Molloy College
School of Education and Human Services
Department of Clinical Mental Health Counseling
Master of Science in Clinical Mental Health Counseling Program

MHC 5410 Expressive Projectives and Play Therapy Techniques
(3 credit course)

Catalog Description, Prerequisites and Credit Hours of Course:

This course will cover a number of expressive projectives and play therapy techniques, drawing from the fields of creativity in counseling, drama therapy, and play therapy. This includes the use of sand tray, puppetry, mask work, photography, video, doll-play, and storytelling. This course is both didactic and experiential in nature. Students will discuss theory and applications of the projective techniques across the lifespan, with extra focus on children and adolescents. Additionally, applications of adapting techniques to work with addictions, trauma, anxiety, and depression will be explored.

Course Objectives:

- Students will learn core projective techniques used in drama therapy and other mental health disciplines.
- Students will learn how to apply and adjust projective techniques to a variety of populations including children, adolescents, addictions, post-traumatic stress disorder, and veterans.
- Students will apply Gestalt, Jungian, Rogerian, Drama Therapy and Play theories to the use of expressive projective techniques.

Required Texts:


Supplementary Readings:
You will be responsible for any additional notes, articles, or book chapters that are assigned as additional readings.

**Course Outline:**

Play Therapy
- Theory
- Stages of play
- Play in children

Theory of Projective Techniques in Drama Therapy
- Role Theory and Method: Landy
- Distancing

Creativity in Counseling
- Storytelling
- Metaphor
- Jung: Archetypes and symbols
- Gestalt: Empty Chair and Sculpting

Mask
- Ancient implications
- Multi-cultural considerations
- Distance and use
- Therapeutic applications

Puppetry
- Types of puppetry
- Construction
- Therapeutic applications

Sand Tray
- Symbols and archetypes
- Types of trays
- Clinical application

Photography/Video
- Uses and application
- Consideration of imagery

Ethics
- Training requirements
- Scope of practice
- Population considerations
ASSIGNMENTS

Attendance (50 points)
This course is an intensive and hybrid course. Given the intensive nature students missing more than 3 class hours will not be able to pass the course. In person attendance is worth 10 point per day.

Participation (100 points)
This course is highly experiential. Each day students will evaluate themselves based on their participation, earning 20 points a day, 100 points total over the course of the week.

Designing an Expressive Projective Intervention Paper (100 points)
Students will select a population and design an intervention based off of the various covered projective techniques. The paper will be due 2 weeks after the in-person intensive. Paper is to be 10 pages, APA style. Further instructions will be given in class.

Readings (50 points)
Students will complete a number of reading before the intensive and be assigned a section to record a video book report and post it to the rest of the class on-line on CANVAS.

TOTAL POINTS FOR THE COURSE: 300

GENERAL EXPECTATION:

Course Requirements:
Lectures and supplementary material will also be posted online. Students are expected to complete all assigned readings and assignments before class meetings.

Methods of Instruction:
The instructor will utilize a combination of:
• Classroom lectures
• Small group, large group, and partner discussions
• Classroom experiential exercises
• Canvas based work

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Estimated Time (hours)</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Read assigned material to prepare for class lectures</td>
<td>40</td>
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<tr>
<td>Homework assignments</td>
<td>Papers, projective construction</td>
<td>25</td>
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<tr>
<td>In-class assignments and participation</td>
<td>Preparation for class, class meetings, participation in in-class exercises</td>
<td>30</td>
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<tr>
<td>Total</td>
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<td>95 hours</td>
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**Grading Policy:**
The following grading system is used in the Graduate Programs at Molloy College:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality</th>
<th>Point Index</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0–100</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90.0–92.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87.0–89.9</td>
<td>Very Good</td>
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<tr>
<td>B</td>
<td>83.0–86.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80.0–82.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77.0–79.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73.0–76.9</td>
<td>Not accepted for credit toward degree requirements.</td>
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<tr>
<td>F</td>
<td>Failure</td>
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Please refer to Molloy College Graduate Course Catalogue for further grading details.

**Note:** Course assignments and the exact final letter grade are at the discretion of the instructor. See assignment descriptions for information about parameters of assignments and grading procedures in this section.

**Academic Honesty**
The college maintains and affirms a strong policy of academic honesty. Academic integrity is the responsibility of the entire Molloy College community. Members of the academic community have a duty neither to cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Student Handbook.

**Students with Disabilities Statement:**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the Office of Disability Support Services/Success Through Expanded Education Program (DSS/STEEP). It is located in the Casey Building, Room 011. This should be done as early as possible in the semester so that appropriate accommodations may be implemented as soon as possible. Contact: Cari Rose-Tomo, MS, Coordinator, phone: 516.323.3315 and email: crosetomo@molloy.edu or dss@molloy.edu.

**Civility, Respect and Sensitivity in the Classroom:**
We will be dealing with a number of sensitive issues in this class. All of us are responsible for creating an environment in which we feel comfortable and respected, and one to which we can all contribute. Confidentiality is of the utmost importance when
dealing with sensitive matters. It is essential that all of us are respectful of each other, even when we disagree, so that a healthy discourse can unfold.

Molloy College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, and differentiate values. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. We need to foster a safe educational experience in which there is a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Month of June</td>
<td>Students will complete assigned reading prior to meeting in person for the week long course.</td>
<td>Video journal reviewing an assigned reading. 10 mins in length</td>
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<td>(HYBRID)</td>
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<tr>
<td>July 16th</td>
<td>Syllabus review</td>
<td>In class experiential</td>
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<td>Theories of projective techniques in drama therapy and other mental health theories. Empty chair and projective sculpting.</td>
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<td>July 17th</td>
<td>Mask: history, use, and applications and in class experiential’s</td>
<td>Build a mask based on a role from Landy’s taxonomy</td>
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<td>July 18th</td>
<td>Puppetry: use, populations, and considerations. In class lecture and experiential’s</td>
<td>Using puppets design an intervention for a related population</td>
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<td>July 19th</td>
<td>Sand Tray: archetypes, symbols, Jung, and story in the use of sand tray and world map technique</td>
<td>Dyad work with sand tray and practice sessions</td>
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<td>July 20th</td>
<td>Video/Photography and General Projective Ethics</td>
<td>Mini presentations of video/photography work. In class ethics and training assignment.</td>
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<tr>
<td>August 1st</td>
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<td>Final Paper Due</td>
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