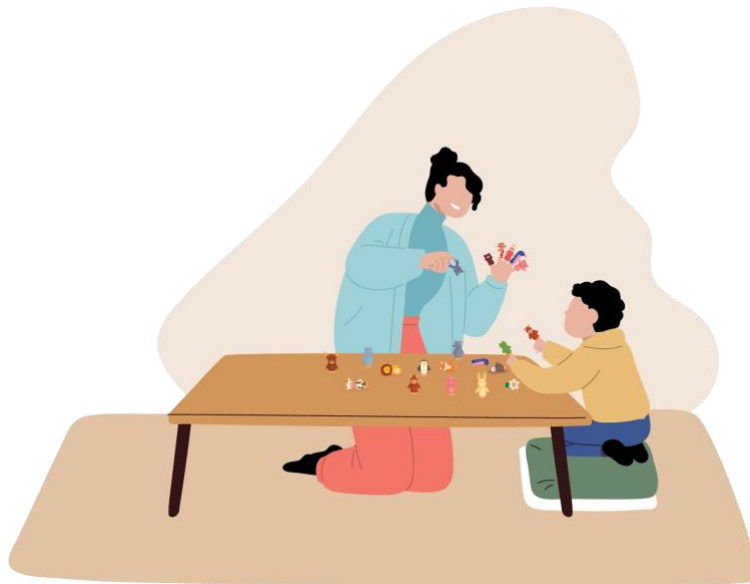




The Greenane Centre

Promoting Therapeutic Excellence Through Specialised CPD

Specialist Diploma Non-Directive Play Therapy



STUDENT HANDBOOK

March 2024



Greenane, Tipperary Town, E34 CX13
www.greenane.ie



I am delighted to welcome you onto our Specialist Diploma In Non Directive Play Therapy. This Specialist Diploma addresses and incorporates the core competencies for working therapeutically with children as set out in IACP's "Standards for Working with Under 18's" document. It has been designed specifically for qualified and in-training Counsellors, Psychotherapists, Psychologists and Art Therapists who wish to expand their clinical practice to work therapeutically with children aged 4 to 12 years. This programme is delivered through a blended learning format - 15 days online & 11 days class based in The Greenane Centre, and is facilitated by a team of highly experienced therapists who have expertise in Play Therapy, Art Therapy, Sand Play Therapy and Child Psychotherapy. This programme is IACP CPD approved and recognised and is awarded 147 IACP CPD points.

Please study this Student Handbook before Programme Orientation on Friday 22nd March 2024 and bring it with you to Orientation.

Your Programme Handbook includes:

- Learning Outcomes
- Clinical Practice Requirements
- Personal Therapy Recommendation
- Attendance Requirements
- Contact Details
- Student Portal
- WhatsApp Group
- Garda Vetting
- Child Protection
- Qualities of a Play Therapist
- Code Of Professional Practice
- Timetable
- Reading List
- Play Therapy Kit
- Assessments
- Assessment Submission Dates
- Assignment Format
- Assignment Briefs
- Student Feedback Criteria
- Client Hours Log
- Supervision Hours Log
- Supervisors Report
- Zoom Classroom Etiquette
- Accommodation

You may contact me with any concerns or academic queries throughout your training at liz@greenane.ie or by calling the office on 062 83730. I hope you will enjoy your training experience with The Greenane Centre.

Kind Regards,

Programme Director



Learning Outcomes

Participants who complete this Specialist Diploma will :

- Gain an in-depth theoretical knowledge of child development and child psychology theories.
- Acquire a sound understanding of the principles underlying play therapy and the appropriate use of techniques.
- Demonstrate a competent understanding of attachment and the implications for therapeutic work with children.
- Become proficient in setting therapeutic boundaries, tracking progress, and documenting emerging play themes.
- Develop the necessary skills to undertake parental intake sessions, therapeutic needs assessments, and parental reviews.
- Understand and apply the fundamental principals involved in organising and maintaining a child centred therapeutic play space from an integrative non directive stance.

