MODULE SPECIFICATION PROFORMA

Module Title:	Developmental and Therapeutic Play	Level:	5	Credit Value:	20

Module code:	EDC538	Is this a new module?	Yes	Code of module being replaced:	EDC523

Cost Centre(s):	GAEC	JACS3 code:	

With effect from:	September 17

School:	Social & Life Sciences	Module Leader:	Alison Woolf

Scheduled learning and teaching hours	40 hrs
Guided independent study	135 hrs
Placement	25 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Education (Counselling Skills and Psychology)	✓	☐
	☐	☐
	☐	☐

Pre-requisites

Module Aims
To enable students to:

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- Develop their understanding of contemporary play theory from a variety of professional orientations
- Develop their awareness of how adults impact on the play of children, and to increase their own self-awareness of ways they can enhance or detract from opportunities for play
- Plan for and provide play experiences that support the well-being and resilience of children and young people
- Identify appropriate play opportunities for children and young people according to developmental needs and ethical and contextual considerations
- Develop therapeutic communication skills, particularly in the area of empathic responses when working with play
- Gain via feedback an appreciation of the strengths of their therapeutic play skills, along with indicators for their future development
- Embed the use of these skills in supporting play within the curriculum and or/professional practice
- Reflect on the potential for play to support the mental health needs of pupils both in prevention and intervention

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Refer to, and have a critical appreciation of, contemporary theories of the role and value of play in child development and well-being	KS1	KS4
		KS5	KS6
		KS10	
2	Identify and critically reflect on a variety of play types and play stages from some of the recognised theories of play and child development	KS1	KS3
		KS4	KS5
		KS6	KS9

3	Reflect critically on current agendas and policies for play, both in Wales and in the wider international arena, with particular reference to schools	KS1	KS4
		KS5	KS6
		KS7	KS8
4	Learn from demonstration, practice and feedback a degree of competency in generic therapeutic play skills, and disseminate this learning to practitioners and/or parents and carers	KS1	KS2
		KS3	KS5
		KS7	KS8
Transferable skills and other attributes			

Derogations
N/A

Assessment:
Indicative assessment A resource book aimed at play providers in schools that demonstrates your knowledge and understanding of the role of play in child development and well-being and your ability to inform play providers of strategies and skills that they can employ to better meet individual play needs and support the well-being of all pupils.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Project	100		4000

Learning and Teaching Strategies:
• Key note lectures to introduce key ideas; • Set readings to support module content and the development of the assessed task; • Whole class and small group discussion of key ideas; • Whole group and small group critical debate on key philosophical principles and ethics in therapeutic interventions in schools; • Video observation where appropriate; • Peer group presentation of work-in-progress; • Paired peer skills practice session with structured feedback Use of ICT: A Module Handbook and Virtual Learning environment (VLE); The module will draw on published books, journals and web resources in the field; Small group work will be facilitated through the use of an online learning environment; Online discussion of personal response to module content. During placement, students will be required to complete a research task linked to this module, which will inform their assignment.

Syllabus outline:

•   Play definitions from the perspectives of a range of play providers and play researchers.
•   Purpose of play from classical theories to contemporary perspectives and the discourses of process versus outcomes
•   Models of play types
•   Models of developmental stages of play
•   Role of play in the development of resilience and well-being; attachment to people and place; social inclusion; learning and creativity; pleasure and enjoyment; emotion regulation; and the stress response systems
•   Play policy and legislation in Wales
•   Play organisations and guiding principles in the UK
•   The international perspective on the child's right to play
•   Play in education- e.g. curricular and non-curricular activity; foundation phase/stage, forest schools, etc.
•   Literature demonstrating the links between play and learning
•   Creating safe play environments through understanding the concepts of risk, and the risk-benefit analysis model.
•   Role of the adult in facilitating, extending, organising, preparing for children's play
•   Adults own on-going engagement with play
•   Introduction to the development of therapeutic play skills. e. g. reflective listening/responding and the value of symbolism and metaphor.
•   How therapeutic play skills can be used to support relationships, build understanding and contribute to assessment of strengths and difficulties
•   Role of play in developing and supporting good mental health across the life-span

Bibliography:

Essential reading

Brock, A., Dodds, S., Jarvis, P. and Olusoga, Y. (eds) (2013), *Perspectives on Play Learning for Life.* Second Edition. England: Routledge.

