I. COURSE DESCRIPTION

This course advances students’ theoretical knowledge and clinical practice skills in working with children, adolescents and their families. This course will explore the process of child psychotherapy by focusing upon helping children, adolescents, and their families who are experiencing a variety of biopsychosocial dilemmas that exist within diverse and complex urban environments. A framework for assessing children and adolescents utilizing a generalist approach to Social Work, inclusive of psychodynamic and cognitive-behavioral approaches, will be applied.

Emphasis will be placed on the development and enhancement of knowledge, skill, theories, values and ethics specific to working with children, adolescents and their families. Various child development theories will be reviewed while introducing various play therapy models. Several specific issues commonly faced by children and adolescents who live in Southern California will also be examined.

Structured Play Therapy, Non-Directive Play Therapy, Sand Tray Therapy, Art Therapy, Storytelling, Cognitive/Behavioral Methods, and other practice theories and techniques will be discussed specific to children and adolescents who are experiencing a range of challenges including abuse, neglect, abandonment, separation and loss, trauma, behavioral concerns, anxiety and depression. Evidence Based treatment will be introduced and discussed specific to applicable diagnoses and populations.

II. COURSE OBJECTIVES

Upon completion of the course, students will be able to:

1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.

3. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.

4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.


6. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.

7. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with a variety of mental health related problems.

8. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.

9. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.

10. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.

11. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

III. Course Format

The class format consists of a combination of didactic lecture, class discussion, video, case examples and experiential exercises. Students will also utilize blackboard for course information, announcements and handouts. Experiential exercises include role-play, small group discussion, hands-on-activities, journaling, etc. Experiential activities are utilized to deepen the students understanding of the interventions and to assist in their internalizing the play therapy process. Students will be invited to share case materials from field placement to illustrate and deepen content of class discussion, and to integrate knowledge and experience between the classroom and the field. Confidentiality of information shared in class is always to be observed.

IV. Course Evaluation and Grading
All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Grades in the School of Social Work are determined based on the following standards that have been established by the faculty of the School:

A **Grade of A or A-** are reserved for student work which not only demonstrates strong mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A **grade of B+** will be given to work that is judged to be very good and demonstrates a more-than-competent understanding of the material being tested in the assignment.

A **grade of B** will be given to student work, which meets the basic requirements of the assignment and demonstrates work that meets course expectations at an adequate level.

A **grade of B-** will indicate that a student’s performance was less than adequate on an assignment and reflects only moderate grasp of content and/or expectations.

A **grade of C** would reflect a minimal grasp of the assignments, poor organization of ideas and/or several areas requiring improvement.

**Grades between C- and F** will denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

*Note: Please refer to the Student Handbook and University Catalogue for additional discussion of grades and grading procedures, and for discussion of academic integrity.*

Class grades will be based on the following:

- 3.85 – 4 A
- 3.60 – 3.84 A-
- 3.25 – 3.59 B+
- 2.90 – 3.24 B
- 2.60 – 2.87 B-
- 2.25 – 2.50 C+
- 1.90 – 2.24 C

Final Grade:

- 93 – 100 A
- 90 – 92 A-
- 87 – 89 B+
- 83 – 86 B
- 80 – 82 B-
- 77 – 79 C+
- 73 – 76 C
II. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. Course Expectations and Guidelines

Students are expected to read the assigned readings for each class and to use them as the basis for informed participation in class discussions. Evaluation of classroom participation and written assignments will be based on the quality of ideas presented as well as responsiveness to guidelines for assignments.

CLASS PARTICIPATION:  (10%) Your involvement in this class is considered essential to your growth as a social work practitioner. You will be asked to discuss the material assigned, provide questions related to your field experiences, and offer feedback to your colleagues’ questions. Knowing the “right” answers is not nearly as important as being willing to risk exploring your ideas and being open to new information and additional ideas. Your presence in class, your preparation for class (reading and considering the assignments), and your participation in class discussion is essential to your learning experience.

REFLECTIVE JOURNAL:  (10%) Students will complete weekly entries discussing their reactions to course material and interventions presented in class, struggles with implementing interventions with their clients and counter-transference issues. Additionally, students should reflect on course readings, their understanding of the readings and how they relate to their practice.
GROUP PROJECT-CLASS PRESENTATION: (35%)
As a small group you will be asked to select a challenge area (surviving abuse, anxiety, trauma, loss, depression, foster care, ADHD, Oppositional Defiant Disorder, gangs, divorce, etc.) that diverse children and adolescents face. The group will provide Psychoeducation regarding the issue/area to the class, in a manner appropriate to using with children and parents. Additionally, each member in the group will pick a specific Play Therapy technique from an outside source (not from an assigned reading) and demonstrate this technique to the class. Details will be discussed in class and posted on blackboard.

Students will meet the following course objectives:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

FINAL ASSIGNMENT: (45%)
Students will create a original play therapy intervention or childrens story. Complete details will be provided in class and posted on blackboard.