Clinical Practice Requirements

Participants must complete 40 hours of one to one client work with children - age range 4 to 12 years. **Participants are responsible for securing clinical placement/hours.** You may see clients in your private practice. Participants must also complete 8 one to one clinical supervision sessions with The Greenane Centre's Appointed Supervisors, supervision sessions can be facilitated online. You will be allocated a Supervisor after programme orientation.

Supervisors (supervision fees not included in course fee).

- Group 1 Marian Connell Supervision Fee: €75 per Session
- Group 2 Elaine Fagan Supervision Fee: €75 per Session

You may commence your clinical hours from **Monday, March 31st 2025**. Maximum 5 play therapy clients per week. There is no specified time frame for the completion of your clinical hours. Once clinical hours are completed and assessments corrected by external examiner your Diploma will be issued.

Post certification you may continue with your course appointed supervisor. However, if you choose to change supervisor, please note your Supervisor must be an accredited play therapist and supervisor.

Please ensure you inform your insurance company that you will be engaging in therapeutic work with children aged 4 years to 12 years if you are not already covered on your policy to work with this age group.

Personal Therapy

You have a responsibility to engage in personal therapy and explore any elements of your own unresolved developmental trajectory that may be triggered during this training.



Attendance Requirements

90% Attendance is required to achieve Certification. Class based days at The Greenane Centre are mandatory.

If for any reason you are unable to present for online class, please email admin@greenane.ie and **ensure that you state the title of the programme you are undertaking.**

Contact Details

Liz Quish - Clinical and Training Director - liz@greenane.ie

Do not hesitate to contact me should you have any academic or clinical queries or concerns.

Paul Quish – Administration, IT & Accounts - admin@greenane.ie

Contact Paul should you have any queries regarding course administration, accounts, and access to your Student Portal.

Please ensure you state the title of the programme you are undertaking when emailing.

Student Portal

All online classes will be recorded, you may review recordings on your student portal in your own time to consolidate your learning. You may download all PowerPoint presentations and notes from your student portal. Please note: all learning materials are for your own use only and may not be redistributed to third parties. Lesson recordings are not available for download to ensure participants confidentiality. Students are not permitted to share their student portal login or share access to recordings with third parties. This will be viewed as a serious breach of confidentiality and will be dealt with accordingly. Access to Student Portal will close on December 31st 2025.

WhatsApp Group

To connect and link-in with each other outside of class, the setting up of a WhatsApp Group is recommended. This group will be for students only. If you would like to be the administrator of this group, please email admin@greenane.ie. We will forward your email address to your fellow students who can contact you with their phone numbers.



Garda Vetting

Students are required to upload a copy of their Garda Vetting Disclosure (Clearance) to the Student Portal before Orientation day on Friday 22nd March 2024.

Child Protection

Students are required to complete Túsła's 'Children First' e-learning programme which can be accessed by clicking on the link below. Please upload a copy of your Certificate to your Student Portal before class on Friday March 22nd.

<https://www.tusla.ie/children-first/children-first-e-learning-programme/>

Sample Child Safeguarding Statement

The Greenane Centre is committed to safeguarding the well-being of all children and adolescents who attend our service.

Our Child Safeguarding Statement has been developed in line with requirements under the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children (2017), and Túsła's Child Safeguarding: A Guide for Policy, Procedure and Practice.

We are committed to upholding the rights of every child and adolescent who attends our service, including the rights to be kept safe and protected from harm, listened to, and heard.

The following principles underpin Our Child Safeguarding Statement

- *The welfare of the Child and Adolescent is of paramount importance.*
- *Therapists have a responsibility to protect all children and adolescent who attend our service and will report any child welfare or child abuse concerns to Túsła.*
- *All therapists have undertaken training in Child Protection.*
- *All therapists are accredited and adhere to a Code Of Ethics.*
- *All therapist engage in regular supervision.*
- *All therapists are Garda Vetted.*



Liz Quish BSc (Hons) MSc

Clinical Director & Child Protection Officer

January 2024



Qualities of a Play Therapist

The Play Therapist's personality should be approachable, playful, and humorous, communicating a liking for children and the desire to be in the child's world.

