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Lamoille Area Professional Development Academy  
250 Main Street, Ste. 202  
Montpelier, VT 05602



**Course Prefix/Title: Play Therapy: In Depth and In Action**

**Instructor: Wendy Monahan**

**Dates/Times: Fall 2011: Saturdays, 8:00-4:00: 9/24/11, 10/15/11, \*11/5/11, 11/12/11, 12/10/11 (\*conference)**

**Seminar Abstract**

In the course, *Play Therapy: In Depth and In Action*, students will have the opportunity to become more versed in articulating their views on play therapy, designing play therapy interventions to meet the needs of several different populations of children and analyze their own play therapy practice. This course will include lecture, participation in demonstration and practice exercises as well as course readings and a final project. This course is offered in conjunction with Play Therapy Associates of Vermont who is a Continuing Education Provider for the Association for Play Therapy, APT provider # 07-214. More information can be found on APT or Play Therapy see [www.a4pt.org](http://www.a4pt.org). Thirty-four (34) continuing education credits will be awarded to students who attend all classes and complete all assignments.

**Learning Outcomes & Competencies****Goals:**

Class participants will:

- Review essential people, theorists and organizations that shaped the history of the profession of play therapy.
  - Using this background knowledge, participants will formulate a better understanding of their own philosophy and practice as it relates to play therapy.
- Understand the developmental stages of children and children's play.
  - Apply knowledge of these stages into developing a deeper understanding of the play that takes place at each of these levels.
  - Develop appropriate play interventions for the different levels.
  - Understand how these developmental levels present differently in special populations.
- Appreciate and understand the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.).
  - Identify when each format may be indicated.
- Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment.
- Be able to conceptualize a client's presenting clinical problem(s) developmentally and theoretically.
  - Develop appropriate play interventions for that client
  - Monitor and articulate the progress of the client
  - Adjust interventions as warranted
- Demonstrate play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.

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- Be able to self-monitor and correct one's own skills
- Be able to provide feedback on observing the skills of others
- Understand the person of the play therapist and how it impacts on the unfolding relationship with the client. This will include issues of transference and counter-transference.
  - Be able to identify specific issues of transference and counter-transference in a specific case.
- Appreciate the legal and ethical issues that are both unique to play therapy and shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect.
- Appreciate the evolving body of qualitative and quantitative play therapy research.
- Understand issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.
- Read and understand the minimal training/supervision and voluntary practice guidelines promulgated by the Association for Play Therapy.

**Evaluation****Course Policies:**

The following are necessary for successful completion of this course:

- Consistent and regular class attendance
- Active participation in class discussions and activities
- Completion of readings
- Completion of assignments

**Student Evaluation/Assessment**

- 1. Attendance and participation: 30%**
  - a. Attendance- presence at all classes required
  - b. Active participation in class discussion and engagement in role-play and experiential activities
- 2. Journal responses , writing and exercises: 20%**
  - a. Develop goals for how you would like to improve or deepen your play therapy practice
  - b. Keep a journal about play therapy that is happening outside of this class and how your work is moving you closer to, or further from your goals
  - c. Use creative applications of a variety of mediums to adapt and develop play therapy techniques
- 3. Book Review (3-5 pages: Due October 15, 2011): 15%**
  - a. Select one book related to play therapy for your book review.
  - b. Write a brief review (3-4 double spaced pages) focusing on

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- i. why you chose the book based on your play therapy development goals
  - ii. strengths & limitations of the book
  - iii. how specifically the book applies to your conceptual project for this course, and your caseload overall
  - iv. You will also need to report in your conceptual project (see below) how you used your book to inform your project.
- 4. Conceptual Project (to be presented on the last day of class, December 10, 2011): 35%**
- a. Choose a hypothetical or real child, adolescent, or adult client description (no identifying information)
  - b. Describe the presenting individual and systems issues, including cultural issues
  - c. List goals of treatment, how outcome(s) will be measured, and how time for termination/discharge will be determined
  - d. Explain Play Therapy theoretical approach(es) or rationale(s)
  - e. Express possible Transference and Counter –transference issues or counselor’s own cultural bias issues
  - f. Discuss how the book you read informed your work with this client
  - g. Identify any professional goals that relate to this case
  - h. Prepare an experiential Play Therapy or role-play activity which will be demonstrated in class at time of presentation

**Final Deadline for all work****Readings & Resources****Required readings:**

- Each student is required to choose one, play therapy-based text to read and report on during the term
- In Class Handouts

