

PC/PY543 Advanced Play Therapy: International Service Learning
PC/PY 543-- 3 Credit Hours--BLENDED
Thursdays, 6:00-8:50 pm for 8 weeks, every-other-week on ecollege
May 1-10 in Sao Paolo, Brazil
Spring, 2015

Course Introduction

Instructor: Kristin Velazquez Kenefick, Psy.D.

Contact Information : kkenefick@thechicagoschool.edu Tel : (312) 467-2303

Office and Hours: Merchandise Mart, Rm.1364, by appointment.

Prerequisite: None

Course Description:

This course will address the phenomena of play and play therapy from multiple theoretical perspectives. This course will examine how play is used as a therapeutic intervention and assessment tool to help children and adolescents communicate ideas, feelings, and experiences, how play is used to help children rehearse and master life skills, resolve events such as trauma or loss, and how play may provide a window for adults into a child's lived experience. This course will address specific techniques for guiding, participating in, observing and interpreting, play behavior both in dyads, small groups, and systemically. The influences of culture, race, ethnicity, socioeconomic status, gender, and spirituality on play will be identified. Non-verbal and verbal therapeutic modalities will be explored. Play therapy with different cultural groups within, and outside of the USA, will also be explored.

Learning Objectives

- 1) Learn in depth the prevailing major theories of play therapy.
- 2) Assess and learn how to compare and contrast play therapy approaches.
- 3) Students will apply theoretical material to specific treatment interventions and techniques.
- 4) Students will evaluate efficacy play therapy interventions.
- 5) Students will learn to adapt play therapy techniques for children of different cultures.
- 6) Students will learn about Brazilian culture and the use of play therapy in an international context.

Chicago School Institutional Learning Goals Addressed:

Professional Practice, Scholarship, Theoretical Assessment and Therapeutic Interventions

Program Competencies Addressed:

Assessment, Individual & Cultural Differences, Intervention, Research and Evaluation

Course Stream: Child and Adolescent, Generalist Track

Course Requirements and Grading

Attendance at all class meetings is mandatory. Special notification and arrangements must be made in advance with the instructor, or the final grade will be penalized. Students must read all readings before the assigned class session. Readings will be on reserve in the library as indicated in class.

Students must read all readings before the assigned class session. The concepts will cycle through again and continue to be of importance to our discussions and your learning. The exams will cover the readings and discussions.

Mid-term Assignment : Students will be asked to make a presentation on one play therapy approach that is most congruent for him/her. **(20 points)**

Ecollege Posts: Students will discuss questions related to Brazilian culture on eCollege during the weeks that class does not meet in person. (each post is worth 4 points – **24 total**)

Final Assignment: Students will video record a 30 minute play session with a child ages 4-12. Student will write an accompanying paper with their recording evaluating his/her work. **(30 points)**

Class Participation: 26 points

Final course grades will be assigned as follows:

Letter Grade	Percentage Cutoff	Point Range
A	93-100%	93-100
A-	90-92%	90-92
B+	87-89%	87-89
B	83-86%	83-86
B-	80-82%	80-82
C	70-79%	70-79
F	Under 70%	<70

Required and Recommended Readings: Listed in Class Schedule

Required readings in bold, recommended readings in regular type face.

Altman, N., Briggs, R., Frankel, J., Gensler, D. and Pantone, P. (2002) *Relational child psychotherapy*. New York: Other Books. ISBN 1-59051-000-3.

Alvarez, A. (1992). *Live company*. New York and London: Routledge. ISBN 0-415-06097

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

Axline, V. (1969). *Play therapy*. New York: Ballantine Books ISBN 0-345-30335-0.

Baggerly, J., Parker, M. (2005). Child-centered Group Play Therapy with African American Boys at the Elementary School Level. *Journal of Counseling and Development*, 83, 387-396.

Boik, B., Goodwin, E. A. (2000). *Sandplay therapy*. New York: W.W. Norton and Company. ISBN 0-393-70319-3.