(Axline, 1947)

Empathy - To empathise with the emotional and psychological expressions, experiences and needs of children and primary carers.

Sincerity - Commitment to being sincere and genuine to self, children, and primary carers.

Honesty - To act truthfully and with integrity towards self, children, and primary carers.

Respect - To acknowledge and show acceptance towards children and their primary carers level of understanding, experiences, and abilities.

Knowledgeable: To be able to apply knowledge, evidence and experience critically.

Self - Awareness - To assess, review and consider own competencies, strengths, and growth edges as a Play Therapist and commit to exploring same in Supervision.

Self-Responsibility - To operate and practise efficiently within own level of competencies.

Congruence - To be authentic and genuine in conduct with children and primary carers.

Compassion - To be emotionally warm, caring and concerned towards children and primary carers.

Advocacy - Actively advocates for the Rights of the Child.

Ethical - To work within and maintain the ethical code and values as set out by their accrediting body and those set forth by The Greenane Centre.

Critical Reflection - To critically reflect upon the emotional, social, and psychological world of children and their primary carers within clinical practice and supervision.

Commitment to Professional Development – Commit to ongoing professional development as a play therapist in a responsible and effective manner.

Enter into children's play, and you will find the place where their minds, hearts, and souls meet.

(Axline, 1974)



Code of Professional Practice

The Greenane Centres Code of Professional Practice for Play Therapists outlines and stipulates the standards which our play therapy students and graduates are ethically obliged to abide by, to ensure safe, ethical, and informed therapeutic work with Children.

1.0 Professional Indemnity

You must inform your insurance company that you will be engaging in therapeutic work with children aged 4 years to 12 years if you are not already covered on your policy to work with this age group. It is your professional responsibility to ensure you are appropriately insured.

1.1 Garda Vetting

You are required to have Garda Vetting indicating that you do not have any convictions which prohibit you from working with children. Any convictions should be disclosed and discussed with Liz Quish - Programme and Clinical Director and your Accreditation Body so that a determination can be made in relation to any actions that may or may not be required.

1.2 Supervision

You are required to engage in ongoing, appropriate, formal, and regular supervision. For the purpose of your Play Therapy practice, you are ethically obliged to engage in Supervision with and appropriately qualified and experienced Play Therapy Supervisor.

1.4 Continuing Professional Development (CPD)

You will be required to undertake a certain amount of CPD hours per year as set down by your Accreditation Body. You are required to ensure that at least 50% of your required CPD hours relate to therapeutic work with children.

2.1 Self-Care

You are required to engage in self-care activities and refrain from practice when there is a possibility that any personal issues and/or circumstances may prevent you from performing at an appropriate level of competency. In such cases you have an ethical responsibility to seek appropriate guidance and support through supervision and personal therapy.

2.2 Competency

You are required to take all reasonable steps to monitor and expand your competency to work therapeutically with children and to work within the limits of that competence under the support and guidance of your play therapy supervisor.



2.3 Referral

You must be mindful of and ensure that appropriate onward referrals are made in circumstances where you are requested to provide a play therapy service in areas that are beyond your competency and training or where your personal circumstances might prevent you from performing at an appropriate level of competency.

2.4 Accuracy and Transparency

You must ensure accuracy and transparency in all relevant material and communications and must not make false or deceptive statements in relation to:

- Your Qualifications and Training
- Your Experience and Expertise
- Your Accreditation and Affiliations
- Your Services

3.1 Suitable Play Therapy Space

You must ensure the therapeutic space in which you provide a Play Therapy Service is safe, hygienic, and appropriate to your clients' age, developmental stage, and particular needs. This includes the provision of appropriate and safe play and expressive arts materials.



Timetable:

The Greenane Centre makes every effort to avoid altering course timetable. However, should any changes be necessary, you will be notified at the earliest opportunity.

90% Attendance is required in order to receive certification.

Class based days are mandatory.

Class Orientation: Friday 22nd March 2024.

10am - 4pm at **The Greenane Centre**

Facilitator: **Marian Connell**

- Introduction to Programme
- Assessment Guidelines
- Child Protection
- Connecting with your Playful Self
- Experiential and Creative Expression
- Group Process

History & Principals Play Therapy:

Saturday April 6th 2024.

