Chapter 4

The Clinic as the Classroom: Blending Educational and Clinical Preparation in Play Therapy

Dee C. Ray
University of North Texas, USA

Hannah Robinson
University of North Texas, USA

ABSTRACT

Play therapy training clinics are vital to the success of the field of play therapy, as they serve as the foundation for play therapists’ education and clinical training. Furthermore, play therapy training differs depending on the developmental level of the play therapist. In this chapter, the authors present a clinical educational program for graduate level students designed to prepare play therapists through practicum experiences based in a play therapy training clinic. The authors address the structure of beginning and advanced play therapy trainings as well as practicum and internship courses, and provide detailed information regarding supervisors, potential course assignments, scheduling, play therapy skills, play therapy rooms, and supervision.

INTRODUCTION

Due to the growing recognition of play therapy as an evidence-based intervention supported by research on its effectiveness (Lin & Bratton, 2015; Ray, Armstrong, Balkin, & Jayne, 2015), counselors and therapists benefit from thorough attention to the preparation of play therapists through integration of knowledge and skills.

DOI: 10.4018/978-1-5225-8226-7.ch004

Copyright © 2019, IGI Global. Copying or distributing in print or electronic forms without written permission of IGI Global is prohibited.
in play therapy training programs. Play therapy training clinics are tasked with preparing students to provide play therapy for a wide range of child clients. In university settings, the integration of play therapy training within counseling clinics involves addressing the developmental needs of student counselors while providing ethical and therapeutic services to clients. Because play therapy supervision and training are ideally structured depending on students’ developmental levels, training for novice and advanced play therapists differ (Ray, 2011). The education of play therapy students requires that students are exposed to knowledge through scholarly literature but also necessitates learning through graduated clinical experiences. Hence, progressive clinical experiences within a counseling clinic are essential components of play therapy courses. Blending practice and real clinical experiences throughout the play therapy curriculum fosters readiness of the play therapist to effectively serve child clients in the real world.

In order to integrate clinical experiences with educational curriculum, a training clinic requires procedures, resources, materials, and structure that effectively supports the education and facilitation of play therapy. Intake, scheduling, and file procedures contribute to successful training practices through appropriate matching of educational level and training experience. Video recording equipment and maintenance of equipment is essential to the immediate observation and consistent supervision of play therapy experiences. Play therapy training rooms have two-way mirrors, with observation rooms attached to the play therapy rooms equipped with audio devices that supervisors and group members can use during session to observe the sessions live. People resources, such as on-site supervisors, waiting room staff, and babysitters are necessary to provide delivery of services to clients while play therapists are in training. Perhaps most importantly, the clinical setting includes a therapeutically-equipped playroom that meets the needs of child clients, as well as play therapists in training. According to Landreth (2012), the structure, location, size, and contents of the playroom are imperative in facilitating the child’s ability to feel comfortable and free. Materials for the playroom are carefully selected to meet the emotional and play needs of children, providing an experience that allows for full emotional expression. The play therapy student not only practices play therapy skills within the clinic setting, but observes and experiences the structure and procedures of play therapy through working within the functional clinic.

This chapter includes recommended structures and course requirements for introduction to play therapy, advanced skills in play therapy, and practicum and internship courses. Within each section the authors will address rationale, content, potential course requirements, and structure of play therapy clinical experiences within the play therapy clinic. Additionally, the authors will include materials that may be used for supervised practice of the clinical experiences, including sample clinical training schedules and The Play Therapy Skills Checklist (PTSC).

The Clinic as the Classroom
QSAR of Antioxidants
www.igi-global.com/chapter/qsar-of-antioxidants/158929?camid=4v1a