**Social Work 675**

**Sections 67593, 67594, 67595, 67596**

**Play Therapy in Social Work with Children and Adolescents**

**3 Units**

*“You can learn more about a person in an hour of play than in a year of conversation.” ― Plato*

***Fall 2017***

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| --- | --- | --- | --- | --- |
|  | **Instructor:** | Sheri Omens Kelfer, LCSW, BCD | | |
| **E-Mail:** | Kelfer@usc.edu | **Course Day:** | Mondays  Thursdays |
| **Telephone:** | (818) 970-4944 | **Course Time:** | **Mondays:** 11:30am-12:45pm; 1:15pm-2:30pm PST  **Thursdays:** 4:00pm-5:15pm; 5:45pm-7:00pm PST |
| **Office:** | VAC | **Course Location:** | VAC |
| **Office Hours:** | By Appointment |

# Course Prerequisites

SOWK 503, SOWK 543, and SOWK 545 **OR** SOWK 506 and SOWK 544

# Catalogue Description

Advances student theoretical knowledge and clinical practice skills in working with children, adolescents, and their families and explores the process of child psychotherapy.

# 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 environments. A framework, inclusive of respect for diversity and inclusion, for assessing children and adolescents utilizing a generalist approach to Social Work, 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 evidenced based play therapy models. Several specific issues commonly faced by children and adolescents who live in complex environments will also be examined.

Play Therapy, Sand Tray Therapy, Art Therapy, Storytelling, Cognitive/Behavioral Methods, and other Evidenced Based practice theories and techniques will be discussed specific to children and adolescents who are experiencing a range of challenges including severe emotional disturbance, abuse, neglect, abandonment, separation and loss, trauma, behavioral concerns, anxiety and depression.

# Course Objectives

The Play Therapy in Social Work with Children and Adolescents course (SOWK 675) will:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Teach students a broad context for understanding and practicing Play Therapy. Provide opportunities for students to enhance awareness of diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) while teaching the needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with a variety of mental health related problems. |
| 2 | Demonstrate Play Therapy that integrates elements of several existing Evidenced Based theories and techniques. Provide the opportunity for students to utilize analytic skills to critically evaluate theories that pertain to child psychotherapy. |
| 3 | Teach an enhanced knowledge base of developmental theory and its relationship to clinical practice with children, youth and their families. Expand students’ knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations. |
| 4 | Provide students with the opportunity to enhance clinical skills as they relate to children and adolescents presenting with a variety of issues such as loss, abandonment, abuse, anxiety, phobia, depression, trauma, neglect and behavioral difficulties. Present clinical skills and social work strategies for developing and implementing clinically relevant treatment plans. |
| 5 | Present clinical and leadership abilities while teaching students to combine theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families. |

# Course format / Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

Students will also utilize blackboard for course information, announcements and handouts. The online teaching and learning environment provided by the University’s Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is <https://blackboard.usc.edu>.

VAC students will utilize the course wall for course information and announcements.

# Student Learning Outcomes

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

|  |  |
| --- | --- |
| **Social Work Core Competencies** | |
| 1 | **Demonstrate Ethical and Professional Behavior** |
| 2 | **Engage in Diversity and Difference in Practice** |
| 3 | **Advance Human Rights and Social, Economic, and Environmental Justice** |
| 4 | **Engage in Practice-informed Research and Research-informed Practice** |
| 5 | **Engage in Policy Practice** |
| 6 | **Engage with Individuals, Families, Groups, Organizations, and Communities** |
| 7 | **Assess Individuals, Families, Groups, Organizations, and Communities\*** |
| 8 | **Intervene with Individuals, Families, Groups, Organizations, and Communities\*** |
| 9 | **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** |