Paley, V. G. (1992), *You Can't Say You Can't Play*. Cambridge, MA: Harvard University Press.

Rogers, S. (Ed) (2011), *Rethinking Play and Pedagogy in Early Childhood Education:*

Concepts, Contexts and Cultures. Oxon: Routledge.

Woolf, A. (2016), *Better Play: Practical Strategies for Supporting Play in Schools for Children of All Ages*. Driffield: Worth Publishing Ltd.

Other indicative reading

Brooker, E., Edwards, S. and Blaise, M. (eds) (2013), *The Sage Handbook on Play and Learning*. London: Sage.

Else, P. (2014), *Making Sense of Play: Supporting Children in their Play*. England: Open University Press.

Fromberg, D. and Bergen, D. (2015), *Play from Birth to Twelve: Contexts, Perspectives and*

Meanings. Third Edition. London: Routledge.

Gill, T. (2007), *No Fear: Growing Up in a Risk Averse Society*. London: Calouste Gulbenkian Foundation.

Goodridge, C. and Douch, P. (2008), *Inclusion by Design*. London: KIDS.

Grieshaber, S. and McArdle, F. (2010), *The Trouble with Play.* Maidenhead: McGraw-Hill Education.

Kestly, T. (2014), *The Interpersonal Neurobiology of Play: Brain Building Interventions for Emotional Well-being*. New York: W. W. Norton & Company.

Lester, S. and Russell, W. (2010), *Children's Right to Play: An Examination of the Importance of Play in the Lives of Children Worldwide*. The Hague: Bernard van Leer Foundation.

Tovey, H. (2007), *Playing Outdoors*. Buckingham: OU Press.

UNICEF (2004), *Building Child Friendly Cities: A Framework For Action* Florence: Innocenti Research Centre.

Wood, E. (2013), *Play, Learning and the Early Childhood Curriculum*. London: Sage.

Web-based resources

Ball, D., Gill, T. & Spiegel, B. (2008), *Managing Risk in Play Provision: Implementation Guide*. Play England. Nottingham: DCSF Publications.
http://www.playengland.org.uk/media/172644/managing-risk-in-play-provision.pdf

Gill, T. (2011), *Free Range Kids: Why Children Need Simple Pleasures and Everyday Freedom, and What We Can Do About It*. Dairylea Simple Fun Report.
http://www.dairyleasimplefunreport.co.uk/pdf/Dairylea%20Simple%20Fun%20Report%20-%20FINAL.pdf

Gleave, J. & Cole-Hamilton, I. (2012*) A world without play: A literature review on the effects of a lack of play on children's lives*. A report for the British Toy & Hobby Association with Play England.
 http://www.playengland.org.uk/resources/a-world-without-play-literature-review.aspx

Groves, L. & McNish, H. (2011) *Natural Play: Making a difference to children's learning and wellbeing. A longitudinal study of the Forestry Commission- Merrylee Primary School– Glasgow City Council Partnership 2008-2011.*
http://edubuzz.org/equallywell/files/2011/11/Natural-Play-Study_Forestry-Commission_1008111.pdf

Lester, S. & Russell, W. (2008) *Play for a Change: Play, Policy and Practice*. A review of contemporary perspectives. Summary Report for play England. London: National Children's Bureau.
http://www.playengland.org.uk/media/120519/play-for-a-change-summary.pdf

Play Wales (2003) *Play Deprivation: Facts and Interpretations*.
www.playwales.org.uk

Whitebread, D. (2012) The Importance of Play: *A report on the value of children's play with a series of policy recommendations.*
http://www.importanceofplay.eu/IMG/pdf/dr_david_whitebread__the_importance_of_play.pdf

Journals

International Journal of Play

American Journal of Play

Web-sites

www.playengland.org

www.playwales.org

www.ipa.org

www.journalofplay.org