

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**MHS 5422  
PLAY TECHNIQUES FOR COUNSELING**

**This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.**

**COURSE DESCRIPTION**

An experiential course designed to increase knowledge and skills in the use of play media and play process as a counselor intervention for working with children and adolescents. The course is designed for students and professionals in the helping professions.

*Prerequisites: Permission of Instructor*

**REQUIRED READINGS**

Kaduson, Heidi, & Schaefer, Charles, E. Eds. (2003). *101 more favorite play therapy techniques*. Northvale, NJ: Jason Aronson, Inc.

Giordano, M., Jones, L., Landreth, G., Aronson, J. (2005). *A Practical Handbook of Essential Skills for Building the Play Therapy Relationship*. Lanham, MD: Roman & Littlefield Publishers, Inc.

Handouts provided by instructor.

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP: General:** K.2.b, K.5.a, K.5.b, K.5.c, K.6.d, K.6.a-e, K.7.b

**CACREP: School:** A.2, B.1, C.2.a, C.2.b

**CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including demonstration of counseling and workshop facilitation skills.

**COURSE OBJECTIVES (\*method of evaluation)**

1. Understand how cognitive, social and emotional stages of development affect the play of children and adolescents (class lecture/readings/\*exam).
2. Understand theories underlying the play counseling process (lecture/readings/\*exam).
3. Identify research supporting play techniques and group work as effective counseling interventions for working with children and adolescents (lecture/ readings/ \*research assignment).
4. Experience various play media related to games, art, puppets, dolls, imagery, creative dramatics, music, movement and magic (experiential class component/ \*attendance/\*participation/peer coaching feedback).
5. Describe how play media and the play activity process can be used as a tool for eliciting behaviors and feelings from children and adolescents as part of the counseling process (class lecture/ experiential class component/ readings/\*exam)

6. Develop appropriate play based interventions for target groups of at-risk children and adolescents for use in individual and group settings (class lecture/ experiential class component/\*play based intervention assignment).
7. Facilitate and process a play experience (experiential classroom component/ observation with peer coaching and \*written instructor feedback)

### COURSE REQUIREMENTS

1. Complete assigned readings.
2. Attend class and actively participate in class activities.
3. Develop a structured play counseling intervention (six sessions) for use with a target child/adolescent or group.
4. Facilitate one play media experience in class.
5. Provide a copy of counseling intervention to instructor and peers (hard or electronic copies)
6. Successfully complete a written final exam.

Assignment	Points
Active participation in class activities including providing intervention to peers	20
Facilitating the play activity process using selected play media	20
Six session play counseling intervention/target child or group	30
Final Exam	30
<b>TOTAL</b>	<b>100</b>

### GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	B+ = 88-89	C+ = 78-79	D+ = 68-69	F = 59 – 0
A - = 90-92	B = 82-87	C = 72-77	D = 62-67	
	B- = 80-81	C- = 70-71	D- = 60-61	

### ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

### RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to

participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

#### **INFORMATION FOR STUDENTS WITH DISABILITIES**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

#### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001  
at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

#### **ACADEMIC INTEGRITY STATEMENT**

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

#### **METHODS OF INSTRUCTION**

This experiential and web assisted course uses a variety of teaching methods including readings, lecture, live/video skills demonstrations, PowerPoint presentations, and audio with the opportunity for extensive practice. Students will receive peer and instructor feedback regarding ideas and skills.

#### **DISTANCE LEARNING REQUIREMENTS**

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.

5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
8. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
9. Students will receive feedback on assignments from the instructor **via email and Livetext.com**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
10. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab\\_id=107\\_1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1) if you experience login or connection issues.
11. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

## REFERENCES

- Berk, L. (2005). *Development through the lifespan* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Drewes, A.A. (2009). *Blending play therapy with cognitive behavioral therapy: Evidence-based and other effective treatments and techniques*. New York: J. Wiley.
- Giordano, M., Landreth, G. L., & Jones, L. (2005). *A practical handbook for building the play therapy relationship*. Lanham: Jason Aronson.
- Gladding, S. T. (2005). *Counseling as an Art: The Creative Arts in Counseling* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.
- O'Connor, K. J., & Braverman, L. M. (2009). *Play therapy theory and practice: A comparative presentation*. New York: Wiley.
- Schaefer, C. & Kaduson, H. (2006). *Contemporary play therapy: Theory, research & practice*. NY: Guilford Press, Inc.

## COURSE CONTENT & OUTLINE

The content, readings and activities for each session are described below. It should be noted that due to the interactive and experiential nature of the course it may be appropriate to rearrange demonstrations and/or activities. Students will participate in activities intended to introduce them to the various play media and to provide practice in facilitating the play activity process. This may involve “messy” materials or the need to move around or get down on the floor. Students are asked to dress appropriately.

