

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Fall 2016 19:910:550:25
Special Topics: Play Therapy:
a Method for Working with Abused and Traumatized Children

Time/location:

Professor:

E-Mail:

Office Hours: By appointment

Course Overview

This course will cover elements of play therapy, which consists of the systematic use of theoretical models to establish an interpersonal process wherein social workers use the therapeutic powers of play to help children prevent or resolve psychosocial challenges and achieve optimal growth and development. The course is grounded in knowledge about trauma and will consist of basic principles of intervention as well as guidelines for assessment and treatment of traumatized children. Expressive therapies such as art, play, and other nonverbal and symbolic techniques which enable children to externalize and process overwhelming experiences in a nonthreatening way will be covered.

Course Objectives

Class participants will:

1. Review essential people and theorists who shaped the history of play therapy.
2. Understand the developmental stages of children and children's play.
3. Understand the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group and family).
4. 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.
5. Be able to conceptualize a client's presenting clinical problem(s) developmentally and theoretically.
6. 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 treatment) and non-clinical system (family, school, community).
7. Identify elements of, and stages within the play therapy relationship, from intake to termination.
8. 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.
9. 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.
10. Be familiar with the evolving body of qualitative and quantitative play therapy research.
11. Understand issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the client.

12. Demonstrate basic play therapy skills (via role play) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.

School Wide Learning Goal: To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

Identify as a professional social worker and conduct oneself accordingly;

Apply knowledge of human behavior and the social environment; and

Apply critical thinking to inform and communicate professional judgment.

Means of evaluation

Assignment #1-psychosocial assessment presentation	25 points
Assignment #2-annotated bibliography paper	25 points
Assignment #3-treatment plan submission	25 points
Assignment #4-technique presentation	25 points

You will LOSE points if you:

-do not attend class every week (1 point)

-do not actively participate in the discussion and/or activities every week (1/2 point)

-arrive late or leave class early (1/2 point)

-are not prepared to discuss the required readings (1/2 point)

Grading Standards

You will EARN your final grade by earning the following points:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are anonymous. The instructor will conduct a mid-point evaluation.

Attendance and participation policy

This class will meet one time per week and will consist of lectures, discussions, and other learning activities (such as videos and role plays). The success and quality of time spent in class is a responsibility shared by all participants. Weekly attendance is required; leaving class does not meet the attendance requirement. If circumstances necessitate that a student miss a class or

leave before the end of class, he/she must inform the instructor (by email) prior to that class, and complete a brief response paper on that week's readings.

It is critical that students keep-up with the readings and lectures. *Keeping-up* means understanding the materials presented in both the readings and lectures. When concepts, lecture material or readings are unclear, ask for clarification as soon as possible. Clarify the requirements of any assignments prior to handing in that assignment. Students should feel free to ask for clarification during class discussion, privately with the professor after class, or via email to the professor.

Required readings have been kept to a minimum. They are **REQUIRED**, meaning you are expected to read each of the readings before class every week. Each student is expected to complete assigned readings prior to class and to come prepared to actively participate every week. It is recommended that you come to class prepared with notes on the readings, including: what was the topic of the paper/chapter? What is the take home message? How is this relevant to class, or your clinical practice? Do you have any questions or issues about the chapter/paper? **Each student will be asked to discuss the readings each week.** Active participation is expected during every class session. Your participation can include: discuss what you liked about the reading, what confused you, pose any questions you may have, discuss the relevance of the reading to the class or your practice, responding to questions from the professor or your classmate, and provide any other thoughtful insights that you may have. Materials in the readings will not be lectured on in detail, therefore if you do not complete the readings, you will miss important material for your future practice and that may be on the exam. If you believe that participation will be a challenge for you, you are expected to speak with the professor privately after the first class. Missed classes, lateness, or poor participation will result in a significant effect on your final grade. Any absence without documented medical excuse will affect your final grade.

ACADEMIC INTEGRITY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the

bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. **Some common examples of plagiarism are:**

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.

- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate

Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Class cancellation policy

In the event of a class cancellation, students should check their e-mail for instructions. Students also are required to check for e-mail that may contain detailed class information and instructions.

