

# Play Therapy

**CSD 5640**

Fall 2018

Eastern Illinois University  
Department of Counseling  
& Higher Education

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& by appt. \_\_\_\_\_

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## Course Description

The importance of play in educational and therapeutic situations, discussion of play therapy theories and values of play techniques; play as therapeutic treatment.

This course is designed to provide a study of developmentally appropriate counseling interventions for children and adolescents with a focus on play as a concrete, natural medium of expression for children and its utilization for therapeutic purposes. The clinical relationship between therapist and child will be explored. Students will learn child-centered skills to further develop that relationship in this course. Various play therapy theories & techniques and their rationales will be studied. Legal & ethical issues specific to play therapy, along with multicultural considerations will be discussed. (3 credit hours)

## Objectives

- Review essential theorists, people, and organizations that shaped the history of the profession of play therapy.
- Understand goals, objectives, and philosophical tenets of play therapy.

- Understand the most widely accepted theoretical models of play therapy, as well as a basic understanding of sandtray and art therapy.
- Understand issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.
- Understand how to develop and organize a play therapy room or play therapy totebag.
- Develop therapeutic assessment and intervention skills necessary for effective therapeutic relationships with children.
- Analyze research and empirically based play therapy relevant to the problems of adjustment for children in today's complex world.
- Develop a conceptual framework for understanding and developing new developmentally-appropriate skills and choices when working with children & adolescents.
- Demonstrate basic play therapy skills with non-clinical volunteers including structuring, tracking, reflection of content/process/feeling, returning responsibility, facilitating self-advocacy, and therapeutic limit setting.
- Analyze and understand the principles of crisis intervention for children & adolescents during crises, disasters, and other trauma-causing events.
- Appreciate the legal and ethical issues that are unique to play therapy and working with children & adolescents.
- Read and understand the minimal training/supervision and voluntary practice guidelines set forth by the Association for Play Therapy.
- Apply self-care skills in the context of play therapy to reduce the negative effects of vicarious trauma.

## Required Texts

Landreth, G. L. (2012). *Play therapy: The art of the relationship (3rd ed.)*. New York: Brunner-Routledge.

Kaduson, H. G., & Schaefer, C. E. (Eds.). (2006). *Short-term play therapy for children (2nd ed.)*. New York: Guilford Press.

Homeyer, L., & Sweeney, D. S. (2011). *Sandtray therapy: A practical manual (2nd Ed.)*. New York: Routledge.

## Instructional Procedures

Instructional procedures will include (but not be limited to), lectures, class discussions, small group discussions, role-plays, taping practice sessions, films/videos, and use of the Internet. Emerging technologies such as the *Internet, course web pages, e-mail, and PowerPoint will be utilized throughout the course. Therefore, it is required that students secure a university e-mail account or have access to these technologies.*

**Technological Competence:** Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

**Academic Integrity:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

**Questions and Grievances:** Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

**Accommodations for Students:** If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://www.eiu.edu/~success) ) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**Grading Scale:** The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

## Requirements

1. **Participation.** ALL students are expected to participate in class discussions and small group work designed to create a cooperative learning environment. A lot of points are devoted to participation because it is so important to your learning in this particular course. I cannot give you points if you are not in class and attendance is not sufficient to earn your participation points. You must participate in some way. If you believe you will miss more than one class, you may want to consider taking the course at another time. Due to the experiential nature of this course, it is **strongly** recommended that you do not miss any class time but PLEASE do not come to class sick. The make-up paper should not take any longer than the time you would be in class. If you meet criteria for an excused absence (*see instructor for possible approval*), you may submit a 5 page paper written about the topics missed on that class day due the last day we meet. Please, no texting or social media in class to avoid loss of points.

2. **Quizzes and Reading.** All students are expected to read the text and all additional readings assigned by the instructor. You will NOT be able to fully benefit from this course without reading the material before you come to class. Besides, you will love it. Trust me. Quizzes will be given throughout the semester to motivate students to stay up to date with reading. More than 6 quizzes will be given, but only the top 6 scores will be counted toward your grade. Format will be multiple choice, T/F, or short answer.

3. **Papers.** You are to write two papers for this class.