Bratton, S.C., Ray, D. Rhine, T., Jones, L. (2005) The efficacy of play therapy with children: A meta-analytic review of treatment outcomes. *Professional Psychology: Research and practice*, 36 (4) 376-390.

Ceballos, P. L., Parikh, S., Post, P. B. (2012). Examining Social Justice Attitudes Among Play Therapists: Implications for Multicultural Supervision and Training. *International Journal of Play Therapy*. Advance online publication. doi: 10.1037/a0028540

Constantino, G., Malgady, R., Rogler, L. (1986). Cuento Therapy: A Culturally Sensitive Modality for Puerto Rican Children. *Journal of Consulting and Clinical Psychology*, 54(5), 639-645.

Ferro, A. (1999). *The Bi-personal field*. New York and London: Routledge. ISBN 0-415-21180-8.

Frankel, J. (1998). *The play's the thing: how the essential processes of therapy are seen most clearly in child therapy*. New York: New York University.

Frailberg, S. (1987). *Selected writings of Selma Fraiberg*. Columbus: Ohio State University Press. ISBN 0-8142-0427-9.

Gil, E. (1991). *The healing power of play*. New York: Guilford Press. ISBN 0-89862-467-3.

Gitlin-Weiner, K., Sandgrund, A., Schaefer, C., *Play Diagnosis and Assessment*. New York: Wiley and Sons.

Green, E.J. (2009). Jungian family sandplay with bereaved children: Implications for play therapist. *International Journal of Play Therapy* 18 (2) 84-98.

Kim, Y-K., Nahm, S. (2008). Cultural Considerations in Adapting and Implementing Play Therapy. *International Journal of Play Therapy*, 17(1), 66-77.

Lieberman, A., Compton, N., Horn, P., Ippen, C. (2003). *Losing a parent to death in the early years*. Washington: Zero to Three Press. ISBN 0-943657-72-5.

McMahon, L. (1992). *The handbook of play therapy*. New York and London: Routledge. ISBN 0-415-05986-0.

Kekae-Moletsane, M. (2008) Masekitlana: South African traditional play as a therapeutic tool in child psychotherapy. *South African Journal of Psychology*, 38(2), 367-375.

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

Rogers, A. *A Shining affliction*. New York: Penquin Books, ISBN 0-14 02-4012.

Ryan, S.D. and Madsen, M.D. (2007). Filial family play therapy with an adoptive family: A response to preadoptive child maltreatment. *International Journal of Play Therapy*. 16 (2) 112-132.

Schottelkorb, A.A., Doumas,D.M. & Garcia,R. (2012) Treatment for Childhood Refugee Trauma: A Randomized, Controlled Trial. *International Journal of Play Therapy* , 21(2), 57–73.

Slade, A. (1994). *Children at Play*. New York: Oxford University Press. ISBN 0-19-504414-2.

Wachs, C. and Jacobs, W. (2006). *Parent-focused child therapy*. New York: Rowman and Littlefield. ISBN 0-7657-0468-4.

Winnicott, D.W. (2005). *Playing and Reality*. New York: Routledge. ISBN 0-422-78310-2.

Required Books:

Page, J. (1995). *The Brazilians*. Massachusetts: Addison-Wesley Publishing. ISBN-13: 978-0201441918 \$22.95 paperback

Schaefer, C. (2011). *Foundations of Play Therapy (2nd Ed.)*. Washington, DC: American Psychological Association. \$52.14

Required Readings on PEP, eReserve, or distributed in class/electronically:

Class Schedule

Week	Date	Topic(s)	Readings
1	1/15/15	Overview of the Course Preparing the Therapist to Play Client Centered Play Therapy Learning Objectives: 1,4	Readings: Frankel, J.(1998) Bratton, S.C., Ray, D. Rhine, T., and Jones, L. (2005) Axline, V. (1969). Play therapy (Introduction); The principles of non-directive play therapy (Part Three) in <i>Play Therapy</i> . Schaeffer – Chs. 1,2,8
	1/22/15	Post-on Ecollege: What are your expectations for this course? What is your experience with play therapy with children from other cultures? What are your pre-conceived notions of Brazilian culture and Brazilian children and how would that impact the delivery of play therapy if you were invited to conduct a play therapy session with Brazilian children?	The Brazilians Reader, Ch. 1-2
3	1/29/15	Psychoanalytic Approaches Learning Objectives: 1, 3, 4	Readings: Schaeffer (2011) Ch. 4; Winnicott, D.W. Chapter 1&3; Frailberg, S. (1987). Chapter 4

