

**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. learn to plan and implement strategies of setting up a play therapy room, including necessary materials, forms, informed consent, etc.
5. be further exposed to the methods of utilizing familial, church and community support in the treatment of the child.

**REQUIRED TEXTBOOKS**

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

Axline, V. (1964). *Dibs: In search of self*. New York: Ballantine Books.

Landreth, G. (2002). *Play therapy: The art of the relationship* (2<sup>nd</sup> ed.). New York: Brunner-Routledge

**RECOMMENDED TEXTBOOK**

American Psychological Association. (2009). *Publication Manual of the American*

*Psychological Association, 6<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 one absence (or equivalent) will receive a reduction of 10% to their final grade. Students with more than two weeks (or equivalent) of absences will not be permitted to pass the course. 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.
3. Complete a 3-5 page reaction paper (per text) 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 Dates: Axline – Weekend 1**

**Allan – Weekend 2**

**Landreth – Weekend 3**

4. Assemble a play therapy kit to be used in class projects. Kit should include a small water tray, watercolors, finger paints, acrylic or tempera paints, brushes, crayons, colored pencils, play doh, glue, scissors, pencils, and bubbles. Kits should be available for use each weekend. *Helpful Hint: Check out the Dollar Store for many supplies, though quality may be affected.*
5. 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 December 7, 2009**

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.

6. Final Examination.

## **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 submitted more than three business days after the due date will not be accepted unless prior arrangements have been made with the instructor due to extreme circumstances. Papers must be submitted in via email in Microsoft Word format. 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	10%
Reading/Reaction Papers (5% x 3)	15%
Research Paper	40%
Presentation	10%
Final Examination	25%

## **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**

Ammen, S., & O'Connor, K. (1997). *Play therapy treatment planning and interventions: The ecosystemic model and workbook*. San Diego: Academic Press.

Axline, V. (1971). *Dibs: In search of self*. New York: Ballantine Books.

Axline, V. (1969). *Play Therapy*. New York: Ballantine Books.

Boik, B., & Goodwin, E. (2000). *Sandplay therapy: A step-by-step manual for psychotherapists of diverse orientations*. New York: W. W. Norton & Company.

Carroll, J. (1998). *Introduction to therapeutic play*. Malden, MA: Blackwell Science Inc.

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- Jernberg, A., & Booth, P. (1998). *Theraplay: Helping parents and children build better relationships through attachment-based play*. New York: Jossey-Bass.
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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.

Webb, N., & Terr, L. (Eds.). (1999). *Play therapy with children in crisis*. New York: Guilford Press.

**SPECIFIC DATA**

Syllabus prepared by Angela Reid, PsyD, June 2009.