PAPER DUE</td>
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<tr>
<td>12/11</td>
<td><em>Final Exam Week</em></td>
<td>QUIZ 2</td>
</tr>
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READING LIST


   and Sons.

   therapy.* In Kottman, T., and Schaefer, C., *Play therapy in action: A casebook for  
   practitioners* (pp. 169-208). Northvale, NJ: Aronson.

   Guilford Press.

   (Eds.). *School-based play therapy* (pp. 163-174). New York: Wiley and Sons.

8. Shovlin, K. J. (1999). Discovering a narrative voice through play and art therapy: A case  

Parental Permission for UF “Play Buddies”

My name is _____________ and I am a graduate student in the Counselor Education department at the University of Florida. I am currently enrolled in a Play Counseling course, taught by Dr. Sondra Smith-Adcock, which requires me to practice play counseling ideas and activities. I will involve your child in activities such as puppet shows, art, music/movement, and sand play. I would like to emphasize that I will not be “counseling” your child, but only practicing with play activities. To complete this activity, I would be interested in meeting with your child for 3 sessions of 30 to 50 minutes each.

Throughout this 5-week period, I will write brief reports about my experiences with your child and the play activities. Your child’s privacy will be given the highest priority and the data will be kept confidential to the extent provided by law. No identifying information will be included in my written report.

Please take a moment to sign the parental permission slip at the bottom of this page and return it to your child’s school. I have provided you with two copies of this form so that you can keep a copy for your records. Thank you again for your participation.

Sincerely,

__________________________________________
Parent’s Signature

____________________
Date

__________________________________________
Play Counseling Student’s Signature

____________________
Date
DESIGN YOUR OWN PLAY COUNSELING IDEAS GROUP PRESENTATION GUIDELINES

The purpose of this assignment is to develop a creative technique for play counseling sessions. These may be aimed at an individual, family, or group. You will be provided approximately 25-30 minutes for your presentation. The keys to this presentation are PLAY PROCESS and PARTICIPATION. Be specific in your description of the activities and how they are to illustrate play process…and get your classmates involved.

Include the following in your assignment:

1. TITLE: Give your idea a descriptive title.

2. PURPOSE: Describe the theoretical approach of your intervention. Also consider the stage of play process for the intervention demonstrated.

3. OBJECTIVES: Cite one or two specific objectives for the intervention.

4. MATERIALS NEEDED: List those items or materials needed for the session.

5. EXPERIENTIAL COMPONENTS/VERBAL COMPONENTS: Describe extent to which experiential components and verbal components will be used in the intervention.

6. PROCEDURES: List in chronological order the specific steps (procedures) needed to carry out the activity. Be descriptive. Tell what counselors should do in easy to follow guidelines.

7. PROCESSING LEADS: List possible phrases or statements, which might be used to help process the experience or activity.

8. RECOMMENDATIONS: Cite any recommendations that are appropriate or seem relevant to help make the activity successful.

9. REFERENCES: Cite any relevant references or resources needed.
GUIDELINES FOR TREATMENT PLAN

The purpose of this assignment is to complete a comprehensive treatment plan for a specific child or family. Intake interviewing, assessment, case formulation, and treatment planning are components of the course and sections to be addressed in this assignment.

Most students elect to use a current client or former client’s case for this assignment. However, you may also use the assignment to address a hypothetical case (you may use a prototypical or composite case from your experience). It also is possible to hypothesize how treatment would proceed with one of your field experience clients (though this is not intended to be a clinical experience).

The intake report consists of sections 1 through 3 (i.e., identifying information, history, assessment data) and covers relevant information about the client, the presenting problem, and the client’s system. Case formulation is section 4 and is the pivotal section in which you overview, summarize, and review client’s data according to a theoretical approach. The case formulation also should include a cultural formulation, which addresses issues related to race/ethnicity, class, gender, sexual orientation, disability, or other cultural factors. The treatment plan consists of sections 5 & 6 (contract and treatment plan).

INCLUDE THE FOLLOWING IN YOUR ASSIGNMENT:

1. IDENTIFYING INFORMATION:
   INCLUDE...
   A. Demographic information including family constellation
   B. Presenting problem according to child, parent, and others
   C. History of presenting problem

2. HISTORY:
   Include information on the following: [Where additional information is needed, please be specific about the data to be included at a later time and how that data will be determined.]
   a. Developmental history,
   b. Family history,
   c. Social system,
   d. Educational system,
   e. Legal system,
   f. Medical, and
   g. Mental health.

3. ASSESSMENT DATA:
   a. Individual data—List the source of the data reported in each of the following sections on level of child’s individual functioning: cognitive, emotional, behavioral, physical and motor development.
   b. Interpersonal data—Include relevant information on dyadic, family, and social systems.
4. **CASE FORMULATION:** This should be an integration of the case data.
   a. Articulate the presenting problem and history of problem through a theoretical perspective(s). If you choose more than one theory or approach, make sure to address an appropriate model for theory integration and address it in this section of your paper.
   b. Include a cultural formulation, which addresses issues related to race/ethnicity, class, gender, sexual orientation, disability, or other related cultural factors that modify the presenting problem, client system, or treatment.
   c. Based on theoretical and cultural conceptualization, identify and prioritize the primary goals to be addressed in treatment.

5. **CONTRACT AND GENERAL PLAN:**
   Include detailed information on…
   a. Contract with child,
   b. Contract with caretaker/family and/or teacher,
   c. Synthesized goal list, and
   d. Treatment modalities to be utilized,

6. **DETAILED TREATMENT PLAN:**
   In this section, include detailed information on sessions to be provided in treatment plan. A treatment plan should include at least 6 sessions including. It is preferable to have your sessions represent the scope of treatment, however, this is not a requirement. **[Your treatment must be consistent with your case formulation.]**
   a. Goals to be addressed in the session,
   b. Participants,
   c. Materials,
   d. Experiential/Verbal components, and
   e. Collaborative components
   f. Evaluation of the outcomes of the intervention