			Film in class: Psychoanalytic play therapy
4	2/5/15	Post on Ecollege: What is your experience working with underserved children and families of color <u>from different cultures</u> ? What are your gifts in working with this group? What are your personal challenges? How will you prepare yourself personally to overcome these challenges during this course?	The Brazilians, Ch. 3-4
5	2/12/15	Adlerian Play Therapy Learning Objectives 1, 2, 5	Readings: Schaefer (2011) Ch. 6 & 12 Film in class: Adlerian play therapy
6	2/19/15	Post on Ecollege: Post your reflections on the movie. Discuss your preliminary ideas as to which play therapy approach could be used with the two protagonists in the movie.	Watch movie: City of God (2002) Fernando Mereilles
8	2/26/15	Cognitive Play Therapy Learning Objectives: 1, 2	Readings: Schaefer (2011) Ch. 17 Film in class: Cognitive behavioral play therapy
	3/5/15	Post on Ecollege: Compare and contrast the values of Brazilian culture with your own culture of origin. What are the main differences? What are the points of similarity? What may be the challenges for you in traveling to Brazil based on your own personal cultural values?	The Brazilians, Ch. 5 and 7

9	3/12/13	<i>Special Topics:</i> Play with Abused Children	Readings: Lieberman, A. et. al.(2003). <i>Losing a parent to death in the early years.</i> Assessment and Treatment Process.
	MIDTERM DUE	Learning Objectives 1, 2, 4, 5 Losing a Parent and Grief Work	Schottelkorb, A.A.,Doumas,D.M. and Garcia,R. (2012) Film in class: Gil, E. Play therapy for severe psychological trauma.
10	3/19/15	Post on Ecollege: Given what you have learned about Brazilian culture and play therapy, which approach(es) may be best suited for work with Brazilian children and families? Which approach(es) may not be suitable? Please be sure to include citations.	The Brazilians, Ch. 9-10
11	3/26/15	Culturally Competent Play Therapy	Readings: O'Connor, K. (2005) Ceballos, P. L., Parikh, S., & Post, P. B. (2012) Constantino, G., Malgady, R., and Rogler, L. (1986) Kekae-Moletsane, M. (2008) Kim, Y-K.,Nahm, S. (2008)
12	4/2/15	Post on Ecollege: Write about your cultural experience. What were your expectations going into the experience? What did you learn that you did not already know about Brazilian	Find and participate in Brazilian cultural experience in Chicago

		culture? How did this experience prepare you (or not) for your study abroad experience in Brazil?	
13	4/9/15	Integrative Play Therapy and Play Therapy in Brazil	Readings needed: Schaefer (2011) Ch. 19
14	4/16/15	CLASS PRESENTATIONS – FINAL PAPERS/PRESENTATIONS DUE	Readings:

Additional Policies

Attendance at all class meetings is required. In addition, students are expected to be active participants in the course. Students should notify the Instructor should they be unable to attend any class meetings. It is each student's responsibility to contact another student in the class to make up for missed content. More than two missed classes will result in additional make-up work to be decided by the instructor.

Students are required to attend class, participate in discussions, complete assigned readings, keep a log of reactions to the readings (discussed above), take two take-home exams, and complete a final common assignment which will include applying psychotherapeutic theories and clinical approaches to a case.

No recordings of class discussions allowed due to confidential material.

Please submit your work assignments on time.

Please, no eating in class. There will be short breaks each class for a snack. Unless you have an urgent need, please do not leave class except at the short breaks.

IMPORTANT: Please, no surfing the web during class. Computers must be closed during class discussions, films, and hand-out reviews.

