

CHILD CARE AND ADOLESCENT WORKER PROGRAM

THERAPEUTIC PLAY

COURSE DESCRIPTION

CCW 219-6 THERAPEUTIC PLAY WEDNESDAYS 2 - 5 pm SEPTEMBER 14 - APRIL 12th

This course focuses on the teaching of techniques for involving children in activities and the use of recreation as a means for achieving goals and encouraging values related to healthy growth and development. Emphasis will be on the therapeutic use of programming and exercises in planning activities for children and adolescents of different age groups and disturbances. Practical experience is given in outdoor camping, arts and crafts, woodworking, clay, games, gym, swimming, creative drama, music, movement and puppetry.

GOAL:

To acquaint the student with and later to explore the various theories of "play" as well as study the developmental stages that children go through in their play. This is seen as a necessary background to considering the use of play in a therapeutic setting.

OBJECTIVES:

- 1) To introduce the student to the principle techniques of play therapy in order that he has a base on which to apply his knowledge to practical situations in his role as a Child Care Worker.
- 2) To help the student feel comfortable and confident in his use of play as a therapy.
- 3) To increase the student's skills in recognizing the individual child or groups of children's needs.
- 4) To familiarize the Child Care Worker student with modes and materials which can be used to assist the child in expressing his thoughts and feelings about himself, the significant of others in his life and his world (environment).
- 5) The student will participate in practical experimental play activities in order to re-familiarize himself with the world of the child; e.g., art materials, (clay, painting), music, movement, water, from active games.
- 6) The student will become familiar with structured and non-structured use of play as a therapy.

COURSE GUIDELINES:

The course guidelines for developing this course remain the same as the course outline.

THERAPEUTIC PLAY

COURSE OUTLINE

INSTRUCTOR: Mary Ellen Aurandt

NATURE OF COURSE:

This course is designed to introduce the student to children's play activities. Theories of play will be considered in a developmental context. Practical experiences in play activities will be given and finally, most importantly, play as a therapeutic tool will be explored in depth from an experiential as well as a theoretical standpoint.

LEARNING RESOURCES:

- 1) miscellaneous handouts
- 2) films
- 3) library resources
- 4) play materials
- 5) Herron, Sutton, Smith - Child's Play
- 6) V. Axline - Play Therapy
- 7) Moustakas - Child's Discovery of Himself
- 8) Ginott - Psychotherapy With Children

METHODOLOGY:

The class will be taught through the use of class discussions, lectures, individual presentations, audio-visual presentations and experiential learning.

I Theories of Play

- 1) developmental stages of play in children
- 2) defining norms at various developmental stages
- 3) value of play (play as a learned behaviour)
- 4) relationship between play and learning
- 5) relationship between play and the development of language

II Introduction to Play as a Means of Therapy

- 1) theoretical exploration of play therapy
- 2) practical observation and recording of children involved in play activities

III Practical Experimental Participation in Play Activities

- 1) arts & crafts
- 2) music & drama
- 3) movement
- 4) water
- 5) active games
- 6) outdoor camping

IV Various Approaches to Play Therapy

Exploration of and comparative study of approaches of: Slavson, Ginott, Moustakas, Axline.

COURSE REQUIREMENTS:

- 1) Seminar presentation of Play Theory. Each student will be assigned a play theorist to thoroughly research and present to the class sometime during the first 8 sessions of classes.
- 2) Practical experiential participation in a variety of play activities will take place on the part of students and experiential practice with children of various age groups will also occur.
- 3) Each student will design a set of therapeutic play activities for a small group of children. This play design will be comprehensive and extensive (covering one week's involvement with children) and include objectives, goals and rationale for the particular choices and therapeutic use of activities.
- 4) Each student will be required to observe and record children at play in various settings and report to the class on his/her observations.
- 5) A final test on the various approaches to play as a therapy will be given during the last class.

GRADING SYSTEM:

Part I Play Theory - Seminar Presentation & Class Participation	20%
Part II Play as a Means of Therapy (Observations & Recording)	20%
Part III Play Activities (Play Design)	30%
Part IV Play Therapies (test)	30%