10am - 4pm on Zoom

Facilitator: **Marian Connell**

- History and Development of Play Therapy
- Defining Play Therapy
- Conceptualising Play Therapy
- Principals of Play Therapy

Child Development:

Saturday 11th May 2024,

Sunday 12th May 2024,

Saturday 25th May 2024.

10am - 4pm on Zoom

Facilitator **Elaine Fagan**

- Physical, Intellectual, Linguistic, Emotional & Social Development
- Child Development Theories
- Normative Variations Across the Spectrum of Child Development
- Atypical Child Development
- Social, Environmental and Cultural Factors Influencing Development
- Nature/ Nurture Debate



Attachment:

**Friday 28th June 2024,
Saturday 29th June 2024,
Sunday 30th June 2024.**

10am – 4pm on Zoom

Facilitator: **Marian Connell**

- Attachment Theory
- Stages of Attachment
- Attachment Styles
- Internal Working Model
- Neuroscience and Attachment
- Implications of Attachments Style in Therapeutic Process
- Role of Play in Facilitating Positive Attachments
- Earned Secure Attachment

Parental Involvement:

**Friday 12th July 2024,
Saturday 13th July 2024.**

10am - 4pm on Zoom

Facilitator: **Marian Connell**

- Parenting Theories
- Parenting Approaches and Styles
- Parents as Partners in the Childs Therapeutic Process
- Parental Intake Sessions and Contracting
- Conducting Parental Reviews
- PACE Parenting
- Play Therapy Framework

Puppets & Therapeutic Stories:

Saturday 20th July 2024.

10am - 4pm at **The Greenane Centre**

Facilitator: **Elaine Fagan**

- Storytelling with Puppets as a Therapeutic Process
- Effective Puppet Techniques and Skills
- Puppet Making Craft and Materials

Tutorial 1:

Wednesday 24th July 2024.

7.30pm - 9.30pm on Zoom

Facilitator: **Liz Quish**

Therapeutic Powers of Play:

Saturday 24th August 2024,

Sunday 25th August 2024.

10am - 4pm at **The Greenane Centre**

Facilitator: **Marian Connell**

- Therapeutic Powers of Play
- The Therapeutic Play Continuum
- Neurobiology of Play
- Directive / Non Directive Play Therapy



Case Conceptualisation:

Saturday 21st September 2024,

Sunday 22nd September 2024.

10am - 4pm on Zoom

Facilitator: **Elaine Fagan**

- Neurosequential Model
- Recognizing Play Themes
- Deconstructing Play Narratives and Reflecting Themes
- Theme Analysis
- Tracking and Documenting Therapeutic Progress

Setting Therapeutic Limits & Boundaries:

Saturday 26th October 2024.

10am - 4pm on Zoom

Facilitator: **Aideen Flynn**

- Therapeutic Limit Setting and Boundaries
- Touch in The Therapy Room
- Transference and Countertransference

Regulation & Co- Regulation:

Saturday 16th November 2024,

Sunday 17th November 2024.

10am - 4pm on Zoom

Facilitator: **Marian Connell**

- Polyvagal Theory
- Window Of Tolerance
- Regulation and Co- Regulation
- Regulation Tools and Strategies
- Therapeutic Use of SELF

Sensory Play:

Saturday 14th December 2024,

Sunday 15th December 2024.

10am - 4pm at **The Greenane Centre**

Facilitator: **Aideen Flynn**

- Value of Sensory Play
- Sensory Play Materials and Accessories
- Exploring and Investigating with the Senses
- Sensory Processing

Tutorial 2:

Wednesday 15th January 2025.

7.30pm - 9.30pm on Zoom

Facilitator: **Liz Quish**



Sand Play:

Saturday 18th January 2025,

Sunday 19th January 2025.

