COUNSELING CHILDREN (INTRODUCTION TO PLAY THERAPY)
MHS 6421
Summer 2005

COURSE: Counseling Children (Introduction to Play Therapy)

PREREQUISITES: MHS 6006 Principles of Counseling and MHS 6400 Counseling Theory

INSTRUCTOR: Dr. Jennifer Baggerly, Ph.D., LMHC-S, RPT-S
4202 E. Fowler Ave., EDU 162
Tampa, FL 33620
813) 974-6714
Baggerly@tempest.coedu.usf.edu
Office Location: EDU 380 C

CLASS MEETING: Tuesdays online class; Thursdays, 5:00 to 9:00 p.m. EDU 253

OFFICE HOURS: Monday and Wednesdays 1 to 3 pm and by appointment: (813) 974-6714/EDU 380 J
e-mail: Baggerly@tempest.coedu.usf.edu

TEXTS:
Required:

Recommended:

CLASS WEBPAGE: https://my.usf.edu

EQUIPMENT: 3 high quality video tapes.

COURSE DESCRIPTION:
This course covers the nature of the counseling process with emphasis on major theoretical approaches, supervised practice, and application. Focuses on work with elementary age children and consultations with parents and teachers.

COURSE GOAL:
The major goal of this course is to facilitate students' knowledge of major theoretical approaches, attitudes and skills to counsel children through play therapy and other applications. Knowledge, attitude, and skills will be facilitated through didactic presentations, active learning, and supervised counseling practice with elementary school children.

COURSE OBJECTIVES:
By completing prescribed coursework and assignments in MHS 6421, students will obtain the follow:

1. Explain a developmentally appropriate view of the child. (CACREP: Section II K.3.a.; AP: 7,8; CF: 2,6)
2. Explain the meaning of play from a child's perspective. (CACREP: Section II K.3.a.; AP: 7,8; CF: 2,6)
3. Explain the basic principles and concepts of play therapy. (CACREP: Section II K.3.a.,5a.; AP: 7,8; CF: 2,6)
4. Describe the historical and theoretical development of play therapy. (CACREP: Section II K.5.c.; AP: 8; CF: 2)
5. Explain the theory and practice of different play therapy theoretical approaches. (CACREP: Section II K.5.c.; AP: 8; CF: 2)
6. Differentiate the approach of play therapy from other counseling approaches with children. (CACREP: Section II K.5.c.; AP: 8; CF: 2)
7. Analyze and assess the counseling needs of children. (CACREP: Section II K.7.b.,f.; AP: 4; CF: 6)
8. Describe the stages of change that occur in play therapy. (CACREP: Section II K.5.c.; AP: 8; CF: 2)
9. Apply basic play therapy skills, including tracking, reflecting feelings, self esteem building, and therapeutic limit setting, in a counseling relationship with a child. (CACREP: Section II K.5.c.; AP: 8; CF: 2)
10. Increase understanding of ethics and multicultural/diversity regarding children (CACREP: Section II K.2.c., 5.e.; AP: 5,6; CF: 5)

**COURSE POLICIES:**

**Attendance:** Due to active learning approach and skill development during lab time, attendance at all class meetings is mandatory. Please be advised that missing more than one class meeting will adversely affect your grade. Leaving class at break or arriving late consistently is also considered time absent from class. Please expect to lose 50 points from your final total grade for more than one non-emergency class absence.

**Late Work:** Assignments will not be accepted late. The final exam may be made up only if an emergency situation exists.

**Professional Demeanor:** Students are expected to maintain professional demeanor and protocol such as:
1. Personal integrity
2. Responsibility for one's own behavior, tasks, assignments and life lessons
3. Consideration, caring and sensitivity to peers
4. Maturity, including the capacity to accept "no"
5. Evidence of a continuous process of self exploration, resulting in enhanced self awareness
6. Practice of ethical and moral professional behavior
7. Maintaining confidentiality of classmates, case examples, and clients
8. Openness to constructive feedback and willingness to make suggested changes

**UNIVERSITY POLICIES:**
**ADA Statement:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

**USF Policy on Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

**Academic Dishonesty:**
Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally know to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to [www.turnitin.com](http://www.turnitin.com) and [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism).

