



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
ADVANCED PROGRAMS GOVERNANCE COMMITTEE

Course Designator EDCE Prefix Number 802 Suffix P
(Example: EDUCJ999Q)

OR

Degree Program: _____
(For Bulletin Changes)

Course Proposer: Kathy Evans Phone: 7-1937

Date Received

Approved By

Date Forwarded

11/22/10

Cary Kelly
Chair, Department Committee

12/6/10

12/6/10

Robert Johnson
Chair, Department

12/13/10

Chair, Advanced Programs Governance Committee

Associate Dean, Academic and Student Affairs

Dean, College of Education

Note: If not approved, return packet to person named at the last level of approval.



NEW COURSE PROPOSAL

NCP

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: This form is used to add a new course to the University course database. This form is available online at www.sc.edu/provost/acadprog.

Date: 3/15/10

Campus: Columbia College/School: Education

Department (if applicable): Educational Studies

Undergraduate Graduate

PROPOSED COURSE INFORMATION

Course Designation: EDCE 802 P
4-letter Designator Prefix Course Number Suffix

Credit Hours: 3 Variable Fixed # Times Course Can Be Taken: 1

Course Title: Practicum in Play Therapy

Cross-listed with which course? _____
4-letter Designator Prefix Course Number Suffix

Course Description: (50-word limit)

Supervised counseling experience in an approved setting focusing on play therapy, counseling through play, and expressive arts therapy.

Course Prerequisites/Corequisites: EDCE 709; EDCE 809; EDPY 705; EDCE810; EDCE 811

Course Delivery Location: USC Campus Off-Campus site
(If off-campus delivery is being requested, attach a completed Off-Campus Delivery (OCD) form.)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)
(If distance technology delivery is being requested for the first time, attach a completed Distance Education Delivery (DED) form.)

Proposed Effective Term for change to database/bulletin:

Year: 2011 Fall Spring May Session Summer I Summer II

Required Resources: Does this course require additional faculty, facilities, library resources or funding?
 Yes No (If yes, attach letters of commitment from appropriate official(s).)

Grading System: Standard Pass/Fail Only Not Auditable

Rationale for grading system other than standard:

Enrollment Restrictions: Restricted to: Play Therapy Certificate Excluded: _____

Special Permissions required? Department Instructor

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

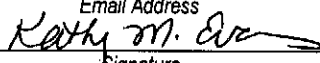
Identify which unit(s)/campus(es) _____

(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

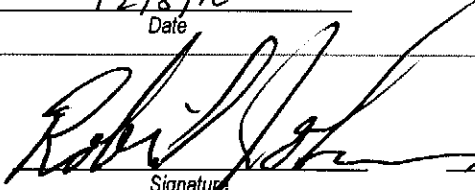
REQUIRED ATTACHMENTS (The following documents must be attached to this form before submission)

- Course syllabus
- Basic bibliography (list of required texts and readings)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)
- Letter(s) committing resources (if appropriate)
- Related course forms (if appropriate) *All forms are available at www.sc.edu/provost/acadprog.*
 - Off-Campus Delivery (OCD) Form
 - Schedule Exception Request (SER) Form
 - Distance Education Delivery (DED) Form
 - Office of Educational Outreach (OEO) Form for contract courses

CONTACT INFORMATION

Contact Person:	Kathy M. Evans	Associate Professor
	Print name	Title
	kevans@mailbox.sc.edu	777-1937
	Email Address	Phone Number
		12/18/10
	Signature	Date

REQUIRED APPROVALS

Department Chair:	Robert Johnson	
	Print name	Signature
	rjohnson@mailbox.sc.edu	12/13/10
	Email Address	Date
	7-6585	Phone Number

Academic Dean:		
	Print name	Signature
	Email Address	Phone Number

FacSenate Cours&Curric/ Dean of the Graduate School (as appropriate):		
	Print name	Signature
	Email Address	Phone Number

Graduate Council Faculty Senate

Date of Faculty Governance Approval (if appropriate) _____



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.sc.edu/provost/acadprog.

