CO 650 Play Therapy: Theory, Techniques and theology

Reo N. Leslie

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ASBURY THEOLOGICAL SEMINARY

PLAY THERAPY: THEORY, TECHNIQUES AND THEOLOGY
COURSE SYLLABUS

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

I. **Course Hours:** 3 Semester Hours/40 contact hours

II. **Course Meeting Time:** 8:00 A.M. – Noon, July 8 – July 19, 2002

III. **Required Readings/Textbooks** (approximately 1700 pages of reading):

   e. “A Theology of Play Therapy:” Reo N. Leslie, Jr. (unpublished paper)

IV. **Course Description:** This graduate-level course reviews the history, theories, techniques and methods of play therapy and its clinical application to treat children, adolescents, adults and families. Special emphasis is placed on understanding play therapy from historical, theoretical, clinical, theological, spiritual, religious, systemic and relational perspectives during the two-week course. Instruction will include exercises, role playing, videos, and instructor lectures. Students will utilize their verbal, clinical, testing, and writing skills during this course.

V. **Course Objectives:**

   A. Understand the historical, theoretical and clinical development of play therapy.
   B. Develop clinical skills for students to practice play therapy, filial therapy, and family play therapy.
   C. Understand the legal, ethical and clinical issues inherent in play therapy with children and their families.
   D. Compare and contrast the different play therapy theories, techniques, and methods.
   E. Examine play therapy from theological, professional, systemic, religious, spiritual and clinical perspectives.
F. Help the student integrate her/his own theology with the clinical practice of play therapy.

VI. Course Assignments:

A. Class attendance and class participation (25% of grade).
B. Pass the course exams (25% of grade).
C. Complete a 12-15 page, double-spaced paper on a historical, religious, theoretical, theological, systemic or clinical issue in play therapy. The paper subject will be approved by the instructor on the fifth day of class (25% of grade).
D. Oral report on the paper subject in class #8 on July 19, 2002 (25% of grade).

VII. Class Schedule:

A. July 8, 2002 – Class #1: The Historical Development of Play Therapy And Play Therapist Credentials
   Reading Assignment: Gil, pp. 1-196.

B. July 9, 2002 – Class #2: The Theology of Play Therapy and Clinical, Ethical, and Legal Issues in Play Therapy
   Reading Assignment: Leslie paper; selected Bible verses, Webb, pp. 3-199 and selected handouts provided by the instructor.

C. July 10, 2002 – Class #3: Play Therapy Techniques and Methods I
   Reading Assignment: Kaduson and Schaefer (2001), pp. 1-274.

D. July 11, 2002 – Class #4: Play Therapy Techniques and Methods II

E. July 12, 2002 – Class #5: Child-centered Play Therapy and Relationship Play Therapy(paper topic decided)
   Reading Assignment: Axline, pp. 3-135

F. July 15, 2002 – Class #6: Developmental Play Therapy and Cognitive-Behavioral Play Therapy

G. July 16, 2002 – Class #7: Jungian Play Therapy and Ecosystemic Play Therapy
   Reading Assignment: Kaduson and Schaefer(2000), pp 1-171

H. July 17, 2002 – Class #8: Filial Play Therapy and Family Play Therapy
I. July 18, 2002 – Class #9: Group Play Therapy

J. July 19, 2002 – Class #10: Student Class Reports on Play Therapy
   Paper Assignments

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
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.