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family’s life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective | **3.** Teach an enhanced knowledge base of developmental theory and its relationship to clinical practice with children, youth and their families. Expand students’ knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations.  **4.** Provide students with the opportunity to enhance clinical skills as they relate to children and adolescents presenting with a variety of issues such as loss, abandonment, abuse, anxiety, phobia, depression, trauma, neglect and behavioral difficulties. Present clinical skills and social work strategies for developing and implementing clinically relevant treatment plans. | **7a.** Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth and families. | Knowledge | **Unit 2:** Understanding Diverse Children and Adolescents Living in a Complex Urban Environment  **Unit 6**: Culturally Competent Assessment and Diagnosis  **Unit 7:** Trauma  **Unit 8:** Play Therapy with Survivors of Abuse  **Unit 9**: Grief and Loss  **Unit 10:** Strategies for Specific Mental Health Challenges: Anxiety and Autistic Spectrum Disorders  **Unit 11:** Strategies for Specific Mental Health Challenges: Disruptive Behavioral Issues  **Unit 12:** Strategies for Specific Mental Health Challenges: Depression  **Unit 13:** Family Play Therapy  Assignment 1: Group Project/Class Presentation  **Assignment 2**: Final  **Class Participation** |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter- professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter- professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families. | **1.** Teach students a broad context for understanding and practicing Play Therapy. Provide opportunities for students to enhance awareness of diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) while teaching the needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with a variety of mental health related problems.  **2.** Demonstrate Play Therapy that integrates elements of several existing Evidenced Based theories and techniques. Provide the opportunity for students to utilize analytic skills to critically evaluate theories that pertain to child psychotherapy.  **4.** Provide students with the opportunity to enhance clinical skills as they relate to children and adolescents presenting with a variety of issues such as loss, abandonment, abuse, anxiety, phobia, depression, trauma, neglect and behavioral difficulties. Present clinical skills and social work strategies for developing and implementing clinically relevant treatment plans. | **8b.** Critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence. | Knowledge, Skills, Cognitive and Affective Processes | **Unit 4:** Environment and Materials of Child Psychotherapy  **Unit 5:** Environment and Materials of Adolescent Psychotherapy  **Unit 7:** Trauma  **Unit 8:** Play Therapy with Survivors of Abuse  **Unit 9:** Grief and Loss  **Unit 10:** Strategies for Specific Mental Health Challenges: Anxiety and Autistic Spectrum Disorders  **Unit 11:** Strategies for Specific Mental Health Challenges: Disruptive Behavioral Issues  **Unit 12:** Strategies for Specific Mental Health Challenges: Depression  **Unit 13:** Family Play Therapy  **Unit 14:** Group Play Therapy  **Unit 15:** Integration and Synthesis as a Professional Social Worker  **Assignment 1:** Group Project/Class Presentation  **Assignment 2:** Final  **Class Participation** |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Group Project/Class Presentation** | Unit 9  Unit 10  Unit 11  Unit 12 | 40% |
| **Assignment 2: Final** | First Day of Finals Week (December 10, 2017) @ 9:00 AM PST | 50% |
| **Class Participation** | Ongoing | 10% |

Each of the major assignments is described below.

## Assignment 1: Group Project/Class Presentation

As a small group, you will be asked to select a challenge area corresponding to the unit topics of Grief and Loss, Separation Anxiety Disorder and School Phobia, Oppositional Defiant Disorder and Conduct Disorder, or Depression that diverse children and adolescents face (surviving abuse, anxiety, trauma, loss, foster care, gangs, divorce, etc.). Each individual within the group will pick a specific Play Therapy technique from one of the course texts and demonstrate how this technique helps children/adolescents deal with the specific challenge area. Please specify specific theoretical models the technique flows with and specific diagnostic symptoms the technique helps clients with. A handout for the class, summarizing your presentation, is due on the day of your presentation. Your presentation should be educational, informative and demonstrate the utility of the techniques selected. Details will be discussed in class and provided in Course Documents and/or posted on Blackboard.

**(Units 9, 10, 11, 12)**

*This assignment relates to student learning outcomes 1, 2, 5, and 7-16.*

## Assignment 2: Final Paper

The final paper is to be an examination of a case of your choosing. The assignment has 3 parts: (1) Biopsychosocial Study, Assessment and Diagnosis; (2) Literature review of the disorder based upon your assessment of your client; (3) Discussion demonstrating your application of Play Therapy techniques. Details will be discussed in class and written guidelines will be provided in Course Documents and/or posted on Blackboard. Paper will be 10-12 pages. Use American Psychological Association (APA) referencing style.

