



PLAY THERAPY HISTORY AND THEORY-FALL 2020
APT Approved Provider 08-235

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- 1. COURSE DESCRIPTION:** This course is designed to provide students with instruction in history and theories of play therapy consistent with APT requirements for instruction in these areas. It will provide 67.5 Continuing Education units toward the credential of Registered Play Therapist. This is a three-credit graduate-level course (45 contact hours).
- 2. COURSE PREREQUISITES:** Students are expected to have successfully completed graduate level coursework in the areas of child development and basic therapy skills.
- 3. TEXT:**
Required:
Axline, Virginia, (1964). *Dibbs in Search of Self*. Ballantine Books, N.Y.
Axline, Virginia, (1947). *Play Therapy*. Ballantine Books, N.Y.
Crenshaw, D. A., & In Stewart, A. L. (2015). *Play therapy: A comprehensive guide to theory and practice*.
- 4. COURSE GOAL:** Upon completion of this course students will be prepared to work with children, families, or groups using play therapy.
- 5. COURSE OBJECTIVES:** Upon completion of this course students will be able to:
 - A. State and describe different play theories and play therapy approaches.**
 - B. State the essential people, theorists, and organizations that shaped the history of the profession of play therapy.**

- C. State the developmental stages of childhood and describe how the stages are related to play.**
- D. State the legal and ethical issues that are both unique to play therapy and shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries, duty to warn.**
- E. Demonstrate an understanding of the role of the play therapist and the play therapy in the context of the client's broader clinical (medical/psychiatric) and non-clinical system (family, school, community).**
- F. Demonstrate basic play therapy skills including structuring, tracking, reflection of content and process, returning responsibility, facilitating self advocacy, and limit setting.**
- G. State issues of diversity and how they impact play therapy.**
- H. Outline the evolving body of qualitative and quantitative play therapy research.**
- I. Read and understand the minimal training/supervision and voluntary practice guidelines promulgated by the Association for Play Therapy.**

6. COURSE ACTIVITIES:

- A. READING:** The reading assignments will include the text, as well as readings from supplementary texts and journal articles.
- B. JOURNAL ARTICLES:** Two journal articles will be presented orally to the class from a Play Therapy Journal. A 1-page reaction paper discussing the articles will be due on or before the next to the last class.
- C. PLAY THERAPY THEORY:** The student will submit a written paper in APA format, due at the last class that investigates one play therapy model or theory. The paper should be 6 – 8 pages long.
- D. VIDEO:** One video working with a child using a technique or model and present to the class.
- E. BOOK REPORT:** Students will choose a play therapy text to read. Students will write a book review and present it to the class.
- F. ATTENDANCE/PARTICIPATION:** Students will be graded based on

participation in discussions, their ability to ask questions, and offer feedback to their peers.

7. GRADING:

Grade of “C” - Regular attendance and participation in all activities. Read the text. If a class is missed, the time must be made up with the Professor.

Grade of “B” - All requirements for grade of “C”. Complete all assignments with 80% mastery.

Grade of “A” - All requirements for grade of “B”. Complete all assignments with 90% mastery.

Attendance Policy:

To most effectively integrate the knowledge and skills this class is designed to help students acquire, students must be in class. If an absence is unavoidable, please inform the instructor. The participation grade requires that you be in class to participate in the various classroom activities, absences could impact your grade.

Respectful Learning Environment

The EMERGE program values dialogue, openness, and intellectual curiosity in both students and faculty. We respect individual differences, beliefs, and opinions and believe classroom discussion is the appropriate venue for exploring ideas, discussing controversial topics, and engaging in critical thinking. Therefore, in the spirit of promoting a respectful learning environment in which these intellectual pursuits can best flourish, we ask that students adhere to the following guidelines:

1. Please set your cell phones to silent and refrain from accepting calls during class times. If you have a situation at home, such as a sick child, etc., please inform the instructor before class begins that you may need to take an emergency call from home.
2. Please don't text or pass notes to each other during lectures or presentations.
3. Please don't engage in sidebars with your classmates that are noisy and distract from class lectures or discussions.
4. Offer comments and opinions and ask questions. Please be sure, though, that your questions and comments promote the discussion rather than derail or bog it down.
5. Respect the opinions and comments of other students as well as those of the instructor.

References

- Bratton, S. C., Ray, D., Rhine, T., & Jones, L. (2005). The Efficacy of Play Therapy with Children: A Meta-Analytic Review of Treatment Outcomes. *Professional Psychology: Research and Practice, 36*(4), 376–390. <https://doi.org/10.1037/0735-7028.36.4.376>
- Elkind, D. (2007). *The Power of Play; learning what comes naturally*. Philadelphia, PA: Da Capo Press.
- Flahive, M. W., & Ray, D. (2007). Effect of group sandtray therapy with preadolescents. *The Journal for Specialists in Group Work, 32*(4), 362-382.
- Gil, E. (2015). *Play Family Therapy* (2nd ed.). New York, NY: The Guilford Press.
- Grant, K & Osborn, L. (2015). *What's in a Game? Play Therapy for Adults*. United States of America: Kathleen Grant.
- Landreth, G. & Bratton, S. (2006) *Child Parent Relationship Therapy (CPRT) A 10-Session Filial Therapy Model*. New York, NY: Routledge, Taylor, and Francis Group.
- Minuchin, S. & Fishman, H. (1981). *Family Therapy Techniques*. United States of America: President and Fellows of Harvard College.
- Nichols, M. & Schwartz, R. (1984). *Family Therapy: Concepts and Methods*. Needham Heights, MA: Allyn & Bacon.
- O'Connor, K. (2000). *The Play Therapy Primer*. New York, NY: John Wiley & Sons.
- Richardson, T. (2018). *Zen Teen: 40 Ways to Stay Calm When Life Gets Stressful*. New York, NY: Hachette Book Group.
- Walter, J. & Peller, J. (1992). *Becoming Solution-Focused in Brief Therapy*. Levittown, PA: Bruner/Mazel.

SCHEDULE

August 28 2:30-5:30	Session 1:	Introduction to the course	Ch 1- 4
September 12 9:00-4:00	Session 2:	View Landreth Play Session. Assessment Techniques Child Centered Play Techniques	Ch 5-8
September 26 9:00-4:00	Session 3:	Filial Therapy	Ch 9-14
October 10	Session 4:	Sand tray Speaker	Ch 15-20
October 24 9:00-4:00	Session 5:	Theraplay Speaker Creative Art Techniques Video 1	Ch 21-27
November 7 9:00-4:00	Session 6:	Techniques for Trauma Crisis Intervention, PTSD	Ch 28-32
November 14 9:00-4:00	Session 6:	Self of the Play Therapist Limit Setting. Techniques for Divorce, Grief	Ch 33-36
December 5 9:00-4:00	Session 7:	Neuroscience Helping the Helper.	
December 12 9:00-4:00	Session 8:	Group Play Therapy Family Play Therapy	