

**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 successful completion of the course the student shall:

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 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 TEXTBOOKS**

Landreth, G (1991). *Play therapy: Dynamics of the process of counseling with children*. Springfield, IL: Thomas.

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

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

**RECOMMENDED TEXTBOOK**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition*. Washington, DC: Author.

## **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 students will further participate in classroom discussion and will complete assigned research, reading and projects.

## **COURSE REQUIREMENTS**

1. Attend all class meetings. Attendance will be noted and graded according to the guidelines in the student handbook. Students with more than two weeks (or equivalent) of absences will receive a 5% reduction in final grade for each week absent. Active participation in class discussions and projects is required for a successful learning environment.
2. Read each required text in its entirety. Students will be required to attest to reading completion as part of the overall grade. Complete an 8 to 10 page reaction paper over the assigned texts. APA format will be used to document references; otherwise, no standard format is required for this paper. Papers are to be typed and double spaced using 1" margins and 12 point, Times New Roman font. Due date for this assignment is one week prior to the final exam.
3. Assemble a play therapy kit to be used in class projects. Kit should include a small wat tray, watercolors, finger paints, acrylic or tempera paints, brushes, crayons, colored pencils, play doh, glue, scissors, pencils, bubbles, water color paper and construction paper. Kits should be available for use each week. *Helpful Hint: Check out the Dollar Store for most supplies.*
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 an 8 to 10 page paper and prepare a 15-20 minute presentation of your topic to be delivered during class. Topics will be assigned in class and will be limited to one person per topic. 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 the research paper is one week after midterm exam. Dates for presentations will be scheduled in class. On the day of the presentation, please prepare a brief handout (what, how-to, and why) of your research for each class member. Additionally, you may utilize other handouts, multimedia, etc., for your presentation.

1. Mid-term and Final Examination. Dates for exams will be presented in class.

**Please Note:** If you plan to use PowerPoint or other electronic media for a presentation, please notify the professor at via email at least one week prior to your presentation date. Additionally, if you are submitting an assignment via email, be sure to check for a return email confirmation notice to ensure that your email was received.

## **GRADING PROCEDURES**

Students with special needs must notify the instructor of any needed accommodations after the initial class session. 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 submitted more than three business days after the due date will not be accepted unless prior arrangements have been made with the instructor. Assignments may be submitted in class, via email in Microsoft Word format, or given to the Faculty Secretary. Academic dishonesty will not be tolerated, and any student involved in plagiarism or cheating will receive a failing grade for the course. Grades for each assignment will be weighted and distributed as follows:

Attendance and Participation	5%
Required Reading	5%
Reaction Paper	25%
Research Paper	25%
Presentation	10%
Mid-term	15%
Final Examination	15%

## **GRADING SCALE**

A+ = 100%	
A = 94-99%	Excellent work, above expectations for level, no errors, publishable quality writing
A- = 90-93%	
B+ = 87-89%	
B = 84-86%	Good, above average work; very few errors; well-written and grammatically sound
B- = 80-83%	
C+ = 77-79%	
C = 74-76%	Average work, expected for level, similar to peers.
C- = 70-73%	
F = 69% and Below	

## **BIBLIOGRAPHY**

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- Kottman, T. (2002). *Partners in play: An Adlerian approach to play therapy*. Alexandria, VA: American Counseling Association.
- McGuire, D., McGuire, D., & Landreth, G. (2000). *Linking parents to play therapy: A practical guide with applications, interventions, and case studies*. London: Taylor & Francis.
- Moustakas, C. (1997). *Relationship play therapy*. Northvale, NJ: Jason Aronson.
- Oaklander, V. (1969). *Windows to our children*. Highland, NY: Gestalt Journal Press.
- O'Conner, K. (2000). *The play therapy primer*. New York: John Wiley & Sons.
- Roopnarine, J., Johnson, J., & Hooper, F. (1994). *Children's play in diverse cultures*. Albany, NY: State University of New York Press
- Schaefer, C., Gitlin-Weiner, K. & Sandgrund, A. (Eds.). (2000). *Play diagnosis and assessment*. New York: John Wiley & Sons.
- Schaefer, C., & Reid, S. (Eds.). (2001). *Game play: Therapeutic use of childhood games*. New York: John Wiley & Sons.

Vanfleet, R. (1994). *Filial therapy: strengthening parent-child relationships through play*. Sarasota, FL: Professional Resource Press.

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**SPECIFIC DATA**

Syllabus prepared by Angela Reid, PsyD, LPC, November 2005.