**Due: First Day of Finals Week**

*This assignment relates to student learning outcomes 3-5 and 7-16.*

## Class Participation (10% of Course Grade)

Note on Class Participation and Evaluation Standards for Grading Participation

Class participation is defined as students’ active engagement in class related learning. Students are expected to participate fully in the discussions and activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small group activities and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Students who are taking this course on the VAC are expected to complete Asynchronous material prior to class discussion. Your class participation evaluation will be based on the following criteria:

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. (90-100)

2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. (80-89)

3. **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. (70-79)

4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. (60-69)

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.**

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

Class grades will be based on the following:

| **Class Grades** | | **Final Grade** | | |
| --- | --- | --- | --- | --- |
| 3.85 – 4 | A | | 93 – 100 | A |
| 3.60 – 3.84 | A- | | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | | 87 – 89 | B+ |
| 2.90 – 3.24 | B | | 83 – 86 | B |
| 2.60 – 2.89 | B- | | 80 – 82 | B- |
| 2.25 – 2.59 | C+ | | 77 – 79 | C+ |
| 1.90 – 2.24 | C | | 73 – 76 | C |
|  |  | | 70 – 72 | C- |

Late assignments will be penalized 1 grade level or approximately 3 points per day (i.e. An A paper that is one day late would become an A- paper.)

*USC School* of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1) Grades of A or A- are reserved for student work which not only demonstrates very good 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 demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

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

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

# Required and supplementary instructional materials & Resources

## Required Textbooks

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Axline, V. (1969). *Play therapy*. New York, NY: Ballantine Books.

Gil, E. (1991). *The healing power of play: Working with abused children*. New York, NY: Guilford Press.

Kaduson, G. H., & Schaefer, E. C. (Eds.). (2015). *Short term play therapy for children* (3rd ed.). New York, NY: Guilford Press.

Reddy, L. A., Files-Hall, T. M., & Schaefer, C. E. (Eds.). (2016). *Empirically based play interventions for children* (2nd ed.). Washington, DC: American Psychological Association.

## Recommended Textbooks

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. Web. [access date: 1 June 2013]. dsm.psychiatryonline.org

<http://dsm.psychiatryonline.org.libproxy.usc.edu/book.aspx?bookid=556>

Gil, E. (1996). *Treating abused adolescents*. New York, NY: Guilford Press.

Kaduson, H., & Schaefer, C. (Eds.). (2001). *101 more favorite play therapy techniques*. New Jersey: Jason Aronson.

Samuels, S. K., & Sikorsky, S. (1998). *Clinical evaluations of school aged children* (2nd ed.). Sarasota, FL: Professional Resource Press.

***Note:*** Additional readings for the course will be posted on ARES and/or Blackboard and/or Course Wall. Additional required and recommended readings may be assigned by the instructor throughout the course.

