

Soc W 671 - Introduction to Play Therapy

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Social Work 671 Fall 2021

B132 JFSB

Course Description:

This course offers an introduction to play therapy with a foundation in developmental psychology and child development. An overview of theoretical models and clinical application will be presented with an emphasis on Child-centered play therapy.

Learning Objectives: Each student will be able to:

1. Understand the history, theory, and practices of play therapy with children.
2. Understand the theory and interventions of the Child-centered play therapy model and be able to apply Child-centered play therapy in clinical practice.
3. Understand techniques, theories, and methods of family play therapy from a filial therapy perspective.
4. Understand and increase assessment skills with children.
5. Understand a variety of play therapy techniques and how to apply them according to play therapy theory.
6. Demonstrate awareness of one's own personal values and life experience as they may impact clinical practice in working with children, families, and child welfare agencies.
7. Understand how to apply the play therapy concepts addressed in the class to clinical practice in working with at-risk populations including children and people from diverse backgrounds.
8. Describe the values and ethics of the social work profession as they relate to practice with children and families with an understanding of and respect for, the positive value of diversity in culture, lifestyle, religion, etc.

Required Text:

Landreth, G. *Play Therapy: The Art of the Relationship; Second Edition (2002)*. New York, NY: Brunner-Routledge, Taylor & Francis Group

Crenshaw, David A. & Stewart, Anne L., *Play Therapy A Comprehensive Guide to Theory and Practice (2015)* The Guilford Press, New York, NY

Teaching Methods:

The methods for delivery of this course may include lecture, instructor-led discussions of assigned readings, case work presentations (verbal and video), and observations of the instructor and/or experts doing play therapy, in class play therapy skill building activities, role play, and student lead play therapy.

New Title IX Syllabus Statement

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Course Requirements:

1. In consideration of the hands-on training inherent in this course, the efficacy of the learning experience requires consistent attendance. If a student misses a class, a 1 page make up paper on an approved play therapy article from Play Therapy magazine or Play Therapy professional journal will be required. If the 1 page paper is not done there will be a 30 point deduction. After the first missed class, the student may take a 30 point deduction for each class missed or view an instructor approved DVD from a post-graduate training in the area of play therapy with a four page write up of the training. If a student misses more than two class there will be an automatic 30 point deduction for each missed class. Active participation in the in-class play therapy interventions is required.

Students are expected to complete all assigned reading before class and be prepared to actively participate in class discussion. At the last class period each student will hand in a self evaluation of their participation and reading preparation. Participation portion of the grade will consist of students self-evaluation combined with instructor's observations.

Attendance, reading, and participation: 200points

2. Students will participate in a thirty minute play therapy interaction session with a non-clinical well-adjusted child (not your own) between ages 3 and 8 years old. This session will be conducted in Child-centered play therapy language. It is preferable for this session to be conducted in a play therapy room but this is not required. Each student will write up their experience with the child. The following areas should be covered in the paper:
 - Overview of the encounter (brief description of the child's age and family constellation, brief social history).
 - The feelings you experienced in being with the child.
 - Your experience in being in the present moment.
 - The child's feelings (what you believe the child felt during the activity).
 - How the student felt using Child-centered play therapy language.
 - Overall experience and insights you gained through the experience.

Interaction session paper 150 points
3. **There will be two take home quizzes 100points each**
4. Each student will participate in an individual sand tray experience conducted at Family Haven, 1255 N. 1200 W., Orem, UT. This experience will be graded on attendance and a self-evaluation. **Final: 100 points**
5. Final Exam In session 12 each student will complete an in class analysis of a play therapy session conducted by the instructor.
Play Therapy Analysis: 200 points

Suggested Reading:

- Axline, V. (1964). *Dibs, in search of self*. New York: Ballantine.
- Gil E. (1991) *The Healing Power of Play: Working with Abused Children*. New York, NY Gilford Publications
- Gil, E. (1994) *Play in Family Therapy*. NY Gilford Publications
- Green, E. (2014) *Jungian Play Therapy*. Johns Hopkins University Press
- Kottman, T. (2003) *Partners in Play: An Adlerian Approach to Play Therapy* (2nd Ed). Alexandra VA: American Counseling Association
- Oaklander, V. (1978, 1988) *Windows to Our Children*. Gouldsboro, ME: The Gestalt Journal
- O'Connor K & Braveman, L.M. (Eds) (1997). *Play Therapy: Theory and practice: Acomparative presentation*. MY: John Wiley & Sons.
- Schaefer, C. (1993) *The therapeutic powers of play*. Northvale, NJ: Jason Aronson.
- VanFleet, R. (2005) *Filial Therapy : Strengthening Parent-Child Relationships through Play* (2nd Ed), Sarasota FL, Professional Resource Press

Summary of Grading:

There are 1000 points possible in this course. Grades will be assigned based on percent of points earned using the following:

A	94-100%	B-	80-82%	D+	67-69%
A-	90-93%	C+	77-79%	D	62-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	E	59% or less

Course Schedule:

Week One: September 7
Introduction of Play Therapy
Landreth, Chapter 3

Week Two: September 14
Child Development Theories
Landreth Chapters 2,4,6 or
Crenshaw & Stewart, Chapter 1

Week Three: September 21
Child-Centered Play Therapy
Landreth Chapters, 5 & 6

Week Four: September 28
Child-Centered Play Therapy
Landreth Chapters, 10-12

Week Five: October 5
Filial Play Therapy
A Parent's Guide to Filial Therapy (found under content tab)
Crenshaw & Stewart, Chapter 29

Week Six: October 12
Child-Interaction Paper Due
First take home quiz handed out
Filial Play Therapy

Week Seven: October 19
First take-home quiz due
Working with Parents- Assessments
Landreth, Chapter 7

Week Eight: October 26
Jungian Play Therapy
Crenshaw & Stewart, Chapter 4

Week Nine: November 2
Jungian Play Therapy
Crenshaw & Stewart, Chapter 22

Week Ten: November 9
Second take-home quiz handed out
Stages and Themes

Week Eleven: November 16

Second home quiz due

Play Therapy Techniques with Latency
and Adolescent Children

Crenshaw & Stewart, Chapter 30

November 23 – Thanksgiving. No class.

Week Twelve: November 30

Final Exam -View and critique of play therapy session

Hand in critique at end of class

Week Thirteen: December 7

Sand Tray Play Therapy

Crenshaw and Stewart, Chapter 11

Self-evaluation of participation and reading due

Week Fourteen: December 14

Sand Tray Individual Experience (class will be held at 5pm at Family Haven, 1255 N. 1200 W.,
Orem, Utah)