Date: 3/15/10

Campus: Columbia College/School: Education

Department (if applicable): Educational Studies

Undergraduate Graduate

EDCE 802P - Practicum in Play Therapy - New Course Proposal

The Counselor Education Program is proposing a graduate certificate in Play Therapy. The curriculum suggested by the Association of Play Therapy which offers the Registered Play Therapy credential includes an experiential component in students' training where they will be supervised by a Registered Play Therapist. Because students in the certificate program already have completed graduate degrees in mental health, this course is the only practicum experience students will need to complete. Students currently enrolled in the Ed.S. programs in Counselor Education may take this course as a requirement for their Play Therapy certificate or they can use it as an elective if they do not plan to complete the certificate.

EDCE 802: Practicum in Play Therapy

I. Descriptive Information

- A. Course Number and Title:** EDCE 802P Practicum in Play Therapy
- B. Bulletin Description:** Supervised counseling experience in an approved setting focusing on play therapy, counseling through play, and expressive arts therapy.
- C. Course Credit:** 3 hours
- D. Prerequisites:**
The following prerequisites must be completed with a grade of B or higher before taking the Practicum.
PLAY THERAPY CERTIFICATE COURSES:
- E. Intended Audience:** Students enrolled in the Certificate in Play Therapy program.
- F. Instructor:**

II. Statement of Goals and Objectives

A. Course Goal:

This course will provide direct counseling and related experiences in professional settings. Such experiences will be built around **direct service**; i.e., specific to play therapy, counseling through play, or expressive arts therapy, and **indirect service**; i.e., consultation, developmental intervention, etc. Through these experiences, students will exercise skills in intake counseling, establishing counseling goals, implementing counseling interventions, and assessing counseling outcomes. Client problems may include but will not be limited to developmental transition issues, plus issues or problems specific to the developmental experiences of children. (3 credits)

B. Course Objectives:

1. Students will work with clients individually, within family contexts, and in groups to maximize career/vocational, personal, social, and family experiences (CACREP Standard II, G 3.c, 5.a-c, 6.a-e; CACREP MFC Standard: B1-2, C1; Program Objectives: IIA1, IIB, IIB3, IIC2, IVA).
2. Students will assess the needs diverse populations being served, which will also require knowledge of theories related to multicultural counseling and identity development (CACREP Standard II, G: 2.b-c, 2.e, 4.d; CACREP MFC Standard: A6, B1, C1; Program Objectives: III, IIIA, IIIC).
3. Students will utilize and administer appropriate assessments based on the needs of clients and treatment planning (CACREP Standard II, G: 8.d;

- CACREP MFC Standard: C2; Program Objectives: IIB1, IIB2, IIB3, IIC, IIC1-2).
4. Students will develop an understanding of the counseling environment (i.e., setting) and be able to coordinate services with other professionals in the community (CACREP Standard II, G: 1.b; MFC Standard A5; Program Objectives: IV, IVA, IVB, IVC, IVC2).
 5. Students will advocate for clients (CACREP Standard II, G: 2.d; Program Objectives: III, IIIB, IIIC, IVC3).
 6. Students will discuss and make legal and ethical decisions related to their practice of marital, couple and family counseling/therapy (CACREP Standard II, G: 1.h, 2.f, 3.e, 4.i, 5.g, 6.g, 7.h-I, 8.f; CACREP MFC Standard A3; Program Objectives: (IA, IB, IC).
 7. Students will utilize technology appropriately within their practice of play therapy, counseling through play, and expressive arts therapy, specifically in demonstrate evidence-based counseling techniques (CACREP Standard II, G: 7b., 8c; MFC Standard C3; Program Objectives: II, IIA1, IIB, IIB2, IIB3).

For a complete list of the CACREP Standards visit:

<http://cacrep.org/doc/2009%20Standards%20with%20cover.pdf>

C. Program Objectives-See Attached Appendix

Inspired by the mission of the College of Education and Department of Educational Studies, the Counselor Education Faculty continually challenge and support students enrolled in counselor education programs to exemplify:

- *Integrity* through which one's actions are ethical, open and forthright;
- *Intellectual spirit* that undergirds the responsibility of professional counselors to construct, generate, and share knowledge while maintaining perspectives on the contexts of learning and development;
- *Justice* for all people, appreciation for and recognition of the significance of diversity, and a dedication to democratic principles; and
- *Stewardship* that guides teaching, counseling, and leading; recognizes the central roles of collaboration and professional responsibility; and requires initiative in identifying and acting on needs with thoughtful and professional care.