**Note: *Dibs: In Search of Self* should be completed by Unit 8.**

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * **Introduction**   + - Historical overview of play therapy     - Theoretical base of play therapy |  |
| **2** | * **Understanding Diverse Children and Adolescents Living in a Complex Environment**   + - Theoretical explanations     - Countertransference |  |
| **3** | * **Relevant Legal and Ethical Issues When Working with Children and Adolescents**   + - Practical implications and application     - Diversity and Inclusion     - Social justice     - Policy implications     - Leadership |  |
| **4** | * **Environment and Materials of Child Psychotherapy**   + - Getting starting as a play therapist     - Essential tools of the trade     - Play therapy techniques     - Sand tray therapy     - Fantasy     - Storytelling     - Art therapy     - Cognitive/behavior methods |  |
| **5** | * **Environment and Materials of Adolescent Psychotherapy**   + - Getting starting as a play therapist     - Essential tools of the trade     - Play therapy techniques     - Sand tray therapy     - Fantasy     - Dream analysis     - Storytelling     - Art therapy     - Cognitive/behavior methods |  |
| **6** | **Culturally Competent Assessment and Diagnosis**  * + - Building relationships with children or adolescents     - Initial contact and observation     - Mental status     - Special consideration when diagnosing children |  |
| **7** | * **Trauma**   + - Developmental and practical implications     - Dynamics     - Evidenced Based practice |  |
| **8** | * **Play Therapy with Survivors of Abuse**   + - Effects on child, adolescent and family development     - Treatment strategies |  |
| **9** | * **Grief and Loss**   + - Cultural implications     - Growth after loss     - Developmental implications     - Interventions | Group presentation |
| **10** | * **Strategies for Specific Mental Health Challenges**   + - Separation anxiety     - School phobia     - Autistic Spectrum Disorder | Group presentation |
| **11** | * **Strategies for Specific Mental Health Challenges**   + - ADHD     - ODD     - CD | Group presentation |
| **12** | * **Strategies for Specific Mental Health Challenges**   + - Depression | Group presentation |
| **13** | * **Family Play Therapy**   + - Engaging Caretakers     - Empowering Caretakers |  |
| **14** | * **Group Play Therapy**   + - Directive and Nondirective Group Play Therapy     - Variations for children and adolescents |  |
| **15** | * **Integration and Synthesis as a Professional Social Worker**   + - Termination     - Leadership     - Constant focus on diversity and inclusion |  |
| **STUDY DAYS / NO CLASSES** | | |
| **FINAL EXAMINATIONS** | | |

Course Schedule―Detailed Description

| **Unit 1: Introduction** |  |
| --- | --- |
| **Topics** | |
| * Historical overview of play therapy * Theoretical base of play therapy | |

This Unit relates to course objectives 1, 2, 3, and 5.

### Required Readings

Axline, V. (1969). Some children are like this. In *Play therapy* (pp. 3-8). New York, NY: Ballantine Books.

Axline, V. (1969). Play therapy. In *Play therapy* (pp. 9-50). New York, NY: Ballantine Books.

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Gil, E. (1991). The child therapies: Application in work with abused children. In *The healing power of play: Working with abused children* (pp. 26-36). New York, NY: Guilford Press.

Kaduson, H. G., & Schaefer, C. E. (Eds.). (2015). Preface. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. xi-xiv) New York, NY: Guilford Press.

Ray, Dee C., Bratton, Sue C. (2016). Child Centered Play Therapy for School Prevention. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 55-75). Washington, DC: American Psychological Association.

Reddy, L. A., Files-Hall, T. M., & Schaefer, C. E. (Eds.). (2016). Introduction. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 3-15). Washington, DC: American Psychological Association.

| **Unit 2: Understanding Diverse Children and Adolescents Living in a Complex Environment** |  |
| --- | --- |
| **Topics** | |
| * Theoretical explanations * Countertransference | |

This Unit relates to course objectives 1-5.

### Required Readings

Review materials from previous classes and/or create a search to find information on the following three topics:

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

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Gil, E. (1991). Special issues. In *The healing power of play: Working with abused children* (pp. 192-196). New York, NY: Guilford Press.

Gil, E. (1996). Theories of adolescent development. In *Treating abused adolescents* (pp. 23-49). New York, NY: Guilford Press.

Johnson, Deborah B., Peabody, Mary Anne. (2016). Primary Project: A Play-Based Intervention for Early Childhood. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 17-35). Washington, DC: American Psychological Association.

O’Connor, K. (2005). Addressing diversity issues in play therapy. *Professional Psychology: Research and Practice, 36*(5). 566–573.

Stubenbort, K., Cohen, M., Trybalski, V. (2010). The Effectiveness of an Attachment-focused Treatment Model in a Therapeutic Preschool for Abused Children. *Clinical Social Work Journal*, 38(1).51-60.

| **Unit 3: Relevant Legal and Ethical Issues When Working with Children and Adolescents** |  |
| --- | --- |
| **Topics** | |
| * Practical implications and applications * Diversity and Inclusion * Social justice * Policy implications * Leadership | |

This Unit relates to course objectives 1, 4, and 5.