E-mail policy

Students are responsible to regularly check their student e-mail accounts.

Cell phone policy

Please turn off cell phone ringers before the beginning of class. If you anticipate receiving an urgent call during class that might necessitate your leaving the classroom, please discuss this with the instructor ahead of time, to minimize disruption to the class.

Other electronic devices policy

No communication devices are to be used during class. It is expected that you will participate in classroom discussions at all times. You are expected to make use of your social work skills and be present in this discussion. If you are not actively participating in the discussion, you are expected to be an active listener. This, by definition, precludes the use of any texting and social media use. Good note taking can occur within the process of active listening, and is a good skill to develop for social work practice. If you anticipate that this policy will be a challenge for you, it is your responsibility to discuss it with the instructor privately after the first class. **Any violation of this policy will have an effect on your grade. If your use of electronic devices in class becomes problematic, I will send you one email reminding you of this policy. After that reminder, your grade will be effected for each class you choose to continue to use your device. During small group work, and other special projects you may be allowed to use devices for access to electronic textbooks, but this is only after we discuss it in class.**

REQUIRED TEXT BOOKS :

Gil, E. (2006). *Helping Abused and Traumatized Children: Integrating Directive and Nondirective Approaches*. NY: Guilford.

Webb, N.B. (2015). *Play Therapy with Children and Adolescents in Crisis, Fourth Edition*. NY: Guilford.

REQUIRED COURSE READINGS: (posted via Rutgers Libraries, in Reserves, and on ecollege)

Bratton, S. & Ray, D. (2000). What the Research Shows About Play Therapy. *International Journal of Play Therapy*, (9)1, pp. 47-88.

Bratton, S., Ray, D., Rhine, T. & Jones, L. (2005). The Efficacy of Play Therapy With Children: A Meta-Analytic Review of Treatment Outcomes. *Professional Psychology: Research and Practice*, 36(4), 376-390.

Crick, N.R. & Dodge, K.A. (1996). Social information-processing mechanisms in reactive and proactive aggression. *Child Development*, 67, 993-1002.

Deffenbaugh, A. M. (2003). The House-Tree-Person test with kids who have been sexually abused. ERIC document 482 760.

Guernsey, L. (2001). Child Centered Play Therapy. *International Journal of Play Therapy*, 10(2), pp. 13-31.

Kottman, T. (2001). Adlerian Play Therapy. *International Journal of Play Therapy*, 10(2), pp. 1-12.

Muro, J., Ray, D., Schottelkorb, A., Smith, M. R. & Blanco, P. J. (2006). Quantitative Analysis of Long-Term Child-Centered Play Therapy. *International Journal of Play Therapy*, 15(2), pp. 35-58.

Oaklander, V. (2001). Gestalt Play Therapy. *International Journal of Play Therapy*, 10(2), pp. 45-55.

O'Connor, K. (2001). Ecosystemic Play Therapy. *International Journal of Play Therapy*, 10(2), pp. 33-44.

Paine, M.L. and Hansen, D.H. (2000). Factors influencing children to self-disclose sexual abuse. *Clinical Psychology Review*, 22, 271-295.

Ray, D. (2004). Supervision of Basic and Advanced Skills in Play Therapy. *Journal of Professional Counseling, Practice, Theory, & Research*, 32(2), pp. 28-41.

Schaefer, C.E. (2001). Prescriptive Play Therapy. *International Journal of Play Therapy*, 10(2), pp. 57-73.

Southam-Gerow, M.A. & Kendall, P.C. (2002). Emotional regulation and understanding: implications for child psychotherapy and therapy. *Clinical Psychology Review* 22, 189-22.

Assignments

Based upon your writing abilities as assessed in the first few assignments, I may require you to seek the tutoring services of the writing center for subsequent assignments. Their services are available free of charge to you, and I encourage you to explore their services even if I do not require you to go there. <http://www.ncas.rutgers.edu/writing-center/graduate-student-information>

Written assignments and presentation outlines are due by 10 pm on the date designated. Late assignments will be penalized. Assignments that are not submitted by the deadline assigned will automatically be penalized at a rate of 10% for each 0-24 hours the assignment is late. For example, a paper that is submitted 1 hour late will lose 10% of the possible points (a 30 point paper will lose 3 points). A paper submitted more than 24 hours late will lose 20% of the possible points (a 30 point paper will lose 6 points), etcetera. If you anticipate that it will be difficult for you to hand in assignments on the assigned dates, you are welcome to hand them in early.