10am - 4pm at **The Greenane Centre**

Facilitator: **Elaine Fagan**

- History and Development of Sand Play Therapy
- Principles of Sand Play Therapy
- Sand Play Process & Stages
- Free and Protected Space
- Symbolic Expressions
- Sand Play Equipment and Miniatures
- Identifying, Tracking and Documenting Themes

Therapeutic Art:

Saturday 22nd February 2025,

Sunday 23rd February 2025.

10am - 4pm at **The Greenane Centre**

Facilitator: **Marian Connell**

- Art as a Therapeutic Modality
- Core Principles of Therapeutic Art
- Resources and Materials
- Planning and Implementing Therapeutic Art Sessions
- Exploring Patterns and Themes

Therapeutic Endings:

Saturday 29th March 2025.

10am - 4pm at **The Greenane Centre**

Facilitator: **Aideen Flynn**

- Termination Planning
- Directive Play Activities for Termination
- Transference in Play Therapy Termination

Programme Closing:

Friday 25th April 2025.

10am - 3pm at **The Greenane Centre**

Facilitator: **Liz Quish**

- Group Process
- Therapeutic Use of Self



Condensed Timetable:

Class Orientation	Friday 22 nd March 2024	The Greenane Centre
History & Principals Play Therapy	Saturday April 6 th 2024	Zoom
Child Development	Saturday 11 th May 2024 Sunday 12 th May 2024 Saturday 25 th May 2024	Zoom
Attachment:	Friday 28 th June 2024 Saturday 29 th June 2024 Sunday 30 th June 2024	Zoom
Parental Involvement:	Friday 12 th July 2024 Saturday 13 th July 2024	Zoom
Puppets & Therapeutic Stories	Saturday 20 th July 2024	The Greenane Centre
Tutorial 1	Wednesday 24 th July 2024 7.30pm - 9.30pm	Zoom
Therapeutic Powers of Play	Saturday 24 th August 2024 Sunday 25 th August 2024	The Greenane Centre
Book Review Due	Friday 29 th August 2024	Upload via Portal
Case Conceptualisation	Saturday 21 st September 2024 Sunday 22 nd September 2024	Zoom
Reflective Journal 1 Due	Friday 27 th September 2024	Upload via Portal
Setting Therapeutic Limits & Boundaries	Saturday 26 th October 2024	Zoom
Regulation & Co-Regulation	Saturday 16 th November 2024 Sunday 17 th November 2024	Zoom
Sensory Play	Saturday 14 th December 2024 Sunday 15 th December 2024	The Greenane Centre
Tutorial 2	Wednesday 15 th January 2025 7.30pm - 9.30pm	Zoom
Sand Play	Saturday 18 th January 2025 Sunday 19 th January 2025	The Greenane Centre
Therapeutic Art	Saturday 22 nd February 2025 Sunday 23 rd February 2025	The Greenane Centre
Therapeutic Endings	Saturday 29 th March 2025	The Greenane Centre
Commence Clinical Hours	Monday 31 st March 2025	
Programme Closing	Friday 25 th April 2025	The Greenane Centre
Reflective Journal 2 Due	Friday 30 th May 2025	Upload via Portal



Reading List

Essential

Play Therapy

Axline, V. (1974), The Random House Publishing Company.

Dibs in Search of Self

Axline, V. (1990), Penguin.

The Guide to Play Therapy Documentation and Parent Consultation

Homeyer & Bennett (2023), Routledge.

The Handbook of Play Therapy and Therapeutic Play

McMahon, L. (1992), Routledge.

Play Therapy – The Art of the Relationship

Landreth, G. (2024), Routledge.

Creative Play with Children at Risk

Jennings, S. (2017a), Routledge.

Creative Play with Children at Risk

Jennings, S. (2017b), Routledge.

Play Therapy Today: Contemporary Practice with Individuals, Groups and Carers

Prendiville, E., & Howard, J. (Eds.). (2014), Routledge.

Child Development

Santrock, JW. (2020), McGraw- Hill Professional.

The Therapeutic Powers of Play: 20 Core Agents of Change (2nd ed.)

Schaefer, C. E., & Drewes, A. A. (2014)., John Wiley & Sons.