**ACADEMIC REQUIREMENTS:**

**Grade:** Your grade in this class will be a result of completion of the course requirements, listed below.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>100</td>
<td>2 Journal Article Reviews</td>
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<tr>
<td>100</td>
<td>2 Play Session Reports</td>
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<tr>
<td>300</td>
<td>Research Paper</td>
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<tr>
<td>250</td>
<td>2 Play Therapy Mirco-Practicum Reports</td>
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<tr>
<td>250</td>
<td>Final Exam</td>
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<tr>
<td>1000</td>
<td>TOTAL</td>
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</table>


Grading Scale:

1000 - 980 points = A+
979 - 930 points = A
929 - 900 points = A-
899 - 880 points = B+
879 - 830 points = B
829 - 800 points = B-
799 - 780 points = C+
779 - 730 points = C
729 - 700 points = C-
Below 700 points = F

NOTE: Please retain all your assignments for the semester, including those that are graded and returned.

Journal Article Reviews: Submit two separate journal article reviews relevant to play therapy. Choose an article from an academic journal issue from 1995 to the present. Reviews should be typed, double-spaced, two page report in which half of your report is a summary of the article and half your personal reaction to the article. Reviews should be in APA bibliographic style (5 points) and be free of typographical and grammatical errors (5 points).

Play Therapy Session Reports: Please arrange two 30-minute play sessions with a 3 to 6 year old child, other than your own. Tape record or videotape the sessions. Write a 3 to 4 page paper critiquing your experience. Use the following subheadings:
   A. Child's Age and Setting
   B. Your Feelings (that you experienced during the session)
   C. Child's Feelings (that you observed during the session)
   D. Returning Responsibility to the Child (provide specific examples)
   E. Better Responses - Select four responses that you gave that you would like to improve
      a. Child - What the child said or did
      b. PT Response - What you said or did
      c. Better Response - What you would have like to have said or done
      d. Reason for Change - Why this would have been a better response

Research Paper: For this 6 to 8 page paper, you will describe the application of play therapy to a topic of your choice, (e.g., ADHD, grief, Hispanics, brief therapy) and propose a research design. The major part of the paper is an in-depth synthesis and analysis of at least 5 journal articles or book chapters on your chosen topic and play therapy. The last page of your paper is a proposed research design. The outline is as follows:
   I. Literature Review of Topic
      a. History and current status of topic (Problem/topic description, statistics, etc.)
      b. Effectiveness of other interventions (Typical treatment approaches)
      c. Effectiveness of play therapy (How play therapy can address this topic)
      d. Unanswered Questions (What research questions need to be addressed)
   II. Proposed Research Design (A worksheet will be provided in class to help with this section)
      a. Hypotheses
      b. Participants
c. Instruments

d. Procedures

e. Analysis of Data

Play Therapy Mirco-Practicum Report: During class time, you will conduct and videotape two 30 minute play therapy session with a child so that your play therapy skills can be assessed. You will submit your videotape along with a play therapy session summary and a self analysis report (see last two pages of the syllabus).

Final Exam: The final exam will cover materials presented during class presentations, readings, and online classes. The format of this exam will be multiple choice and short answer questions.
# MHS 6421 Counseling Children (Introduction to Play Therapy)
Jennifer Baggerly, Ph.D., L.M.H.C.-S, R.P.T.-S