Students will meet the following course objectives:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
10. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

VII. REQUIRED TEXTBOOKS


Recommended

APA. (Most current edition) DSM-IV


VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”
To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website; http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus
MRF – Lot B
SWC – Lot B
WPH – McCarthy Quad
VKC – McCarthy Quad

City Center
Front of the building (12th & Olive)

Orange County Campus
Faculty Parking Lot

Skirball Campus
Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

X. COURSE OUTLINE AND ASSIGNMENTS

Session 1  January 13, 2009
Introduction
Course Overview
What is Play Therapy
Historical Overview of Play Therapy
Why Play Therapy Works

Students will:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate an enhanced knowledge base of developmental theory and its relationship to clinical practice with children, youth and their families.
3. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings
Chapter 1 – 12

Historical Overview Handouts

Session 2  January 20, 2009
Developmental Theories - Review
Environment and Materials of Child Psychotherapy
Getting Started as a Play Therapist
Essential Tools of the Trade
Countertransference

Students will:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
4. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
5. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings

Review Bowlby, Attachment Theory
Review Erikson, Psychosocial Stages of Development
Review Piaget, Stages of Cognitive Development

    Chapter 13 - 24

    Chapter 1 & 2

Session 3 January 27, 2009
Culturally Competent Assessment and Diagnosis
Setting Up a Play Room/Office
Building Relationships with Children or Adolescents
Initial Contact and Observation
Mental Status Evaluation
Relevant Legal and Ethical Issues
Practical Implications and Applications

Students will:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
3. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
4. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
5. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
6. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
7. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.

Required Readings

Mandated Reporting Laws, Child Abuse Reporting Laws, NASW Code of Ethics
Search [http://dcfs.co.la.ca.us/](http://dcfs.co.la.ca.us/)
Search [http://dcfs.co.la.ca.us/Policy/Hndbook%20CWS/0050/0050-501-40.doc](http://dcfs.co.la.ca.us/Policy/Hndbook%20CWS/0050/0050-501-40.doc)

Chapter 3

Session 4  *February 3, 2009*

Play Therapy Theories
Non-Directive/Directive Continuum
Evidence Based Treatment
Prescriptive Play Therapy
Non-Directive Play Therapy

Students will:

1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
7. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
8. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
Required Readings


Chapter 9


Chapter 1
Chapter 13

Recommended Readings


Chapter 14

Session 5  *February 10, 2009*

Non-Directive/Child-Centered Play Therapy

Filial Play Therapy

Students will:

1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. *Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.*
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
7. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
8. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.

Required Readings

Chapter 2
Chapter 12

Recommended Readings


Chapter 4 & Chapter 5

Session 6 *February 17, 2009*

Play Therapy Theories
- Developmental
- Psychoanalytic
- Jungian
- Adlerian
- Object Relations

Students will:
1. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
2. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
3. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
10. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings
APA, DSM (most current edition)
Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence

Recommended Readings

Chapter 1 - 3
Chapter 13

Session 7 February 24, 2009
Play Therapy Theories
Gestalt
Theraplay
CBT
Ecosystemic

Students will:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings
Chapter 6

Recommended Readings

Chapter 6-8
Chapter 11

Session 8 March 3, 2009

Strategies for Specific Mental Health Challenges
Grief and Loss
Depression

Group Presentations

Students will:

1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
6. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
7. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
8. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
9. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
10. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.

Required Readings


Chapter 7


Chapter 4
Chapter 6
Chapter 7

Session 9  March 10, 2009
Strategies for Specific Mental Health Challenges
SIB
Divorce
ADHD
ODD

Group Presentations

Students will:
1. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
2. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
3. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
10. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings
APA, DSM (most current edition)

ADHD
Oppositional Defiant Disorder
Conduct Disorder

Chapter 5
Chapter 11


Chapter 8 - 10

March 17 – Spring Break – No Class

Session 10 March 24, 2009

Incorporating Modern Myths & Characters into Play Therapy

Trauma

Students will:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
6. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
7. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
8. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
9. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
10. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.

Required Readings


Chapter 3

Session 11 March 31, 2009

Strategies for Specific Mental Health Challenges

Anxiety
Autism and Asperger’s

Students will:

1. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
2. **Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.**
3. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
10. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

**Required Readings**

APA, *DSM* (most current edition)

Pervasive Developmental Disorders

Separation Anxiety

Specific Phobia

Social Phobia

Obsessive Compulsive Disorder


Chapter 11

**Session 12  **April 7, 2009

Strategies for Specific Mental Health Challenges

ADHD
ODD
Depression

Students will:
1. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
2. Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.
3. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
5. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
6. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
7. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
8. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
9. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
10. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings

APA, DSM (most current edition)

Major Depressive Disorder
Dysthymic Disorder

Chapter 8

Session 13  April 14, 2000

Session 14  April 21, 2009
Family Play Therapy
Group Play Therapy

Students will:
1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. **Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.**
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.
6. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.
7. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.
8. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.
9. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.
10. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.
11. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

**Required Readings**


Chapter 10

**Recommended Readings**


Chapter 9

Chapter 10

**Session 15 April 28, 2009**

Termination

Students will:

1. Develop a broad context for understanding and practicing Play Therapy.
2. Demonstrate knowledge of Play Therapy that integrates elements of several existing theories and techniques.
3. **Demonstrate an understanding of evidence-based practice and an ability to incorporate evidence-based treatment into treatment planning and practice.**
4. Demonstrate clinical and leadership abilities while combining theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families.


6. Expand the knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.

7. Develop needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with variety of mental health related challenges while living within a complex urban environment.

8. Demonstrate an understanding of the use of varied play therapy techniques with diverse clientele.

9. Enhance clinical skills as it relates to children presenting with issues of loss, abandonment, abuse, neglect and behavioral difficulties.

10. Develop clinical skills and social work strategies for developing clinically relevant treatment plans.

11. Develop analytic skills to critically evaluate theories that pertain to child psychotherapy.

Required Readings

Chapter 12

*ADDITIONAL READINGS FOR THE COURSE WILL BE HANDED OUT IN CLASS, POSTED ON BLACKBOARD OR AVAILABLE ON ARES*