- a. **Childhood memory paper.** You are to write a 5-6 page paper (of content not including title page, references, etc.) about a person from your childhood who positively impacted your life. You are to apply Landreth's material (You may select from chapters **1, 4, 5, 6, & 9**) &/or qualities of effective play therapists (from course packet) in

your discussion of this person. In other words, discuss the specific characteristics of this person, his/her actions, verbal expressions, way of being with you, etc that helped you feel understood and/or safe as a child. How did this person communicate his/her understanding of you as a human being? Include the feelings you have associated with this person and what it felt like to be around them. You may include any memories you have that were significant to you, trivial or life changing. ***Then, reflect on what this person can teach you about working with children. What characteristics, actions, expressions, etc. do you feel are most important in your own work with children? What attitudes, beliefs, experiences, etc. will you replicate in your own work? What do you need to work on /improve upon as a therapist in this area?*** Again, use the information from your text and apply it in this paper. The paper should be typed, double spaced, and no longer than 6 pages of CONTENT with APA style margins and font and no fewer than 5 pages. The grade will be based on how well you fulfilled the requirements of the paper (see above), graduate-level writing style, and depth of analysis. BE SURE TO EDIT! You should consult the Landreth text & notes from your first few weeks of class to inform your writing. Hard copies of papers only please.

- b. **Final Learning Assessment Paper.** In lieu of a final exam, you will write a comprehensive paper summarizing the most important learning experiences from this class. **Choose five** play therapy theories, techniques, professional issues, uses with special populations, or any combination of the above and provide a **detailed explanation (important for your grade!)** of what you learned about each. *This paper should be a summary of what was learned, but should be written in your own words.* Be specific about what it is that you have learned. Include personal reflections on the material (e.g. how you applied the material or how you anticipate

applying it, how it may/may not work with particular populations, etc.). Explain clearly the theory, technique, professional issues, etc. DO NOT write that you learned about something, but not explain it. This assignment will assist you in remembering and applying the information from the course and serves as your final review. Although you do not need to provide references for this paper, it is expected that it is written at the graduate level, is clear, specific, and provides detailed information about your chosen topics. Your paper should be APA style and no more than 6-8 pages of text in length. You are to turn this paper in electronically (in Word, 12 font, APA style, normal margins please) to the professor after the lecture portion of the class is completed at [amyoder@eiu.edu](mailto:amyoder@eiu.edu). It is recommended that you work on this paper throughout the course as you learn new and interesting information that pertains to your practice as a professional counselor. You will be graded on your ability to understand, integrate, and apply the material learned in class. The due date is Dec. 12 by 4pm, but you may turn it in early if you wish.

4. **Presentation.** With a group of 1-2 other class members, please choose a Play Therapy theory, model, or technique to explain and demonstrate in class. You must present your colleagues (class members & professor) **a handout** explaining the theory, model, or technique. You must then **include a demonstration** of some kind. Feel free to be creative. You should include **3-5 credible references** (web pages, blogs, etc. may not count toward the 3-5 required references, but may be used as supplement only). You may not present on any material covered in class (including other assignments you turn in), but you may use material in your textbooks that is not covered in class. Include your references on your handout. *There is no page length on your handout, but it should adequately explain what you are presenting in an applicable manner.* Your audience should be able to pick up your handout a year from now and have the information they need to apply the information. Therefore,

mere bullet points will not suffice. BE SPECIFIC and detailed! All group members MUST participate in the presentation in some way. You will be graded on how **thoroughly** you address each of the required components (see above and below), professionalism in your presentation and of your handout (please proofread!), and overall ability to communicate important and useful information to your colleagues.

**PRESENTATION INCLUDES:**

- Provide the instructor with a copy of your ppt slides and your handout prior to beginning your presentation to utilize for grading purposes.
- 15-20 minute presentation based on your research. Points deducted for going over or not meeting minimum requirements for time. (please practice!)
- Explain clearly how to use the technique, model, theory, etc.
- Demonstrate how the technique is applied. You may ask class members to participate as a group, utilize a single volunteer, role play, etc.
- Include a handout/brochure that summarizes all the pertinent information in the presentation for your classmates. Your handout should include your references **and information that will assist others in effectively using this technique, model, theory, etc with the intended client population (this is the MOST important part)**. Your colleagues should be able to pick up this handout/brochure & know exactly what to do years from now, so be SPECIFIC. See rubrics for more info. APPLICATION HAS DOUBLE POINTS. DO NOT CUT AND PASTE FROM WEBSITES!! (This is plagiarism and will result in a 0/"F" and a report to student standards). Your handout should be in your own words with appropriate citations.

5. You will **CHOOSE 1** assignment from the following 2 options:

- a. **Play Therapy Approach or Play Therapy with a special population APA style Research paper.** You are to write a 7-10 page APA style research paper (No more than 10!!) covering a particular play therapy approach (theory, model, or group of techniques) OR play therapy with special populations. You must

have at least 5-7 credible references (books or journal articles) to support your points. Internet references may be used, but will not be counted toward the 5-7 required references. Our library has many great play therapy books & I will also be happy to share my materials with you. Use the library search engine rather than googling. In addition, for a **research component**, each student must also incorporate information from 2-3 research journal articles that support aspects of your paper. I highly recommend the International Journal of Play Therapy. You will be graded on how thoroughly you cover the topic, ability to express your ideas clearly, ability to back up points with research, applicability, and adherence to the requirements. Hard copies only please.

