



MFS 684 -Play Therapy Techniques SPRING 2020

Julie Dillon

Licensed Marriage and Family Therapist Supervisor

Registered Play Therapist Supervisor

(864) 809-3516

Julie.dillon@emergeftc.org

Julie.dillon@converse.edu

COURSE DESCRIPTION: This course will provide an in-depth look at theoretical approaches to play therapy with emphasis on techniques for children, families, and group play therapy. It will also provide a comprehensive overview of play assessment and diagnosis. The course will address issues related to age, culture, environment, ethnicity, race, religion, and socioeconomic status.

1.COURSE PREREQUISITES: Students are expected to have successfully completed graduate level coursework in the areas of child development and basic therapy skills.

2.COURSE GOAL: Upon completion of this course students will be better prepared to work with children alone or in families or groups using play therapy.

3.COURSE OBJECTIVES: Upon completion of this course students will be able to:

- A. Understand the developmental stages of children and children's play.
- B. Be able to conceptualize a child's presenting clinical problem(s) developmentally and theoretically.
- C. 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).
- D. To be able to identify the theory of change and problem development for the major models of play therapy and MFT.
- E. Demonstrate basic play therapy skills including structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.
- F. Describe a wide range of effective play therapy techniques and demonstrate a play therapy technique with a client.
- G. Demonstrate knowledge of which play techniques would be appropriate for a variety of problem situations
- H. Identify appropriate play therapy techniques and instruments for diagnosis and assessment.
- I. Appreciate the legal and ethical issues that are unique both to play therapy and shared with other modalities, i.e. documentation, competence, informed consent, confidentiality, boundaries, and duty to warn and protect.
- J. Understand issues of diversity and how they impact play therapy.

4.COURSE ACTIVITIES:

- A. Reading: The reading assignments will include the text, as well as readings from

supplementary texts and journal articles.

- B. Journal Articles (2). The student will present orally to the class, two journal articles, one from a play therapy journal and one from another journal (child development). A 1-page reaction paper discussing the article will be due on the day you present your articles to the class.
- C. Lab: The student must work with a child using play therapy for 4 hours.
- D. Videos The student must present two videos working with a child using at least two specific play techniques.
- E. Written Paper: A written paper will be due at the second to the last class discussing the videos addressing strengths and growing edges. The paper should address the techniques used related to the presenting issue with the child and the treatment plan.
- F. Technique presentations: Each student will present and lead the class in doing a play therapy technique. Students will choose 4 topics and present 4 techniques related to the topic.

5.GRADING:

Grade of "C" - Regular attendance and participation in all activities.

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.

Journal Articles (10pts per article) –	20 points
Attendance, Participation, Activities–	50 points
Video 1 -	30 points
Video 2 -	30 points
Paper -	30 points
Techniques presentations (4)-	40 points
Total -	200 points

Attendance Policy:

In order 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 will impact your grade.

Respectful Learning Environment:

The PDI 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.

SCHEDULE

February 4	Introduction to the course View Landreth Play Session.	
February 11	Assessment Techniques Child Centered Play Techniques	D I B S c h 1 - 2
February 18	Beginning Treatment Toys and Materials	D I B S c h 3 - 4
February 25	Making a session therapeutic Metaphors and Storytelling	D I B S c h 5 - 7
March 3	Techniques for Disruptive Behaviors	D I B S c h 8 - 1 0
March 10	Creative Art Techniques Video 1	D I B S c h 1 1 - 1 4
March 17	Transference and Countertransference	D I B S c h 1 5 - 1 8
March 24	Crisis Intervention, Techniques for Trauma PTSD	
March 31	Abuse & Neglect Imagery and Fantasy	D I B S c h 1 9 - 2 0
April 7	Choices Video Limit Setting. Techniques for Divorce, Grief	D I B S c h 2 1 - 2 2
April 14	Reactive Attachment Disorder Adoption Game play	D I B S c h 2 3 - 2 4
April 21	Transference and Countertransference Helping the Helper	D I B S e p i l o g u e
April 28	Self of the Play Therapist Sand play Video 2	
May 5	Group Play Therapy Family Play Therapy	