Recommended

Aggression in Play Therapy, A Neurobiological Approach for Integrating Intensity

Dion, L. (2020), WW Norton.

Handbook Of Play Therapy

O' Connor, K. (2016). Wiley.

Counselling Children, Sage Publications

Geldard, Geldard & Yin Foo. (2017).

Trauma and Play Therapy

Goodyear, P. (2019), Routledge.

The Whole Brainchild

Siegel & Bryson. (2012), The Random House Publishing Company.

Child- Centred Play

West, J. (1996), Hodder Education.

Play Therapy, The Dimensions Model

Yasenik, L., & Gardiner, K. (2023), Jessica Kingsley Publishers.



Sandplay

An Illustrated Encyclopaedia of Traditional Symbols

Cooper, J. C. (1979), Thames and Hudson Ltd.

Sandplay, A Psychotherapeutic Approach to the Psyche

Klaff, D. (2004), Independent Publishers.

The Handbook of Sandplay Therapy

Turner, B. (2004 & 2020), Independent Publisher Group.

Floor Games

Wells, H.G. (2006), Skirmisher Publishing LLC.

Images of the Self: The Sandplay Therapy Process

Wenrib, E., L. (2004), Temenos Press.

Art

The Handbook of Art Therapy

Case, C. and Dalley, T. (2006), Routledge.

Healing from Clinical Trauma Using Creative Mindful Techniques

Costello & Short (2022), Routledge.

The Art Therapy Sourcebook

Malchiodi, C. A. (1998), McGraw Hill.

Handbook of Art Therapy, 2nd Ed.

Malchiodi, C. (2003 and 2008), Guilford Press.

Creative Interventions with Traumatized Children

Malchiodi, C. (2008 and 2015), Guildford Press.

Handbook of Expressive Arts Therapy

Malchiodi, C. (2023), Guildford Press.

Trauma

Waking the Tiger – Healing Trauma

Levine, P. A. (1997), North Atlantic Books.

In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness

Levine, P. A. (2010), North Atlantic Books.

Working with Relational and Developmental Trauma in Children & Adolescents

Treisman, K. (2017), Routledge.

The Boy Who Was Raised as a Dog

Perry, B, & Szalavitz, M. (2017), Basic Books.



What Happened to You? Conversations on Trauma, Resilience, and Healing

Perry, B, & Winfrey, O. (2021), Pan McMillen.

The Complex PTSD Treatment Manual- An Integrative, Mind-Body Approach to Trauma Recovery

Schwartz, A. (2021), PESI Inc.

Storytelling

Therapeutic Metaphors and the Child Within

Mills & Crowley (2014), Routledge.

Therapeutic Storytelling – 101 Healing Stories for Children

Perrow, S. (2012), Hawthorn Press.



Play Therapy Toolkit Essentials

Toys need to be Selected NOT Collected

Play is a Child's Language - Toys are their Words.

Puppets

- Wizards, Nurses, Doctors, Helpers, Crocodile, Spiders.
- Materials for Making Puppets (socks, brown paper bags, markers, wool, sequins, googly eyes and PVA glue).

Music and Movement

- Musical Instruments (drums, triangles, xylophone, shakers - 2 of everything).
- Craft Materials For Making Musical Instruments (rice, lentils, cylinder tubes).
- Scarfs, Ribbons, Pom Poms and Fans.

Role Play

- Dolls House x 2 (if possible, dolls house to include an attic), People and Furniture.
- Baby Dolls, Bottles, Soothers, Blankets and Clothes.
- Toy Phones x 2.
- Cars and Trucks.
- Pop Up Tent, Blankets, Cushions.
- Doctors Kit, Disposable Gloves, Band Aids and Medical Masks.
- Toy Swords x 2.
- Dress Up Clothes (policeman, princess, king, incredible hulk, spiderman, magicians cape, hats, custom jewellery and sun glasses).
- Plastic or Wooden Kitchen Dishes, Plates, Cups and Eating Utensils.