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topics and References</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 - May 19</td>
<td>Introductions, Overview of Play Therapy, Review of Syllabus and Research Project</td>
<td></td>
</tr>
<tr>
<td>Class 2 Online</td>
<td>A View of the child, Basic Principles of Play Therapy</td>
<td>Landreth Chapter 4</td>
</tr>
<tr>
<td>Class 3 - May 26</td>
<td>The Meaning of Play, Types of Play, Play Themes</td>
<td>Landreth Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Class 4 Online</td>
<td>Definition and Philosophy of play therapy, Child-Centered Play Therapy, The Play Therapist, Documentation</td>
<td>Landreth Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>Class 5 – June 2</td>
<td>Structuring a Play Session, Selection of Toys, Tracking</td>
<td>1st Journal Article Review Due Landreth Chapters 7 &amp; 9</td>
</tr>
<tr>
<td>Class 6 Online</td>
<td>Historical Foundations of Play Therapy</td>
<td>Landreth Chapter 3</td>
</tr>
<tr>
<td>Class 7 - June 9</td>
<td>Reflecting Content and Feelings, Encouragement and Self Esteem Building</td>
<td>2nd Journal Article Review Due Landreth Chapter 10 &amp; 11</td>
</tr>
<tr>
<td>Class 8 Online</td>
<td>Dibs: An Application of Child-Centered Play Therapy</td>
<td>Axline</td>
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<tr>
<td>Class 9 - June 16</td>
<td>Play Therapy with Abused Children, Play Therapy with ADHD Children</td>
<td>Landreth Chapter 12</td>
</tr>
<tr>
<td>Class 10 Online</td>
<td>Comparison of Theoretical Approaches to Play Therapy</td>
<td>Assigned Article O'Connor Chapters 1, 3, &amp; 11</td>
</tr>
<tr>
<td>Class 11 - June 23</td>
<td>Therapeutic Limit Setting</td>
<td>1st Play Session Report Due</td>
</tr>
<tr>
<td>Class 12 Online</td>
<td>Differentiating Play Therapy from other Counseling Approaches</td>
<td>Assigned Article</td>
</tr>
<tr>
<td>Class 13 - June 30</td>
<td>Play Therapy Micro Practicum</td>
<td>2nd Play Session Report Due</td>
</tr>
<tr>
<td>Class 14 – Online</td>
<td>The Profession of Play Therapy: Associations &amp; RPT</td>
<td></td>
</tr>
<tr>
<td>Class 15 - July 7</td>
<td>Sand Play Therapy</td>
<td>1st Practicum Report Due</td>
</tr>
<tr>
<td>Class 16 Online</td>
<td>Communicating with Teachers and Parents</td>
<td>Landreth Chapter 8</td>
</tr>
<tr>
<td>Class 17 - July 14</td>
<td>Play Therapy Micro Practicum</td>
<td>Research Paper Due</td>
</tr>
<tr>
<td>Class 18 Online</td>
<td>Research Presentations online</td>
<td>2nd Practicum Report Due</td>
</tr>
<tr>
<td>Class 19 - July 21</td>
<td>Final Exam</td>
<td></td>
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</tbody>
</table>
PLAY THERAPY SESSION SUMMARY

Child/Age: ______________________ Counselor: __________________ Date _______ Session# _______

**Subjective:** (Feelings expressed)

**Objective:**

Toys/Play Sequences

Play Themes

Verbal Themes

Limits Set

**Assessment:** (Your general impressions/clinical understanding/conceptualization based on theoretical orientation. Progress toward goals.)

**Plans/Recommendations**

Counselor Name: _____________________  Session Date:____________
**Theoretical Approach:** 1. Identify the theoretical approach you were trying to follow. 2. What theoretical constructs and techniques did you use to reflect this theoretical orientation? 3. In what ways did you feel comfortable or uncomfortable with this approach?

**Strengths You Exhibited (minimum of 2) and Why They Were Effective:**

**Areas for Growth (minimum of 2) and How this Area Interfered with the Counseling Process:**

**Counselor Goals and Strategies:** (List at least 2 goals that you will set for yourself to improve your approach and describe strategies for you to obtain these goals.)
Please respond to questions 1 – 6. In addition, for Master’s Plan II, programs must complete the attached Matrix:

1. *Rationale for Setting Goals and Objectives:* What sources of information (e.g., research, best practices) support the formulation and selection of course goals and objectives?

   Goals and objectives are based on (a) Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards of core curricular experiences, (b) National Counselors’ Exam content, and (c) prominent texts by well respected counselor educators.

2. What aspects of the COE conceptual framework is/are specifically addressed in this course?

   The COE conceptual framework that are specifically addressed in this course are:
   - Academic Excellence: (Syllabus objectives 1-6, 8,9)
   - Ethics and Diversity: (Syllabus objective 10)
   - Student Learning and Development (Syllabus objective 1-3, 7)

   The Florida Accomplished Practices that are specifically addressed in this course are:
   - Practice 5: Diversity (Syllabus objective 10)
   - Practice 6: Ethics (Syllabus objective 10)
   - Practice 7: Human Development & Learning (Syllabus objectives 1-3)
   - Practice 8: Knowledge of Subject Matter (Syllabus objectives 1-6, 8, 9)
   - Practice 12: Technology: (Students utilize Blackboard to access guided notes, counseling links, student communication, and student grades).

3. List the specific competencies addressed from the *relevant national guidelines*.

   Specific competencies addressed from Council for Accreditation of Counseling and Related Educational Programs (CACREP) include the following:
   - Section II. K.2.c Strategies for working with diverse populations
   - Section II.K.3.a. Theories of development
   - Section II.K.5.c Counseling theories
   - Section II.K.5.d.a Understanding of theories and interventions

4. Are there field-based experiences in this course? If so, please briefly indicate the setting, nature, and duration of each.