Course Learning Objectives	Program Outcomes	Student Learning Outcomes	Teaching Learning Practices	Assessment
Understand the developmental stages of children and children's play.	1,2	1	Didactic, readings, class discussion, and assignments	Presentation of videos, Journal Articles
Be able to conceptualize a child's presenting clinical problem(s) developmentally and theoretically.	1,2,4	1	Didactic, readings, class discussion, and assignments	Videos of play therapy session. Final paper
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).	1,2,4,6	5,7	Didactic, readings, videos, class discussion, and assignments	Presentation of videos, Journal Articles. Final paper
To be able to identify the theory of change and problem development for the major models of play therapy and MFT.	1,2	1,5	Didactic, Readings, Videos, Class Discussion, and Assignments	Presentation of videos, articles, final exam
Demonstrate basic play therapy skills including structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.	1,2	1,5	Didactic, Readings, Videos, Class Discussion, and Assignments	Presentations of videos Journal articles, Final paper
Describe a wide range of effective play therapy techniques and demonstrate a play therapy technique with a client.	1,2,4	2,5	Didactic, Readings, Videos, Discussions	Presentations of videos, Journal articles, Final paper

Demonstrate knowledge of which play techniques would be appropriate for a variety of problem situations	1,2	2,5	Didactic, Readings, Videos, Class Discussion, and Assignments	Presentation of videos, role play, and final paper.
Identify appropriate play therapy techniques and instruments for diagnosis and assessment.	2	2,5	Didactic, Readings, Videos, Class Discussion, and Assignments	Presentation of videos, role play, and final paper.
Appreciate the legal and ethical issues that are unique both to play therapy and shared with other modalities, i.e. documentation, competence, informed consent.	4	3	Didactic, readings, videos, class discussion, and assignments	Presentation of videos, Journal articles, Final paper

Title IX Statement

Converse College is committed to offering a safe campus for all community members to learn and work in a welcoming and inclusive environment. This commitment includes opposing discrimination on the basis of sex and upholding a zero-tolerance policy for sexual harassment and sexual misconduct. Please be aware that instructors are mandated reporters who must report observations of sexual misconduct. This further means that if a student informs an instructor, either orally or in writing, about having experienced sexual assault or sexual misconduct while a student at Converse College by a member of the Converse community, the instructor is required to report it to the Title IX Coordinator. If you would prefer to speak to someone who will keep your information confidential, please contact a counselor in the Wellness Center (864.596.9258 or in the rear side of Andrews Hall) or the College Chaplain (864.596.9078 or in Montgomery Student Center). They will not disclose any information you share. Converse is legally obligated to respond to reports of sexual or gender-based misconduct and therefore we cannot guarantee the confidentiality of a report, unless made to a Confidential Resource. As always, you may find the Converse College Title IX policy, related information, and contact resources at:

https://my.converse.edu/ICS/Employees/Human_Resources/Title_IX.jnz

Academic Accommodations

Students with documented disabilities who would like to request academic accommodations should complete a request for accommodations in my.converse. Questions can be directed to Tania McDuffie, the Assistant Dean of Academic Support and Accommodations, at disability.services@converse.edu.

Honor Code

Please see in the Student Handbook the section on “Honor Code Violations” (pp. 27 – 29). Please be fully aware of what encompasses cheating, plagiarism, lying and/or bribery. Rewording any section of another author’s work without citing him/her, copying and pasting from the internet, and giving your answers to another student are additional examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be dealt with according to the procedures set forth in the Converse Student Handbook. Remember and please refer to the Principles of Converse’s Honor Tradition.

Writing Center

The Converse College Writing Center in Mickel Library (Room 204) offers one-to-one writing conferences on papers at any point in the writing process. Peer Consultants help writers of all ability levels. You may come for help to get started, organize and develop your ideas in a rough draft, use sources, or learn to recognize and correct errors in grammar and punctuation. The Writing Center does not proofread or “fix” papers, but we can help you learn better techniques for editing and improving your own work. **Please bring your assignment sheet, sources, and any writing you have already done.** Appointments are strongly recommended and are available throughout the day. Closed Fridays and Saturdays. Appointments can be made by visiting <https://ccwritingcenter.youcanbook.me/> or by following links in the my.converse.edu portal under Academic Support and Success.

