

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 531 Play Therapy and Childhood Intervention

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COURSE SYLLABUS

COURSE DESCRIPTION

The major theoretical approaches and techniques used in the practice of play therapy and childhood intervention shall be the focus of this course. Special emphasis is placed on identifying techniques used for various treatment considerations, setting up the play therapy room, and working with parents and the community in the treatment of the child.

OBJECTIVES

Upon completion the student will:

1. possess a knowledge of the history and development of play therapy, including a familiarity with prominent theorists.
2. become acquainted with the various theories underlying the techniques of play therapy.
3. be able to demonstrate and employ various intervention techniques used in play therapy including projective techniques, art therapy, story telling, sand tray, board games and the use of appropriate toys.
4. list the developmental stages of childhood development and the tasks associated with each stage. This includes an understanding of current research pertaining to the issues that may be addressed in treatment.
5. learn to plan and implement strategies of setting up a play therapy room, including necessary materials, forms, informed consent, etc.
6. be further exposed to the methods of utilizing familial, church and community support in the treatment of the child.

REQUIRED TEXTBOOK

Landreth, G (1982). Play therapy: Dynamics of the process of counseling with children. Springfield, IL: Thomas.

Allan, J. (1988). Inscapes of the child's world. Putnam, CT: Spring Publications.

RECOMMENDED TEXTBOOK

Landreth, G. (2001). Innovations in play therapy. Philadelphia, PA: Brunner Routledge.

METHODOLOGY

The course will be conducted as a seminar in which all students participate and contribute ideas and concepts. The instructor will lecture and students will participate in hands-on demonstrations. The student will participate in classroom discussion and will complete assigned research, reading and projects.

COURSE REQUIREMENTS

1. Attend all class meetings and read all assigned materials. Attendance will be noted and graded according to the guidelines in the student handbook.
2. Active participation in class discussions and projects.
3. Assemble a play therapy kit to be used in class projects. Kit should include watercolors, finger paints, acrylic or tempera paints, brushes, crayons, colored pencils, play doh, glue, scissors, pencils, and construction paper.
4. Conduct research on a major technique used in play therapy. Include the development, employment and clinical applications (for whom and why it is used) of the technique. Summarize the research in a 5-7 page paper.

Research should be conducted using current, scholarly publications from reputable sources. Papers will be typed, double-spaced and properly referenced using the guidelines of the current APA style manual. Due date for this assignment is Friday, October 4, 2002, by 7:30 a.m..

5. Complete a 5-7 page case-conceptualization paper. A diagnostic scenario will be provided wherein case treatment and planning must be evaluated. This paper will include assessment of the presenting problem, major issues to be addressed, theoretical orientation and treatment approaches to be employed, goals of interventions, and prognosis. The paper must provide clinical rationale supported by research to substantiate the treatment course.

APA format will be used to document references and bibliography. Otherwise, no standard format is required for this paper. Be prepared to give a 3-5 minute oral

summary of your conclusions. Due date for this assignment is November 22, 2002, by 7:30 a.m..

6. Mid-term and Final Examination. The mid-term is tentatively scheduled for Wednesday, October 23, 2002. Please note that the final examination will be held on Wednesday, December 18, 2002 at 7:30 a.m..

BASIC READING OUTLINE

- I. The Role of Play in Childhood
- II. Child, Counselor and Communication through Play
- III. Basic Approaches to Play Therapy
- IV. The Play Therapy Office
- V. Therapeutic Boundaries
- VI. Therapeutic Process
- VII. Clinical, Professional and Ethical Issues
- VIII. Community Settings and Clinics
- IX. Special Issues and Innovations

GRADING PROCEDURES

All work is to be completed as scheduled. Each assignment will be given a numerical grade. Points will be deducted from late work at the rate of 10 percentage points for each day they are past due. Assignments turned in more than three business days after the due date will not be accepted unless prior arrangements have been made with the instructor. Grades for each assignment will be weighted and distributed as follows:

Required Reading	5%
Attendance and Participation	5%
Research Paper	15%
Case-Conceptualization Paper	15%
Mid-term	30%
Final Examination	30%

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SPECIFIC DATA

Syllabus prepared by Angela Reid, July 2002.