Art and Clay

- Paint and Paintbrushes.
- Crayons, Colouring Pencils, Chalk Pastels and Markers.
- Large and Small Bottles.
- Glass Jars.
- Coloured Sand.
- Paper and Card all Colours and Sizes.
- Scissors.
- Lollypop Sticks.
- PVA Glue and Pritt Stick.
- Paper Plates and Paper Masks.
- Materials for Crafting/Construction (boxes, cylinders, egg cartons, etc)
- Glitter, Feathers, Sequins, Googly Eyes and Stickers.
- Paper Cut Outs of Boys/Girls
- Clay (large bag of grey or brown clay and clay cutting tools).

Sensory Play

- Shaving Foam.
- Activator.
- PVA Glue.



- Conditioner and Salt.
- Lentils, Rice, Chick Peas and Porridge Oats.
- Water in a Clear Container.
- Robofish.
- Playdough.
- Essential Oils.
- Hand Cream.
- Waterbeads or Orbeez.
- Bag of Balloons and Bubbles.

Nice to Have

- Duplo and Lego.
- Fidget Toys in a Basket.
- Dixit Cards.
- Pop up Tunnel and Tippy Tent.
- Cash Register and Play Money.
- Toy Kitchen and Plastic/ Wooden Food.
- Tuff Tray.
- Toy Garage.
- Nerf Guns and Handcuffs.
- Cozy Corner with Cushions, Bean Bag and Blankets.
- A Jail and A Castle.
- Dart Board.
- Blackboard and Chalk.
- Whiteboard with Markers and Magnets.
- A Punch Bag.
- Puppet Theatre.
- Boardgames (Jenga, Dobble, Connect 4, Headbandz, Jenga Blocks, Snakes and Ladders, Whack a Mole)
- Children's Therapeutic Story Books (Huge Bag of Worries, The Kissing Hand, The Invisible String, A-Z of Minding Me, Mindful Monkey Happy Panda, The Little Engine that Could, A Terrible Thing Happened, Mum and Dad Glue, Two Homes and Have You Filled a Bucket Today).

Practical Items

- Child Sized Table and Chairs.
- Mirror.
- Access to Sink or Basin for Handwashing.
- Apron for Painting.
- Basin and Bucket.
- Bowls for Mixing and Wooden Spoons.
- Wet Wipes and Kitchen Roll.
- Tarp/Oil Cloth for Messy Play
- Containers for Storing Clay, Slime etc (e.g. plastic take away containers)

SandPlay

- Sandtray with blue base x 2 one for wet sand play one for dry sand play.
- Sand.
- Basket with Sieve, Scoop and Rake.
- Symbols and Miniatures – Ideally Displayed on Shelves.



Miniatures and Symbols Catalogue

SandPlay

- Men, Women, Adolescents, Children and Babies.
- People of Different Cultures and Race.
- Occupations: Nurse, Doctor, Police, Fire Fighter, Farmers, Teacher, Athletes and Sailor.
- Religious: Priest, Nun, Angels, Monk, Nativity Set, and Clergy.
- Hobbies: Dancers, Sports Figures etc.
- Soldiers, Cowboys and Indians.

Fantasy

- Elsa, Cinderella, Donald Duck, Mickey & Mini Mouse etc.
- Superman, Spiderman, Batman, Wonder Woman, Hulk etc.
- Red Riding Hood, Snow White, Tinker Bell, Peter Pan, Goldy Locks etc.
- Fairies, Prince, Princess, King and Queen.
- Monsters, Vampires, Godzilla, and Pirates.
- Transformers, Power Rangers, Star Wars, Wrestlers and Robots.

Animals

- Domestic: Dog, Cats, Horses, Donkey, Hamsters, Rabbit, Hens, Chickens, Pigs etc.
- Wild: Bears, Snakes, Lions, Zebras, Tigers, Panthers, Giraffe, Elephants, Hedgehog, Kangaroo, Rhinos etc.
- Historic: T- Rex and Dinosaurs.
- Sea World: Fish, Sharks, Dolphin, Seahorse, Turtles, Octopus, Penguins etc.
- Birds: Hawk, Eagle, Owl, Robins, Budgies etc.
- Insects: Spiders, Snakes, Bees, Ladybirds, Ants, Beetles, Snails, Caterpillars and Ladybirds etc.
- Reptiles: Alligator, Crocodile, Frog, Lizards etc.
- Fantasy: Dragons, Mermaids, Goblins, Wizards, Witches and Unicorns.