### Required Readings

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Child Abuse Reporting Laws. (n.d.). Retrieved from [http://www.socialworkers.org/](http://www.socialworkers.org/ldf/lawnotes/abuse.asp)

Mandated Reporting Laws. (n.d.). Retrieved from <http://dcfs.co.la.ca.us/> Search Department of Children’s Services in the state where you reside.

NASW Code of Ethics. (n.d.). Retrieved from [www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

| **Unit 4: Environment and Materials of Child Psychotherapy** |  |
| --- | --- |
| **Topics** | |
| * Getting starting as a play therapist * Essential tools of the trade * Play therapy techniques * Sand tray therapy * Fantasy * Storytelling * Art therapy * Cognitive/behavior methods | |

This Unit relates to course objectives 1-5.

### Required Readings

Axline, V. (1969). The playroom and suggested materials. In *Play therapy* (pp. 53-56). New York, NY: Ballantine Books.

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Kaduson, H., & Schaefer, C. (Eds.). (2001). *101 more favorite play therapy techniques*. New Jersey: Jason Aronson.  
(Instructor Note: Please read Techniques 1-50 in Handout.)

Levy, A. J. (2011). Neurobiology and the therapeutic action of psychoanalytic play therapy with children. *Clinical Social Work Journal*, *39*(1), 50-60.

VanFleet, Rise, Sniscak, Cynthia Caparosa, Sywulak, Andrea E. (2010). The Four Skills of Child-Centered Play Therapy. In *Child-Centered Play Therapy* (pp. 59-87). NY, New York: Guilford Press.

| **Unit 5: Environment and Materials of Adolescent Psychotherapy** |  |
| --- | --- |
| **Topics** | |
| * Getting starting as a play therapist * Essential tools of the trade * Play therapy techniques * Sand tray therapy * Fantasy * Dream analysis * Storytelling * Art therapy * Cognitive/behavior methods | |

This Unit relates to course objectives 1-5.

### Required Readings

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Borenzweig, Herman. (1984). *Jung and Social Work*. (pp. 89-123). Lanham, MD: University Press of America, Inc.

Fuller, William S. (2010). Theraplay For Adolescents. In Booth, Phyllis B. & Jernberg, Ann M. (Eds.), *Theraplay: Helping Parents and Children Build Better Relationships Through Attachment-Based Play* (pp. 449-493). San Francisco, CA: John Wiley & Sons, Inc.

Kaduson, H., & Schaefer, C. (Eds.). (2001). *101 more favorite play therapy techniques*. New Jersey: Jason Aronson.  
(Instructor Note: Please read Techniques 50-101 in Handout)

Rae, William A., Sullivan, Jeremy R., Askins, Martha A. (2016). Play Interventions for Hospitalized Children. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 115-135). Washington, DC: American Psychological Association.

Taylor, Elizabeth R. (2015). Solution-Focused Sandtray Therapy for Children. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp.150-175) New York, NY: Guilford Press.

| **Unit 6: Culturally Competent Assessment and Diagnosis** |  |
| --- | --- |
| **Topics** | |
| * Building relationships with children or adolescents * Initial contact and observation * Mental status * Special consideration when diagnosing children | |

This Unit relates to course objectives 1-5.

### Required Readings

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. Web. [access date: 1 June 2013]. dsm.psychiatryonline.org  
(Instructor Note: Please review Disorders that may begin prior to age 18.)

Axline, V. (1969). *Play therapy*. New York, NY: Ballantine Books.  
(Instructor Note: Please read Chapters 7-15.)

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Gil, E. (1991). Sharlene: A child traumatized by chronic sexual abuse. In *The healing power of play: Working with abused children* (pp. 177-191). New York, NY: Guilford Press.

Gil, E. (1996). Assessment and treatment. In *Treating abused adolescents* (pp. 77-119). New York, NY: Guilford Press.

Gil, E. (1996). Treatment modalities. In *Treating abused adolescents* (pp. 187-201). New York, NY: Guilford Press.

### Recommended Reading

Samuels, S. K., & Sikorsky, S. (1998). *Clinical evaluations of school aged children* (2nd ed.). Sarasota, FL: Professional Resource Press.  
(Instructor Note: Please read each section related to the major disorders presented, review case summaries presented, and select topics of interest for reading.)

| **Unit 7: Trauma** |  |
| --- | --- |
| **Topics** | |
| * Developmental and practical implications * Dynamics and Evidenced Based practice | |

This Unit relates to course objectives 1-5.

### Required Readings

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. Web. [access date: 1 June 2013]. dsm.psychiatryonline.org  
(Instructor Note: Please read the sections on Trauma- and Stressor-Related Disorders, Dissociative Disorders, and Borderline Personality Disorder.)

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Briere, J. (1997). Treating adults severely abused as children: The self-trauma model. In D. A. Wolfe, B. McMahon, & R. D. Peters (Eds.), Child abuse: New directions in prevention and treatment across the lifespan (pp. 177-204). Thousand Oaks, CA: Sage.

Gil, E. (1991). Antony: A child with multiple traumas. In *The healing power of play: Working with abused children* (pp. 127-143). New York, NY: Guilford Press.

Gil, E. (1991). Laurie: A neglected child traumatized by a hospitalization. In *The healing power of play: Working with abused children* (pp. 158-176). New York, NY: Guilford Press.

Gil, E. (1991). Leroy: A child traumatized by severe parental neglect. In *The healing power of play: Working with abused children* (pp. 85-105). New York, NY: Guilford Press.

Kaduson, Heidi G. (2015). Release Play Therapy for Children with Posttraumatic Stress Disorder. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp.3-25) New York, NY: Guilford Press.

Pifalo, Terry & Hamil, Sarah. (2015). Short-Term Trauma Resolution by Combining Art and Play Therapy for Children. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp.99-124) New York, NY: Guilford Press.

| **Unit 8: Play Therapy with Survivors of Abuse** |  |
| --- | --- |
| **Topics** | |
| * Effects on child, adolescent and family development * Treatment strategies | |

This Unit relates to course objectives 1-5.

### Required Readings

Axline, V. (1964). *Dibs: In search of self*. New York, NY: Ballantine Books.

Ballantine, M. (2012). Sibling Incest Dynamics: Therapeutic Themes and Clinical Challenges. *Clinical Social Work Journal*. 40(1). 56-65.

Gil, Eliana M. (2016). Using Integrated Directive and Nondirective Play Interventions for Abused and Traumatized Children. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 95-115). Washington, DC: American Psychological Association.

Gil, E. (1991). Gabby: A child traumatized by a single episode of sexual abuse. In *The healing power of play: Working with abused children* (pp. 144-157). New York, NY: Guilford Press.

Gil, E. (1991). Johnny: A child traumatized by sexual abuse. In *The healing power of play: Working with abused children* (pp. 106-126). New York, NY: Guilford Press.

Gil, E. (1991). The abused child: Treatment issues. In *The healing power of play: Working with abused children* (pp. 1-25). New York, NY: Guilford Press.

Gil, E. (1991). The treatment of abused children. In *The healing power of play: Working with abused children* (pp. 37-82). New York, NY: Guilford Press.

Goodyear-Brown, Paris. & Frew, Amy. (2015). Short-Term Play Therapy for Children with Sexual Behavior Problems. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp.198-223) New York, NY: Guilford Press.

| **Unit 9: Grief and Loss** |  |
| --- | --- |
| **Topics** | |
| * Group presentation * Cultural implications * Growth after loss * Developmental implications * Interventions | |

This Unit relates to course objectives 1-5.

### Required Readings

Oaklander, Violet. (2015). Short-Term Gestalt Play Therapy for Grieving Children. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 124-150) New York, NY: Guilford Press.

Pedro-Carroll, JoAnne & Velderman, Mariska Klein. (2016). Extending the Global Reach of a Play-Based Intervention for Children Dealing with Separation and Divorce. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 115-135). Washington, DC: American Psychological Association.

Werner-Lin, A., Biank, N., Rubenstein B. (2010). There’s No Palace Like Home: Preparing Children for Geographical and Relational Attachment Disruptions Following Parental Death to Cancer. *Clinical Social Work Journal*. 38(1). 132-143.

| **Unit 10: Strategies for Specific Mental Health Challenges: Anxiety and Autistic Spectrum Disorders** |  |
| --- | --- |
| **Topics** | |
| * Group presentation * Separation anxiety * School phobia * Autistic Spectrum Disorder | |

This Unit relates to course objectives 1-5.

### Required Readings

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. Web. [access date: 1 June 2013]. dsm.psychiatryonline.org  
(Instructor Note: Please read the sections on Neurodevelopmental Disorders, Separation Anxiety, Specific Phobia, Social Phobia, and Obsessive Compulsive Disorder.)

Bettmann, J., Jasperson, R. (2010). Anxiety in Adolescence: The Integration of Attachment and Neurobiological Research into Clinical Practice. *Clinical Social Work Journal*. 38(1). 98-106.

Davlantis, Katherine S., Rogers, Sally J. (2016). The Early Start Denver Model: A Play-Based Intervention for Young children with Autisim Spectrum Disorders. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 205-223). Washington, DC: American Psychological Association.

Dasari, Meena & Knell, Susan M. (2015). Cognitive-Behavioral Play Therapy for Children with Anxiety and Phobias. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 25-53) New York, NY: Guilford Press.

Hess, Esther B. (2015). The DIR/Floortime Model of Parent Training for Young Children with Autism Spectrum Disorder. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 265-290) New York, NY: Guilford Press.

Knell, Susan M., Dasari, Meena. (2016). Cognitive-Behavioral Play Therapy for Anxiety and Depression. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 77-95). Washington, DC: American Psychological Association.

| **Unit 11: Strategies for Specific Mental Health Challenges: Disruptive Behavioral Issues** |  |
| --- | --- |
| **Topics** | |
| * Group Presentation * ADHD * ODD * CD | |

This Unit relates to course objectives 1-5.

### Required Readings

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. Web. [access date: 1 June 2013]. dsm.psychiatryonline.org

(Instructor Note: Please read the sections on ADHD, Oppositional Defiant Disorder, and Conduct Disorder.)

Jayne, Kimberly M. & Landreth, Garry L. (2015). Child-Parent Relationship Therapy to Reduce Problem Behaviors in Children. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 223-247) New York, NY: Guilford Press.

Reddy, Linda A. (2016). Child ADHD Multimodal Program: Use of Cognitive-Behavioral Group Play Interventions. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 181-203). Washington, DC: American Psychological Association.

Riviere, S. (2015). Short-Term Play Therapy for Children with Disruptive Behavior Disorders. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 77-99) New York, NY: Guilford Press.

Timmer, Susan G., Urquiza, Anthony J. & Zone, Sharon Rea. (2015). Play Therapy for Oppositional/Defiant Children: Parent-Child Interaction Therapy. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 247-265) New York, NY: Guilford Press.

Webster-Stratton, Carolyn. (2016). The Incredible years: Use of Play Interventions and Coaching for Children with Externalizing Difficulties. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 137-159). Washington, DC: American Psychological Association.

| **Unit 12: Strategies for Specific Mental Health Challenges: Depression** |  |
| --- | --- |
| **Topics** | |
| * Group Presentation * Depression | |

This Unit relates to course objectives 1-5.

### Required Readings

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013. Web. [access date: 1 June 2013]. dsm.psychiatryonline.org  
(Instructor Note: Please read the sections on Depressive Disorders and Bi-polar Disorders.)

Ducharme, P., Wharff, E., Hutchinson, E., Kahn, J., Logan, G., Gonzalez-Heydrich, J. (2012). Videogame Assisted Emotional Regulation Training: An ACT with RAGE-Control Case Illustration. *Clinical Social Work Journal*. 40(1). 75-84.

| **Unit 13: Family Play Therapy** |  |
| --- | --- |
| **Topics** | |
| * Engaging and empowering caretakers | |

This Unit relates to course objectives 1-5.

### Required Readings

Goodman, G. (2010). The Impact of Parent, Child, and Therapist Mental Representations on Attachment-Based Intervention with Prepubertal Children. *Clinical Social Work Journal*. 38(1). 73-84.

Lindo, Natalya A., Bratton, Sue C., Landreth, Garry L. (2016). Child Parent Relationship Therapy: Theory, Research, and Intervention Process. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 241-263)*.* Washington, DC: American Psychological Association.

Lyon, A. R., & Budd, K. S. (2010). A community mental health implementation of Parent–Child Interaction Therapy (PCIT). *Journal of Children and Family Studies*, *19*, 654-668.

Munns, Evangeline. (2015). Theraplay: The Use of Structured Play to Enhance Attachment in Children. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp.53-77) New York, NY: Guilford Press.

Scudder, Ashley T., Herschell, Amy D., McNeil, Cheryl B. (2016). Parent-Child Interaction Therapy for Children with Disruptive Behavior Disorders. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (2nd ed.) (pp. 159-181)*.* Washington, DC: American Psychological Association.

Topham, Glade L., Wampler, Karen S., Gayatri, Titus, Rolling, Emily. (2011). Predicting Parent and Child Outcomes of a Filial Therapy Program. *International Journal of Play Therapy,* 20(2), 79-93.

Topham, Glade L., & VanFleet, Rise. (2011). Filial Therapy: A Structured and Straightforward Approach to Including Young Children in Family Therapy. *The Australian and New Zealand Journal of Family Therapy,* 32(2), 144-158.

VanFleet, R. (2015). Short-Term Play Therapy for Adoptive Families: Overcoming Trauma, Facilitating Adjustment and Strengthening Attachment with Filial Therapy. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 290-325) New York, NY: Guilford Press.

| **Unit 14: Group Play Therapy** |  |
| --- | --- |
| **Topics** | |
| * Directive and Nondirective Group play therapy * Variations for children and adolescents | |

This Unit relates to course objectives 1-5. **Social Worker**

### Required Readings

Axline, V. (1969). *Play therapy*. New York, NY: Ballantine Books.  
(Instructor Note: Group chapters.)

Leben, Norma. (2015). Directive Group Play Therapy for Children with Attention-Deficit/Hyperactivity Disorder. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 325-353) New York, NY: Guilford Press.

Rubin, Phyllis B. (2010). Group Theraplay. In Booth, Phyllis B. & Jernberg, Ann M. (Eds.), *Theraplay: Helping Parents and Children Build Better Relationships Through Attachment-Based Play* (pp. 495-519). San Francisco, CA: John Wiley & Sons, Inc.

Wolfberg, Pamela. (2016). Integrated Play Groups Model: Supporting Children with Autism in Essential Play Experiences with Typical Peers. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (pp. 223-241)*.* Washington, DC: American Psychological Association.

Wolfberg, Pamela. (2015). Integrated Play Groups for Children on the Autism Spetrum. In Kaduson, H. G., & Schaefer, C. E. (Eds.). *Short term play therapy for children* (3rd ed.). (pp. 353-371) New York, NY: Guilford Press.

| **Unit 15: Integration and Synthesis as a Professional Social Worker** |  | |
| --- | --- | --- |
| **Topics** | |
| * Termination * Leadership * Constant focus on diversity and inclusion   This Unit relates to course objectives 1-5. | |
| **STUDY DAYS / NO CLASSES** | **December 10, 2017** | |

| **FINAL EXAMINATIONS** | **December 10, 2017 9:00AM PST** |
| --- | --- |

**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email ([kelfer@usc.edu](mailto:kelfer@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

# Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

# Support Systems

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

# Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

# Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

# Code of Ethics of the National Association of Social Workers

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

## Preamble

The primary mission of the social work profession is to enhance human well­being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well­being in a social context and the well­being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

# Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the Children Youth and Family Concentration. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

# Tips for Maximizing Your Learning Experience in this Course

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments BEFORE coming to class.
* BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*