SESSIONS	TOPICS & READINGS	DEMOS & ACTIVITIES
Session 1 Monday	Course introduction & overview Play Process Demo (successive approximation) Information cards Play – Developmental concepts/theories	names, energy ball, knot, picture/symbol, pair shares

Session 2 Monday	Play media and the play room *Reading: Giordano Chapter 2 (play room) Community Building & Cooperation *Reading: Giordano Chapter 11 (encouragement and esteem building)	Play Process Demo: Moving line, blindfold line up, puzzles Confidence course, string
Session 3 Monday	Individual and group processes (overview & exercise) Building feelings vocabulary  *Reading: Giordano Chapters 6 & 7 (facilitative responding) Family & School Drawings	Dice, sorter, feelings man Family drawings
Session 4 Tuesday	Play process - following the lead *Reading: Giordano Chapter One (child-centered play) Play process – structured play activities *Reading: Instructor handout *Reading: Giordano Chapters 3 & 4 (structuring play)  Gaining awareness & insight – processing vs activity Structured play process demo – Games	Landreth video  Axline exercise  Penny flip, Jenga Board games, gateway Games
Session 5 Tuesday	Stages of the structured play counseling process Making the LEAP *Reading: Instructor handouts Manipulating group outcomes Play demo & practice – Art Eliciting pleasant and unpleasant feelings/behaviors *Reading: Giordano Chapter 11 (therapeutic responses and processes)	Clay, charades, finger paints and shaving cream
Session 6 Tuesday	Props as counseling tools Skills practice & feedback Stories and storytelling *Reading: Giordano Chapters 8 & 10 limits and decision making	Bag of props, glasses Box, Blue, towel
Session 7 Wednesday	Using imagery for self awareness, problem solving, mental practice, & relaxation Skills practice & feedback *Reading: Giordano Chapter 5 (non-verbal behavior)	Warm ups, safe place, rose bush, outside observer, mental practice, sphere
Session 8 Wednesday	Using play media to develop empathy Puppets & dolls	What do you see? & Story from both sides, Blind find game Role reversal, role play, feeling names
Session 9 Wednesday	Music & movement Skills practice & feedback Sharing: Favorite play techniques *Reading: Kaduson Review of Techniques	Dance music, musical chairs
Session 10 Thursday	Developing structured counseling interventions for at-risk populations Using play techniques with adults *Reading: Instructor handouts	My world, shark, paper tearing  Balloons

	Skills practice & feedback – Magic *Reading: Giordano Chapters 13-18 (at risk case studies) Internet resources/Sharing	
Session 11 Thursday	Teaching parents, teachers and other school professionals to use play media to support learning and social-emotional development *Reading: Giordano Chapter 12 (developing self-control)	
Session 12 Thursday	Play as a diagnostic tool - Introduction Group work Written final	
Session 13 Friday	Play media and the facilitation of play experiences Self evaluation/peer and instructor feedback	
Session 14 Friday	Play media and the facilitation of play experiences Self-evaluation/ peer and instructor feedback	
Session 15 Friday	Play media and the facilitation of play experiences Self evaluation/ peer and instructor feedback Wrap-up/Feedback/evaluations	

#### **BIBLIOGRAPHY**

- Axline, V. (1969). *Play Therapy*. New York: Ballentine Books.
- Bowman, R. (2002). *Fifty magic tricks: Strategies for counselors*. Youthlight, Inc.
- Carey, L. J. (1994). *Family play therapy*. Lanham: Jason Aronson.
- Drewes, A., Carey, L., & Schaefer, C.E. (Eds.) (2001). *School Based Play Therapy*. New York: Jon Wiley & Sons, Inc.
- Homeyer, L. E. & Sweeney, D. S. (1998). *Sandtray: A Practical Manual*. Royal Oak, MI: Self-Esteem Workshop.
- Hughes, F. P. (1999). *Children, Play, and Development*. Boston: Allyn & Bacon.
- Kaduson, H. G., & Schaefer, C. E. (Eds.). (2001). *101 More Favorite Play Therapy Techniques*. Northvale, NJ: Jason Aronson, Inc.
- Kottman, T. and Schafer, C.E. (1995). *Play therapy in action: A casebook for practioners*. Lanham: Jason Aronson.
- Kottman, T. (2001). *Play therapy: Basics and beyond*. Alexandria, Va: American Counseling Assoc.
- Kottman, T. (2003). *Partners in play: An Adlerian approach to play therapy*. Alexandria, Va: American Counseling Assoc.
- Landreth, G. (2002). *Play Therapy: Art of the Relationship*. NY: Taylor & Francis, Inc.
- Landreth, G. *Innovations in Play Therapy: Issues, Process, and Special Populations*. NY: Taylor & Francis, Inc.
- Oaklander, V. (1988). *Windows to Our Children*. Highland, NY: The Gestalt Journal Press.
- O'Connor, K. J. (2001). *The Play Therapy Primer: An Integration of Theories and Techniques*. NY: John Wiley & Sons, Inc.

- Peterson, L. W. & Hardin, M. E. (1997). *Children in Distress: A Guide for Screening Children's Art*. New York, NY: W.W. Norton & Company, Inc.
- Schafer, C.E. (2003). *Foundations of play therapy*. New York. J. Wiley.
- Schafer, C.E. & O'Connor, K.J. (2003). *Handbook of play therapy: Advances and innovations* (2<sup>nd</sup> Ed.) New York. J. Wiley.
- Schaefer, C. E., & Cangelosi, D. M. (Eds.). (2002). *Play Therapy Techniques*. Northvale, NJ: Jason Aronson, Inc.
- Thompson, C. & Rudolph, L., Henderson, D. (2003). *Counseling Children* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth Brooks/Cole.
- Webb, N. B. (1991). *Play Therapy with Children in Crisis*. NY: The Guilford Press.