The syllabus is subject to amending due to semester circumstances and class review. Although the syllabus is a template for the semester, please take note of any announced changes in the readings due to needed adjustments to the schedule.

Statement of Academic Honesty:

The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the School expects all students to

conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community, and will result in sanctions imposed under the School's disciplinary system. All incidents of academic dishonesty must be immediately referred to the Department Chair or Associate Department Chair for investigation and intervention. The Student Affairs Committee may be convened to review the student's situation. Possible interventions and sanctions may include, but are not limited to, developing a remediation plan, placing a student on academic warning, suspending or dismissing a student. Academic dishonesty includes, but is not limited to:

CHEATING: In any form, including but not limited to, giving or receiving aid on tests, giving or receiving test materials prior to official distribution, or collaborating on assignments or exams without instructor permission.

PLAGIARISM: The use or reproduction of another's work without appropriate attribution. The School expects all students to produce original work in their papers, coursework, dissertation, and other academic projects and to follow appropriate rules governing attribution.

FABRICATION: Inventing information or citations in an academic or clinical exercise.

Student Email and Use of School Technology:

Each enrolled student is provided a School-sponsored email account. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students must regularly check this account for information transmitted by various departments of the School. The School will not direct electronic correspondence from official School email accounts to personal email addresses; students are expected to utilize the institutional email addresses for all electronic communication about School matters.

A student's continued enrollment in this course indicates his or her agreement to allow graded assignments to be returned via the Chicago School email account when necessary. In keeping with FERPA compliance, if a student does not wish to receive graded material over email he or she must make alternate arrangements with the instructor, such as providing self-addressed stamped envelopes to receive graded assignments by mail. No graded material will be left for pick-up or sent to a non-School email account.

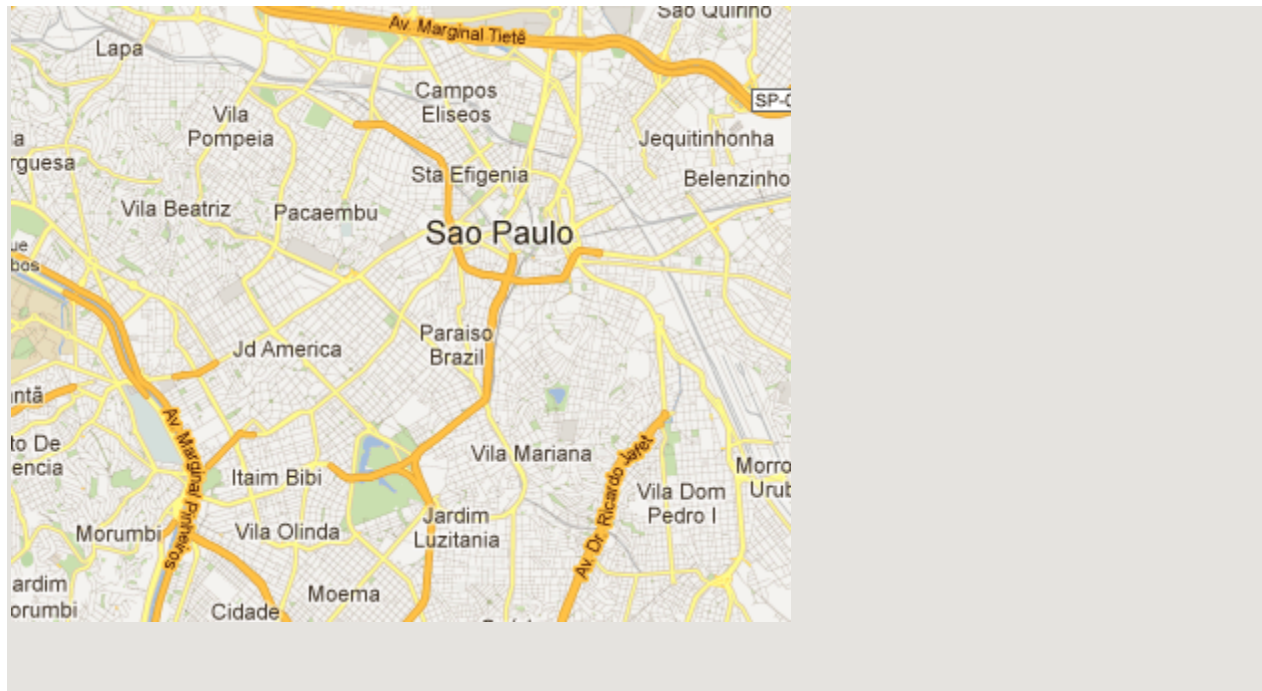
Files and email messages that travel using the School's network are not private. A user's privacy is superseded by the School's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The School reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on School-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of

ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Policy on Disability Accommodation:

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any School program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The School reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation.

Museu de Arte de São Paulo (MASP)



Museu de Arte de São Paulo (MASP)

- **Address**
 - Av Paulista 1578 Jardim Paulista
- **Transport**
 - Trianon-Masp

- **Website**
 - masp.uol.com.br
- **Phone**
 - tel, info: 11 3251 5644
- **Price**
 - adult/student R\$15/R\$7
- **Hours**
 - 11:00-18:00 Tue-Sun, to 20:00 Thu

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Lonely Planet review for Museu de Arte de São Paulo (MASP)

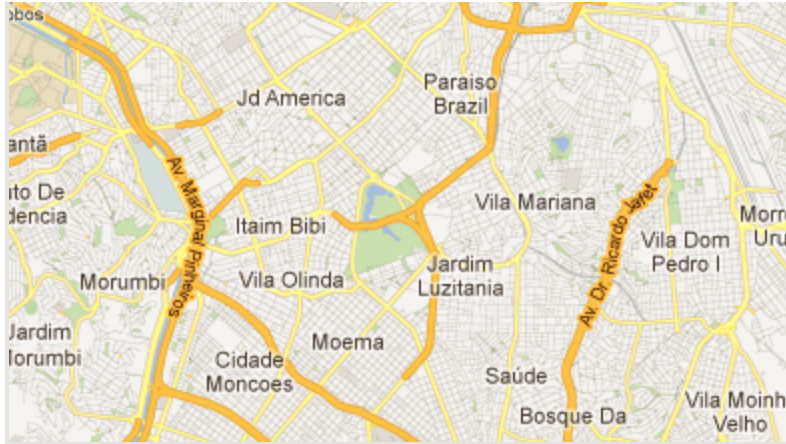
Sampa's pride, the Museu de Arte de São Paulo (MASP) museum possesses Latin America's most comprehensive collection of Western art. Hovering above a concrete plaza that turns into an antiques fair on Sundays, the museum, designed by architect Lina Bo Bardi and completed in 1968, is considered a classic of modernism by many and an abomination by a vocal few. The collection, though, is unimpeachable, and ranges from Goya to El Greco to Manet.

The Impressionist collection is particularly impressive. There are also a few great Brazilian paintings, including three fine works by Cândido Portinari. The museum hosts temporary exhibits, and there is a bright, pleasant cafeteria on the lower level, though the food is only OK.

Read more: <http://www.lonelyplanet.com/brazil/sao-paulo/sights/gallery/museu-arte-sao#MemberReviews#ixzz28CMu3xFc>

Parque do Ibirapuera

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Parque do Ibirapuera

Lonely Planet review for Parque do Ibirapuera

The biggest green space in central São Paulo, Parque do Ibirapuera makes a fine escape from the city's seemingly infinite stretches of concrete. In addition, the leafy 2-sq-km park serves as a thriving center of the city's cultural life, with a series of museums, performance spaces and the grounds for São Paulo's renowned Bienal.

Inaugurated in 1954 to commemorate the city's 400th anniversary, the park was designed by renowned landscape architect Roberto Burle Marx. A series of landmark buildings in the park are the work of modernist master Oscar Niemeyer; most of them are linked by a long and distinctively serpentine covered walkway.

Read more: <http://www.lonelyplanet.com/brazil/sao-paulo/sights/outdoors/parque-do-ibirapuera#ixzz28Ct2qcQ>