III. Course Readings

Required Reading:

Practicum Manual for Students enrolled in the Certificate for Play Therapy program .
Available from Counselor Education program website-located under "Forms."

Resources:

American Counseling Association. (2005).Code of Ethics and Standards of Practice.Available at

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

- Baird, B. N. (2007). The internship, practicum, and field placement handbook: A guide for the helping professions (5th ed.). Upper Saddle River, N.J.: Prentice Hall
- Faiver, C., Eisengart, S., & Colonna, R. (2004). The counselor intern's handbook (3rd ed.). Belmont, CA: Brooks/Cole.

IV. Course Requirements

- A. Completion of practicum demands a total of **150 clock hours**, 60 of which must be in direct service work. The remaining hours will be accrued through indirect service and clinical supervision. Students will participate in **4 HOURS OF SUPERVISION PER WEEK** (1 hour with the site supervisor, 2 small group hours during the course seminar and 1 hour of individual supervision arranged with the course instructor/doctoral student) (Program Objectives: IB, IC, IIA, IIA2, IIC, IIC1, IIC2, III, IIIA, IV, IVA, IVB, IVC, IVC1-3).
- B. You will submit a 4-5 page paper in which you identify the major theoretical school (s) (2 maximum) that inform your clinical work. In this paper, a) briefly summarize the theory, b) discuss why it works with your clients (examine demographics), c) discuss why it works with the issues of your clients, and d) discuss the limitations of this theory in terms of the setting, clients, and issues in the school level of your practicum (Program Objectives: IIC, IIC-2, III).
- C. You will compile progress notes for all clients, using a format approved by your site and the instructor. You will keep these forms as your record of your growth as a counselor and will bring these completed forms to your mid-term and final evaluation sessions with the course instructor (Program Objectives: II, IIA1, IIB, IIB1-2, IV).
- D. You will provide at least one tape weekly for team supervision and/or class discussion, cued to the session or segment of a session you want reviewed. You must have a signed release from parent/guardian for every client you tape. **During the course of the semester, we will assign presentation dates. On those dates, you will provide a written summary of the session for each group member (follow the guidelines attached to syllabus.) For your first case presentation, you will also complete a 10 minute verbatim to accompany your tape and written summary.** Remember to use supervision time for feedback and consultation, not for evaluation. In other words, use supervision time to obtain help with your clients, not to highlight only your best work (Program Objectives: II, IIA, IIA1-3, IIC2, III, IIIA, IIIC, IV, IVB, IVC1-3).
- E. You must compile a documentation of your activities using the forms found in your manual to do so (Program Objectives: II, IIA1, IIB, IIB1-2, IV). Please include:
- A Copy of your Practicum Application Form, due now;
 - Site Placement Form, due now;
 - A Copy of your Professional Liability Insurance, due now;

- Placement & Schedule Form, due now;
- Counseling Consent Forms (use agency form if applicable);
- Counselor's Schedule, one per week to assist you in the Field Experience Summary due at the end of the semester;
- Practicum Supervision Log, dated and signed each week, due at midterm and end of term;
- Field Experience Summary, due at end of semester;
- Supervisor's Evaluation, due at end of semester;
- Checklist of Practicum Competencies due at mid-term; and
- End of term Site Supervision Evaluation due at end of term.
- Course evaluation due on line at end of term.

This documentation will be reviewed at your mid-term evaluation meeting and must be reviewed after the completion of your Practicum to document the completion of course requirements in order to submit a final grade.

