

MODULE SPECIFICATION PROFORMA

Module Title:	Therapeutic Play Skills	Level:	7	Credit Value:	30
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Module code:	EDM703	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre(s):	GAPE	JACS3 code:	X300
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With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Alison Woolf
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MA Education (Counselling Skills for Education)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: August 17

APSC approval of modification: *Enter date of approval* Version: 1

Module Aims

- To engage the students in the task of critically examining the current knowledge base of the role of play in human development and the implications for cognitive, social and emotional development;
- To engage students in the task of critically examining the role of play in developing, supporting, enhancing and repairing relationships in children and young people and the current understanding of the role of play in cognitive, social and emotional development and the implications for practice in working with children and young people;
- To engage students in the task of critically examining the current understanding of the meaning of 'play'; including discourse on the current arguments around the way it is used as a vehicle in education rather than as a freely chosen means of exploration, expression, communication and the foremost way to relate to peers;
- To engage students in developing their own communication skills, in particular the skills of providing therapeutic play opportunities and the use of reflective responses alongside someone at play.

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

At the end of this module, students will be able to		Key Skills	
1	Discuss and critically evaluate the current context for contemporary childhood and adolescent access to and engagement in play.	KS1	KS6
		KS7	
2	Discuss and critically evaluate the current knowledge base of the role of play in human development and the implications for cognitive, social and emotional development.	KS1	KS6
		KS7	KS9
3		KS2	KS3

	Apply a critical awareness of practical and professional considerations when considering the need for a balance between rules and direction and autonomy and freedom in providing and supporting play opportunities in education settings.	KS6	KS7
4	Demonstrate an ability to apply knowledge and communicate ideas by leading in the workplace on the development of practices and policies that support children's engagement with play both individually and with peers.	KS1	KS3
		KS5	
Transferable skills and other attributes			
<ul style="list-style-type: none"> • Anti-discriminatory practice base; • Communication skills; • Presentation skills; • Critical evaluation of approaches and debates; • Academic writing skills and study skills; • Development of counselling skills and reflexivity. 			

Derogations

None

Indicative assessment:

1. An individual presentation that demonstrates knowledge and understanding of how play experiences develop social and emotional well-being. Presentation of planning that offers opportunities for solitary and social play throughout provision in an educational setting.
2. A case study demonstrating observational skills and the ability to make links to current knowledge and understanding in the field of the theory of play and its role in development and well-being.
3. An essay that demonstrates a breadth of knowledge of how changes in play experiences and opportunities may impact on the development of children and young people, with particular reference to social and emotional development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2 and 4	Presentation	25%	20 minutes	2,000
2	2 and 3	Case Study	25%		1,500
3	1, 2, 3, 4	Essay	50%		2,500

Learning and Teaching Strategies:

Teaching & learning will consist of a variety of face to face lectures, whole class and small group seminars, demonstrations, workshops, guided study and workplace learning

Syllabus outline:

- Introduction to the latest knowledge and understanding of theories of play;
- The literature demonstrating the links between play and learning;
- How adult interventions impact on the player's engagement in play;
- The latest research and argument for and against the role of play as a vehicle for learning;
- Introduction to the development of therapeutic play skills;
- How therapeutic play skills can be used to support relationships, build understanding and contribute to assessment of strengths and difficulties;
- Creating safe play environments through understanding the concepts of risk, reflective listening/responding and the value of symbolism and metaphor;
- How play affects neural development and emotional states.

Bibliography:

Essential reading

Axline, V. (1984), *Dibs in search of Self: The moving story of an emotionally lost child who found his way back*. Buckinghamshire: Penguin Books.

Blackard, S. (2012), *Say What You See for Parents and Teachers*. Austin Texas: Language of Listening.

Hughes, B. (2012), *Evolutionary Playwork (Second Edition)* London: Routledge.

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

Other indicative reading

Axline, V. (1989), *Play therapy*. London: Churchill Livingstone.

Boyd, d. (2014), *It's Complicated: The Social Lives of Networked Teens*. USA: Yale University Press.

Brock, A. Dodds, S., Jarvis, P. and Olusoga, Y. (2009), *Perspectives on Play: learning for life*. Harlow Essex: Pearson Education.

Brown, S. (2009), *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul*. New York: Avery.

Cattanach, A., Stagnitti, K., and Cooper, R. (2009), *Play as Therapy: Assessment and Therapeutic Interventions*. London: Jessica Kingsley Publishers.

Elkind, D. (2007) *The Power of Play*. Philadelphia: Da Capo Press.

Frost, J. (2009), *A History of Children's Play and Play Environments: Toward a Contemporary Child-Saving Movement*. London: Routledge.

Gill, T. (2007), *No Fear: Growing up in a risk averse society*. London: Calouste Gulbenkian Foundation.

Jones, G. (2002), *Killing monsters: Why children need fantasy, superheroes and make-believe violence*. New York: Basic Books.

Mears, R. (2005), *The Metaphor of Play: Origin and Breakdown of Personal Being*. London: Routledge.

Pellis, S. and Pellis, V. (2009), *The Playful Brain: Venturing to the Limits of Neuroscience*. Oxford: One World

Russ, S. W. (2004), *Play in child development and psychotherapy*. New Jersey: Lawrence Erlbaum associates.

Russ, S.; Niec, L. (2011), *Play in Clinical Practice. Evidence-Based Approaches*. New York: The Guilford Press.

Sunderland, M. (2000), *Using story telling as a therapeutic tool with children*. Oxon: Winslow Press.

Sutton-Smith, B. (2001), *The Ambiguity of Play*. New Ed edition Cambridge, MA: Harvard University Press.

Woolf, A. (2016), *Better Play: Practical strategies for supporting play in schools for children of all ages*. Driffield: Worth Publishing Ltd.