   No. Students have not developed needed skills yet to have field experience.
5. (a) Is technology used in this course? If so, please briefly indicate type of technology and how it is used to manage, evaluate, and improve instruction.

Students utilize Blackboard to access guided notes, counseling links, student communication, and student grades.

(b) Are students required to access and demonstrate use of technology in instruction and/or record keeping in this course? If so, please briefly describe. (See Accomplished Practice #12.)

Students are expected to access Blackboard as described above.

6. How are issues of diversity addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“All students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins, and achievement levels.)

Issues of diversity are addressed in each class through case studies of children representing various diverse groups and in one particular class on “Multicultural and Diverse Issues.” Thus, students assess the appropriateness of and apply various counseling theories to clients representing diverse groups. Students also learn specific principles and strategies for working with multicultural and diverse children.

7. (For Master’s Plan II Programs only)
   (a) List the specific competencies addressed from the Florida Subject Matter Content Standards or the Florida Adopted Subject Area Competencies.
   (b) Describe any component(s) of the course designed to prepare teacher candidates to help PK-12 students achieve the Sunshine State Standards.
7. (For Master’s Plan II Programs and Ed.S. School Psychology Courses Only) Complete the following matrix showing the association among (1) course objectives (item #6 of syllabus), evidence of achievement of objectives (including performance-based assessments, as appropriate), and Accomplished Practices

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Evidence of Achievement</th>
<th>Predominant Accomplished Practices*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: Objectives should be numbered 1.0, 2.0, 3.0 etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 Explain a developmentally appropriate view of the child.</td>
<td>Final exam and class participation</td>
<td>7,8</td>
</tr>
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<td>2.0 Explain the meaning of play from a child's perspective.</td>
<td>Final exam, play session reports, and class participation</td>
<td>7,8</td>
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<td>3.0 Explain the basic principles and concepts of play therapy</td>
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<td>8</td>
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<tr>
<td>6.0 Differentiate the approach of play therapy from other counseling approaches with children.</td>
<td>Final exam, research paper, and class participation</td>
<td>8</td>
</tr>
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<td>7.0 Analyze and assess the counseling needs of children.</td>
<td>Play session reports, final exam, and class participation</td>
<td>4</td>
</tr>
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<td>Evidence of Achievement</td>
<td>Predominant Accomplished Practices*</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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</tr>
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<td>(Note: Objectives should be numbered 1.0, 2.0, 3.0 etc.)</td>
<td></td>
<td>(For Undergraduate and Plan II Masters Courses Only)</td>
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<tr>
<td>8.0 Describe the stages of change that occur in play therapy.</td>
<td>Final exam and class participation</td>
<td>7, 8</td>
</tr>
<tr>
<td>9.0 Apply basic play therapy skills, including tracking, reflecting feelings, self esteem building, and therapeutic limit setting, in a counseling relationship with a child.</td>
<td>Micro-practicum reports</td>
<td>8</td>
</tr>
<tr>
<td>10.0 Increase understanding of ethics and multicultural/diversity regarding children</td>
<td>Final exam and class participation</td>
<td>5,6</td>
</tr>
</tbody>
</table>

**Note:** Examples of Indicators for the Accomplished Practices can be found in J\Proposals Course-Program \Faculty Resource Packet for Accomplished Practices
College of Education

DEPARTMENTAL COURSE SYLLABUS

GRADUATE LEVEL COURSES

ATTACHMENT II

Preprofessional Benchmarks for the Accomplished Practices

Practice #1 -- Assessment: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student’s instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Practice #2 -- Communication: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

Practice #3 -- Continuous Improvement: The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher’s continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Practice #4 -- Critical Thinking: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

Practice #5 -- Diversity: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies [such] as acceptance, tolerance, resolution, and mediation.

Practice #6 -- Ethics: The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Practice #7 -- Human Development and Learning: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Practice #8 -- Knowledge of Subject Matter: The preprofessional teacher has a basic understanding of the subject matter and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher’s repertoire of teaching skills include a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Practice #9 -- Learning Environments: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase knowledge and skills.

Practice #10 -- Planning: The preprofessional teacher recognizes the importance of setting high expectations for all students. The preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Practice #11 -- Role of the Teacher: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.
Practice #12 -- Technology: The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.