- F. Individual Practicum Journal: You will keep a weekly journal in which you will examine your experiences as a counselor with regard to your work with your clients, your role at your site, your experience in class, and your developing identity. In addition to the written journal, your journal will include 6-8 digital photos chronicling your story of development throughout the semester. Further description of this project will be provided in a handout on the first night of class. The handout will also be posted on Blackboard at the onset of the semester. You will submit the final journal and the photo journal during the final class meeting and discuss your development as part of the closing portion of this class.

V. Administrative Course Requirements

A. Office Hours:

Students are invited to make use of my office hours for any questions or comments regarding the course. If you cannot make it to my office during these hours, please let me know so we can set up an appointment.

B. Course Schedule

The course schedule provided in the syllabus is a tentative outline of course topics to be covered. Due to varying time for class activities or other circumstances, changes may be made throughout the course. It is the instructor's responsibility to give you appropriate notice of such changes, and it is the student's responsibility to take note of these changes.

- C. Make-up policy for work
Make-up work must be arranged ahead of time, and students must present documented evidence of extenuating circumstances that lead to the necessity for make-up work.
- D. Cell phones
Please turn off all cell phones before class starts.
- E. Incomplete Grades
Incompletes will only be submitted for extenuating circumstances (e.g., prolonged physical or mental health problems). You must provide appropriate documentation.
- F. Late submission of assignments
Unless a student receives approval from the instructor prior to the original due date of an assignment, late assignments will be penalized with a deduction of 10 % of the possible points for the assignment for *each business day* in which the assignment is late.
- G. Students with Disabilities
Students who require any accommodations for any aspect of this course should notify me immediately.

VI. Evaluation and Grading

ASSESSMENT OF COUNSELING SKILLS

Your evaluation and final grade will reflect your clinical expertise, as based on your provision of tapes of direct service to the university supervisor and intern supervisor. The clients on these tapes would optimally be the same clients so you can demonstrate your skills in the initial, middle, and concluding components of counseling. At the mid-point evaluation meeting, each student and the instructor will meet to review the student's choice of one tape of direct service. Prior to this meeting, the student will prepare a typed critique of the tape to be evaluated.

The process of clinical supervision, as practiced in EDCE 802, focuses not on your clients, but on you with your clients. Just as your clients cannot change others in their worlds, you cannot change your clients. You can only reflect on, evaluate and moderate how you are with them, to determine how effective you are in your chosen service delivery, and then decide whether or not, or how, to change yourself. Your family counseling skills will be reviewed and evaluated in light of your conceptualization, intervention, and personalization skills.

Conceptualization skills describe your ability to:

- Follow the client's issues as presented during the session and the length of counseling.
- See the relevance of "sub-themes" to client issues.
- Integrate knowledge of family developmental theory and cultural impact on family themes
- Integrate knowledge of societal trends in working with diverse family systems.
- Identify a direction to pursue based on a sound rationale.
- Espouse your theory of change.
- Choose interventions consistent with that theory.
- Re-evaluate your view of the case and choice of interventions on an ongoing and more sophisticated level as you work with the client.

Intervention skills describe your ability to:

- Manage the counseling process towards a desired outcome based on specification of client change.
- Demonstrate control of the session.
- Adapt your interventions to client style.

Personalization skills describe your ability to:

- Utilize your personal assets and liabilities in counseling, accenting the former and restraining the latter.
- Access your emotional states during counseling and the practicum and reflect on the ways in which your affect impacts your counseling and learning.
- Demonstrate interpersonal and intrapersonal depth and flexibility.

All three aspects of clinical service delivery compose the mandate for practicum; all three areas must be congruent for counseling to be effective. In addition, one cannot compensate for limitations in one area by over-emphasis in another.

GRADES

Completion of the required number of hours alone does not constitute satisfactory performance in EDCE 802P. Students must demonstrate the ability to counsel effectively, as per their stated models of therapy. A grade of "A" reflects demonstration of clinical autonomy in the three areas of conceptualization, intervention, and personalization. A grade of "B+" demonstrates clinical autonomy in 2 of the 3 areas with minimal support in the other area. A grade of "B" demonstrates autonomy in 1 of the 3 areas with minimal support in the other two areas.