**OR**

**b. Taped play therapy session with a non-clinical volunteer child**

**client.** You may decide to video a practice play therapy session with a volunteer child client free from psychological problems. (You may also work with an adult client if you are utilizing sandtray or creative arts). You will "exchange" your volunteer with another classmate to avoid ethical problems. You must have a signed consent form from the child's legal guardian containing information that you are a student practicing play therapy skills and that the play session will be taped. I have one that you may use. You should have a tote bag play therapy room, sandtray totebag, or a specific technique that you are demonstrating (I have materials available for you to borrow- please be gentle, these belong to me!). The video should be at least 30 min long & should include a write up including what you were trying to accomplish, how the child responded to your use of technique, specifically what you liked about your work, and what you need to improve on. Include specific information on what you might do differently next time. (i.e. How SHOULD you have said/done it-BE SURE TO LOOK AT YOUR NOTES AND TEXTBOOK).

You will then turn in your video with your write up (thumb drive or dvd-I do not accept computers or old style, large video cameras). You may clip your thumbdrive or dvd to your paper by attaching it to a paper clip, binder clip, or using a ziplock bag and attaching it to the paper. Please have your initials or name on the thumbdrive or dvd. You will be graded on your ability to demonstrate some of the concepts you learned in class, as well as your ability to critique your work. **A superior paper ("A") is a complete one. The length of the paper will depend on the quality of your video and the number of mistakes you made. However, most "A" papers are not less than 5 pages of text. USE your play therapy/sandtray skills checklist, textbook, and your notes to be certain you are covering everything you need to cover in your paper.**

### Evaluation

A= 270-300

B= 240-269

C= 210-239

D= 180-209

F= 179 and below

### **Point Distribution**\_\_\_\_\_

Participation\*\* 30 points

Quizzes 30 points

Childhood memory paper 25 points

Presentation 60 points

Presentation Handout 30 points

Research paper 75 points

OR Video

Final Learning Assessment paper 50 points

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**TOTAL\*** 300 points

\*Late assignments will have points deducted. Please plan accordingly. Students must have permission from the professor to turn in assignments past due.

\*\***Participation includes** in class assignments, take home assignments, verbal participation, attendance, openness to feedback, professional attitude and disposition in class, willingness to provide feedback to others, class observations/participation, and completion of course requirements.

### Course Schedule

<u>Date</u>	<u>Material covered</u>	<u>Assignments due</u>
Aug. 22	Introduction Rationale for Utilizing Play Therapy Children's Views of Play	None Landreth Ch. 9
Aug. 29	History of Play Therapy Child-Centered Play Therapy	Landreth (2,3,4,5)
Sept. 05	Child-Centered Play Therapy cont'd Toys and the Playroom	Landreth (6,8,14)
Sept. 12	Reflecting emotion, content, & themes In-class exercises	Landreth (10,13)
Sept. 19	Therapeutic Limit Setting In-class role-plays Cognitive Behavioral Play Therapy Mutual Storytelling Technique	<b><u>Childhood memory</u></b> <b><u>Paper due</u></b> Landreth (11, 12) Kaduson & Schaefer (2,13)
Sept. 26	Sandtray Therapy	Homeyer & Sweeney (p1-30)

Oct. 03	Trauma-focused Cognitive Behavioral Therapy with children	<a href="http://tfcbt.musc.edu">tfcbt.musc.edu</a>
Oct. 10	Sandtray Therapy cont'd with Live demonstration Color Your Life Technique	Homeyer & Sweeney (p31-62)
Oct. 17	Working with Adolescents in play therapy Safe Place Drawings	Kaduson & Schaefer (11)
Oct. 24	Trauma work with preschool & elementary Aged children Play Genogram and Family Puppet Interview Family Play Therapy	Kaduson & Schaefer (1) <b><u>Research paper OR video due</u></b>
Oct. 31	Trauma and adolescents Sexual Trauma and children/adolescents Integrative play therapy	Kaduson & Schaefer (10)
Nov. 07	<b><u>PRESENTATIONS</u></b>	
Nov. 14	Including Parents in the process Child-Parent Relationship Therapy Research in Play Therapy <b><u>PRESENTATIONS</u></b>	Landreth (7, 13, 16, 17)
Nov. 21	THANKSGIVING BREAK- NO CLASSES	

Nov. 28      Art Therapy Techniques      Reading  
Review

Dec. 05      Diversity Issues in Play Therapy      *Article*  
Legal & Ethical Issues in Play Therapy      Landreth (15)  
A4pt guidelines and Termination

**Dec. 12**      *Final exam paper due*

\*\*NOTE: Reading assignments may be added to the syllabus during the course of instruction.