Students who do not complete required assignments will be given a failing grade for the semester.

Written and oral assignments are described below. In all assignments it is expected that you will:

- Thoroughly read the assignment and address each aspect of the assignment.
- Present a thoughtful analysis.
- Present your ideas in a clear and organized manner.
- Submit assignments that are free of spelling, punctuation, and grammatical errors. It is recommended that you have a friend or colleague proofread your paper before submitting to the professor. Typos, spelling errors, etc. are distracting, unprofessional, and will affect your grade.
- Support and substantiate your ideas by outside literature where appropriate.
- Re-read the assignment and ensure that you addressed each part in your paper.

Points will be taken off any assignments that do not meet these criteria.

Written formal **assignments will not be accepted if** there is more than an average of two of the following problems per page:

- typos
- spelling errors
- grammatical errors
- punctuation errors
- incomplete sentences, sentences with words missing, or sentences that are incomprehensible
- incorrect use of apostrophe s and –es

Assignments that are not accepted will be returned for resubmission, and will lose 50 percent of the total possible points.

To document references cited in a paper, please use the guidelines of the American Psychological Association (see Publication Manual of the APA, 5th edition).

Assignments will be graded according to all aspects outlined above. If you are unclear about any part of an assignment, I encourage you to discuss it with me well before the assignment is due.

All work must be submitted online, via ECollege. TURNITIN plagiarism prevention software will be used to screen all papers. See <http://turnitin.com/static/index.php> for more information. If you are not willing to have your papers screened by TURNITIN, you should drop the class.

Assignment #1 October 9 submission, present on October 10 or October 17 (25/100 points)

Write up a psychosocial assessment of a child or adolescent client. Your subject can be a real child or adolescent client (with identify protected) with any presenting problem, or a character from a movie or book that has been maltreated. Options for case to address in assignments (in order of preference): Current child or adolescent client, previous child or adolescent client,

current adult client with trauma history, previous adult client with trauma history, book or movie character with maltreatment history.

I will post a format for you to use on Ecollege in WEBLIOGRAPHY. Based upon your initial assessment, diagnose the client in the correct DSM 5 format. Make note of what additional information that you would like to gather from your client in subsequent sessions. Submit your notes before October 9 via DROPBOX. Present your assessment on Oct 10 or 10/17, as assigned. Your purpose in presenting is to demonstrate that you know how to conduct and a thorough psychosocial assessment, and to gather feedback from your classmates on what additional information you should gather, and how to gather that information. You should not read your assessment during the presentation, rather you should present a concise but thorough overview of the case in a discussion style. The rest of the assignments this semester will be based upon this case. Some book options (ask me if you have another title in mind): *PUSH* by Sapphire, *Bastard Out of Carolina* by Dorothy Alison, *The Bluest Eye* by Toni Morrison, *God Bless the Child* by Toni Morrison, *Wait Until I'm Dead* by Elda Dawber , *Hush* by Eishes Chayil, *Room* by Emma Donoghue , *The Color Purple* by Alice Walker.

Assignment #2 **October 23 submission (25/100 points)**

For this assignment, you are looking for research and theoretical guidance on how to handle the case. Submit an annotated bibliography of 6 articles. 3 must be research articles on treatment options for your client's particular issue or diagnosis, and 3 must be articles or chapters on a theory of psychotherapy. Please see the link in WEBLIOGRAPHY for info on annotated bibliographies. For each article, be sure to document the full citation in correct APA format, present in your own words a summary of the article, and in a paragraph or so discuss how the article or chapter might be applied to your case. Check for spelling, grammar, APA format issues, and submit via DROPBOX.