Any grade less than B reflects a lack of clinical autonomy in any area, requiring ongoing continual supervision to facilitate client progress. In this event, the student has not demonstrated the ability to counsel effectively and is therefore

not ready for internship. In this case, either EDCE 802 P will be continued until the competency is demonstrated, and/or remedial work will be assigned, or the student's progress will be halted.

You must demonstrate the ability to counsel effectively, as per the objectives of this syllabus. Evaluation of student clinical skills development is the responsibility of the course instructor in the role of "professional gatekeeper". Therefore, a student may complete all course specific assignments with high grades, yet receive an unacceptable (less than B) final grade based on the professor's evaluation of the student's clinical skill development and attainment. A grade of less than B indicates that serious clinical skill deficiencies must be remedied before the student can progress through the program.

PROFESSIONAL GATE-KEEPER ROLE

This course is part of the sequence of clinical development courses in your program of study. Students must demonstrate the ability to counsel effectively, as per the objectives of this syllabus. Such an evaluation of student clinical development is the responsibility of the course instructor in the role of "professional gate-keeper." Therefore, a student may complete all course specific academic assignments with high grades, yet receive an unacceptable (less than B) final grade based on the professor's evaluation of the student's clinical skill development and attainment. A grade of less than B indicates that serious clinical skill deficiencies must be remedied before the students can progress through his or her program of study.

VII. Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Academic dishonesty will be handled according to the rules and regulations established by University of South Carolina.

Guidelines for Oral/Written Case Presentation

The purpose of the case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. Please include a brief video presentation of the session. Your introduction and review of the tape should take 15 to 20 minutes; this will be followed by a time of group feedback and discussion.

Please include the following information in your case presentation:

A. Background Information

- Client description
- Demographics
- Presenting issue or concern

B. Your Focus in this Session

- What was your goal for the session?
- How were you attempting to accomplish this goal?

C. Brief Summary of Sessions

- How did it go?
- What happened?
- What feelings did you experience?
- How did they affect your work with the client?
- Did you intentionally acknowledge or ignore any nonverbal messages sent by the client? Why? Why not?
- Rate your performance in this session and include a sentence that explains the rating (1-represents "things did not go well today" and 7- represents "I did a great job")

D. Supervision Needs

- What concerns do you have about this case?
- What kind of help/feedback would you like from the group?
- What were the strengths/needs for improvement for the session?

Please provide copies of a brief written outline/narrative summary of the above for all group members.

Tentative Course Schedule

Date	Topic	Assignments	Presentations (TBD)
	Syllabus, Practicum Manual, Course Requirements, Supervision Paperwork, Insurance, Site Schedules, Building Rapport	Initial Paperwork Due Schedule Individual Supervision Times	
	Discussion: Multicultural Issues in Play		
	Professional Code of Ethics	*Tape Presentations Begin*	1. 2.
	Developing a Theoretical Perspective		1. 2.
	Effective Note Taking	Theoretical Perspective Paper Due	1. 2.
	Counseling Wellness: Taking Care of Yourself		1. 2.
			1. 2.
			1. 2.
			1. 2.
			1. 2.
	Creativity in Counseling		1. 2.
	Counselor Advocacy		1. 2.
		Final Tape Presentations	1. 2.
	Last Class Meeting	All Final Documentation Due	

University of South Carolina
Counselor Education Ed.S. Programs: Program Objectives

Inspired by the mission of the College of Education and Department of Educational Studies, the Counselor Education Faculty continually challenge and support students enrolled in counselor education programs to exemplify:

- *Integrity* through which one's actions are ethical, open and forthright;
- *Intellectual spirit* that undergirds the responsibility of professional counselors to construct, generate, and share knowledge while maintaining perspectives on the contexts of learning and development;
- *Justice* for all people, appreciation for and recognition of the significance of diversity, and a dedication to democratic principles; and
- *Stewardship* that guides teaching, counseling, and leading; recognizes the central roles of collaboration and professional responsibility; and requires initiative in identifying and acting on needs with thoughtful and professional care.