Transportation

- Cars, Planes, Boats, Trucks, Bikes, Buses, Trains, Jeeps and Motorcycles.
- Ambulance, Police Cars, Fire Engine.
- Bridges, Roads, Ladders and Paths.

Structures

- Houses, Castles, Fairy Door, Light houses, Churches, Schools, Hospital, Towers etc.
- Fences, Bridges, Gates, Tunnels and Walls.
- Blocks which can be put together to make structures.

Nature

- Trees, Plants, Flowers, Bushes.
- Leaves, Acorns, Pinecones, Conkers, Bark, Twigs and Toadstools.
- Shells, Rocks, Stones.
- Mountains, Caves and Volcano.

Fighting

- Knives, Guns, Swords and Bullets.



Death & Grief

- Coffin, Tombstone, Cross
- Skull and Skeletons
- Angel and Wings

Furniture

- Tables and Chairs.
- Couch, Arm Chairs
- Coffee Table.
- Beds
- Wardrobe
- Lockers.
- TV, Computer, Laptop.
- Toilet, Bath, Sink.

Shapes

- Circle
- Square
- Triangle
- Rectangle

Medical

- Doctors Set.

Elements

- Sun
- Moon
- Stars
- Rainbow
- Clouds
- Earth
- Wind
- Fire.

Addiction & Gambling

- Fake Tablets
- Small Empty Alcohol Bottles
- Cigarettes
- Syringes
- Dice
- Poker Chips
- Deck of Cards
- Play Money.

Boxes and Holding

- Post Box
- Telephone Box
- Chest
- Treasure Box
- Basket
- Nest
- Vase.



Light

- Lamp
- Candle
- Torch
- Lantern.

Winning

- Medals
- Trophies.

Direction

- Keys
- Compass
- Ladder
- Arrows.

Miscellaneous

- Feathers
- Ribbons
- Gems
- Crystals
- Buttons
- Rope
- Mirror
- Padlock
- Bell
- Clock
- Chains,
- Play Food
- Handcuffs

Where to Purchase Toys and Supplies

www.getcreative.ie

www.duffystoyworld.ie

www.discoveryplaytime.ie

www.mctivities.com

www.sensationalkids.ie

www.mrprice.ie

www.therange.co.uk

www.smyths.ie

www.playtherapysupply.com

www.evanseducational.ie

www.ikea.ie

www.amazon.co.uk



Assignments

Written assignments are graded as 'Successful' or 'Resubmission'.

- 2 Reflective Learning Journals 1500 Words Each
- Book Review 1500 Words
- Case Study 3000 Words (Brief outlined and discussed at Tutorial)
- Clinical Hours Log
- Supervision Hours Log
- Supervisors Report

If you wish to do your book review on a text that is not outlined on the reading list, please email your request to liz@greenane.ie for approval.

Please include:

- Text Title
- Author
- Publisher
- Year of Publication

Assignment Submission Dates

Submitted through your student portal in word format.

- Reflective Journal 1 – Friday 27th September 2024.
- Reflective Journal 2 – Friday 30th May 2025.
- Book Review – Friday 29th August 2024.
- Case Study – 6 weeks after 40 hours clinical work completed.
- Supervisors Report – when 40 hours clinical work completed.
- Clinical Hours Log – when 40 hours clinical work completed.
- Supervision Hours Log – when 40 hours clinical work completed.

Assignment Format

- Reference APA or Harvard
- Word counts + / - 10% of overall word count
- References/ quotes are included in word count
- References/ quotes are not required for book review (individual choice)
- References/ quotes are not required for journals (individual choice)
- Each assignment must have a cover page as per briefs



Assignment Brief - Book Review

Word Count: 1,500

Cover Page:

- Book Review
- Book Title and Author
- Presented By: Your Name
- Word Count

Assignment Presentation:

- Font Times New Roman
- