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Advanced Play Therapy: Play Therapy With Family Systems

Reo N. Leslie

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ASBURY THEOLOGICAL SEMINARY

ADVANCED PLAY THERAPY: PLAY THERAPY WITH FAMILY SYSTEMS

Instructor: Reo N. Leslie, Jr., D. Min., Ph.D.(Cand.)

COURSE SYLLABUS

- I. Course Hours: 3 Semester Hours / 40 contact hours
- II. Course Meeting Time: July 7 – July 18, 2003; 8:00am – Noon
- III. Required Readings / Textbooks: (approximately 1800 pages of reading)
 - a. Sandplay Therapy with Children and Families: Lois Carey (1999) Jason Aronson Inc.; ISBN#0-7657-0161-8
 - b. Play in Family Therapy: Eliana Gil (1994) Guilford Press; ISBN# 0-89862-757-5
 - c. Family Play Therapy: Charles Schaefer and Lois Carey (1994) Jason Aronson Inc.; ISBN#1-56821-150-3
 - d. Filial Therapy: Rise van Fleet (1995) Professional Resource Press; ISBN#-56887-007-8
 - e. The Expanded Family LifeCycle: Betty Carter and Monica McGoldrick (1999) Allyn & Bacon; ISBN#0-205-20009-5
 - f. The Essentials of Family Therapy: Michael P. Nichols (2002) Allyn & Bacon; ISBN#0-205-31683-2
- IV. Course Description:

This graduate-level course enhances the student's understanding of the systemic/relational use of play therapy with children and their family systems. A particular emphasis of the two-week course will be understanding systemic play therapy from historical, clinical, theological, religious, spiritual, systemic / relational and theoretical perspectives; the integration of family therapy and play therapy; and the clinical use of play therapy with diverse family constellations and other systems. Instruction will include instructor lectures, videos, clinical vignettes, examinations, and clinical exercises. Students will utilize their clinical, verbal, writing, analytical, and testing skills during this 3 semester hour/40 contact hour course.
- IV. Course Objectives:
 - a. Understand the historical, clinical, and theoretical development of family play therapy.
 - b. Develop clinical skills to practice play therapy with families and other systems.

- c. Understand the theological, clinical, religious, spiritual, professional, systemic and theoretical issues inherent in doing play therapy with families and other systems.
- d. Help the student integrate her/his own theology with the clinical practice of play therapy with families and other systems.
- e. Compare and contrast the different theories, techniques, and methods of family therapy, filial therapy and family play therapy.
- f. Understand how specialized populations, special settings, and issues of power, privilege, and diversity are addressed in family play therapy.
- g. Understand how developmental issues and concepts, like the family life cycle, are addressed in family play therapy.

VI. Course Assignments: 100% of grade

- a. Class attendance and class participation (25% of grade).
- b. Pass the course exams (25% of grade).
- c. Oral report on the paper subject in class (25% of grade).
- d. Complete a 12-15 page double-spaced paper on a religious, historical, systemic, theological, theoretical, spiritual, or clinical issue in family play therapy (25% of grade).

VII. Class Schedule:

- a. July 7, 2003 – Class #1: Introduction to the Course; Family Systems in American Culture; Power, Privilege and Diversity from a Systemic Perspective; Theology of the Family (Nichols and Schwartz, pp. 1-75; Carter and McGoldrick, pp. 1 – 140).
- b. July 8, 2003– Class #2: The History and Integration of Play Therapy and Family Therapy (Gil, pp. 1 – 42; Schaefer and Carey, pp. 3 – 19; 79 - 202).
- c. July 9, 2003 – Class #3: The Family Life Cycle (Carter and McGoldrick, , pp. 141 – 519).
- d. July 10, 2003 – Class #4: A Theoretical Review of Family Therapy Theory (Nichols and Schwartz, pp. 76 – 311).
- e. July 11, 2003 – Class #5: Filial Play Therapy (Van Fleet, entire book).
- f. July 14, 2003 – Class #6: Family Puppet Therapy (Gil, pp. 45 – 88); Family Art Therapy (Gil, pp. 89 – 108; Schaefer and Carey, pp. 221-233).
- g. July 15, 2003 – Class #7: Family Story-Telling Therapy (Gil, pp. 109-209) Family Psychodrama Therapy (Schaefer and Carey, pp. 235 – 256); Specialized Populations (Schaefer and Carey, pp. 259 – 311).
- h. July 16, 2003 – Class #8: Family Sandplay Therapy (Schaefer and Carey; pp. 205 – 219; Carey, entire book).
- i. July 17, 2003 – Class #9: Systemic Play Therapy and External Systems: The Legal System
- j. July 18, 2003 – Class #10: Student Oral Reports on Selected Family Play Therapy Topics

VIII. Asbury Theological Seminary Grading and Evaluation Policy

a. Grading and Evaluation

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester or its equivalent. The 4.00 point system is used to compute grade-point standing: the grading system is:

A	4.00	Exceptional work; outstanding or surpassing achievement of course objectives
A-	3.70	
B+	3.30	
B	3.00	Good work; substantial achievement of course objectives
B-	2.70	
C+	2.30	
C	2.00	Acceptable work; essential achievement of course objectives
C-	1.70	
D+	1.30	
D	1.00	Marginal work; minimal or inadequate achievement of course objectives
D-	0.70	
F	0.00	Unacceptable work; failure of course objectives
CR		Credit; assumes work of "C" or better
NC		No Credit; marginal work; will not receive credit
PC		Provisional credit (for S. Min. upon completion of growth contract)
AUD		Audit

INC	Incomplete
WD	Withdraw

b. Incomplete Work

The official end of each term is 4:00 p.m. on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student's advisor for permission to receive an "I" at the end of a semester.

A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Chief Academic Officer on the individual petition. If the work is not completed by the time designated, the "I" shall be changed to an "F" unless a passing grade can be given based on work already completed or unless special permission is granted by the Chief Academic Officer.

Professors are required to give either a grade or an "I," if approved to each student registered for credit in a course.