I. Integrity

- A. Students will comply with the American Counseling Association Code of Ethics in relationships with faculty, peers, colleagues, supervisors, and clients. Students will demonstrate compassionate and competent ethically-and-culturally sensitive professional service that promotes mental health and human potential.
- B. Students will be self-aware, self-reflective, open to feedback, and capable of self-evaluation. Students will demonstrate recognition and respect the possibilities and limits of their own abilities, knowledge, frames of reference, skill, and authority, and behave in accord with the highest ethical and professional standards such as those advanced by the American Counseling Association, the International Association for Marriage and Family Counselors, the American School Counselor Association, and the National Board for Certified Counselors.
- C. Students will accept leadership responsibility, demonstrate initiative, dedication to education, and engage in professional behavior toward faculty, peers, colleagues, supervisors, and clients. Students will demonstrate themselves as professionals and work closely and cooperatively with other professionals, including those in: public and private schools, colleges and universities; community and private agencies, institutions, and programs; businesses, industries, and philanthropic organizations; and government agencies.

II. Intellectual Spirit

- A. Students will be tolerant and patient toward the process of teaching, learning, and counseling.
 - 1. Students will demonstrate successfully the ability to apply the knowledge and skills obtained through the program.
 - 2. Students will demonstrate continuous personal and professional development through life-long learning.
- B. Students will actively participate in all learning experiences designed to foster mastery of the content, science, and art of professional counseling practice.
 - 1. Students will demonstrate intellectual inquiry by asking questions through research and applying this knowledge to counseling practice and education.
 - 2. Students will demonstrate a mastery of the tools of professional research to aid them in their search for valid answers to their questions.
 - 3. Students will demonstrate the ability to create new knowledge and model efficacious practices.
- C. Students will demonstrate critical and constructive intellectual flexibility and inquiry.
 - 1. Students will demonstrate construction of their own ethically-informed philosophical orientation to the helping process by utilizing the various theoretical, research, and practice resources available.
 - 2. Students will demonstrate the ability to make appropriate calculated risks in their search for creative and innovative solutions to human problems and concerns.

III. Justice

- A. Students will demonstrate appreciation and respect for diversity. Students will demonstrate respect and enhance the worth, dignity, equality and positive development of all people within their communities of engagement.
- B. Students will advocate for social justice commensurate with the ideals of the counseling profession. Students will demonstrate promotion of equal educational, employment, and self-development opportunities for all people, regardless of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, and socioeconomic status.
- C. Students will recognize and respect the culture, values, lifestyles and opinions of others. Students will demonstrate commitment of themselves in order to

improve the quality of life in the world community as well as in the immediate communities in which we live.

IV. Stewardship

- A. Students will be respectful of self and others in all learning environments.
- B. Students will demonstrate openness to feedback from faculty, peers, colleagues and supervisors. Students will demonstrate accountability to the profession, to the public, and to each other.
- C. Students will engage in professional leadership roles in their interactions with faculty, peers, colleagues, and supervisors throughout their counseling careers.
 - 1. Students will demonstrate leadership by participating in local, state, regional, national, and international activities relevant to their professional practice.
 - 2. Students will demonstrate self-awareness and accountability by consulting frequently with their advisor(s), clinical supervisor(s), and/or professional colleagues regarding the choices confronting them in their various professional activities.
 - 3. Students will demonstrate their identity as professional counselors by providing leadership that enhances professional efficacy and inspires public trust.

Bibliography

- Bainum, C. R., Schneider, M. F., & Stone, M. H. (2006). An Adlerian model for sandtray therapy. *Journal of Individual Psychology, 62*, 36-46.
- Cattanach, A.. (2006). Narrative play therapy. In C. E., Schaefer (Ed.), *Contemporary Play Therapy: Theory, Research and Practice*, pp. 82-99. New York, NY: Guilford Press.
- Harvey, S. (2006). Dynamic play therapy. In C. E., Schaefer (Ed.), *Contemporary Play Therapy: Theory, Research and Practice*, pp58-61. New York, NY: Guilford Press.
- Sori, C.(2006). *Engaging children in family therapy: Creative approaches to integrating theory and research in clinical practice*. New York, NY: Routledge/Taylor & Francis Group.