Assignment #3 **November 20 submission (25/100 points)**

Based upon your findings in the annotated bibliography, and your psychosocial assessment, write a treatment plan for the client. Include clinical and non clinical needs, problems, interventions, short term and long term goals. Check for spelling, grammar, APA format issues, and submit via DROPBOX, in any format of your choosing. In your interventions section, include at least 3 creative or expressive techniques and discuss each technique briefly (how do you administer the technique, what is it meant to achieve, etc.)

Assignment #4- **December 4 submission, present on Dec. 5 or Dec. 12 (25/100 points)**

Based upon the theoretical and research based articles you read, choose a technique that you would like to use with the client. Check with the professor to be sure the technique has not already been chosen by a classmate. Do not proceed on planning your presentation until you have been informed via email, or in person that your intervention is approved. Prepare a handout outlining your presentation, which should include steps to administer the technique, supplies needed, and a reference for where you found the technique. Submit the handout to the professor via Dropbox. Finally, prepare a brief presentation (10 minutes MAXIMUM) on the technique. Discuss why you chose this technique, and what would you hope to achieve with your client. Using a volunteer from the class, demonstrate how you implement the technique, and supplies that might be needed. Very importantly, be sure to discuss how you would evaluate the effectiveness of the technique if you were to use it with your client; how will you know if it was effective? Handouts will be posted on Ecollege for the class to use as a resource.

COURSE OUTLINE:

- Week 1 **Introduction to course**
Sept 12 Play Therapy Materials/Supplies
 Boyd Chapter 3
 Gil Chapter 4
- Week 2 **Assessment** (we'll schedule presentations tonight)
Sept 19 Gil Chapter 1
 Gil Chapter 2
 Boyd Chapter 1
 Boyd Chapter 2
- Week 3 **Theories of Play Therapy**
Sept 26 Kottman (2001)
 O'Connor (2001)
 Guerney (2001)
 Oaklander (2001)
 Schaefer (2001)
 Boyd Chapter 17
 GUEST LECTURE: Creature Comfort Pet Therapy
- Week 4 **Using Research and Theory to Inform Practice**
Oct 3 Gil Chapter 4
 Boyd Chapter 4
 Boyd Chapter 5
 Bratton (2005)
 Thomas (2011) found in WEBLIOGRAPHY
 Reardon (2009) also in WEBLIOGRAPHY
 Guest Speakers: Outspoken Speakers Bureau
- Oct 9 **Assignment 1 due**
- Week 5 **Integrating Play and Expressive Activities into Therapy**
Oct 10 Southam (2002)
 Crick (1996)
 Assessment presentations
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.

Week 6
Oct 17
Treatment Planning
Gil Chapter 3
Boyd Chapter 3
Deffenbaugh (2003)
Bratton (2000)
Assessment presentations

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Oct 23 **assignment 2 due**

Week 7
Oct 24
Trauma Focused Cognitive Behavioral Therapy and Play Therapy
Gil Chapter 5
Gil Chapter 7
Boyd Chapter 6
Muro (2006)

Week 8
Oct 31
Child Centered Play Therapy Skills
Ray (2004)

Week 9
Abuse Disclosure Nov 7
Paine (2000)

Week 10
Nov 14
Family Play Therapy
Gil Chapter 6
Boyd Chapter 7
Boyd Chapter 8

Nov 20 **assignment 3 due**

Week 11
Nov 21
Play Therapy with Special Populations (including sexual abuse, neglect, psychological maltreatment, serious illness, attachment and loss issues)
Gil Chapter 8,9,10,11 CHOOSE ONE
Boyd Chapter 4,5,9 CHOOSE ONE

Week 12
Nov 28
Play Therapy with Special Populations (cont'd)
Boyd Chapter 10, 11, 12 CHOOSE ONE
Boyd Chapter 13, 14,15 CHOOSE ONE
Boyd Chapter 16, 18, 19 CHOOSE ONE

Dec 4 assignment 4 due

Week 13 **Presentations of techniques**

Dec 5

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Week 14 **Presentations of techniques**

Dec 12

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Week 15 **Termination/ Compassion Fatigue / Course wrap up**

Dec 19 **yes, we will meet on Dec 19**

Boyd Chapter 20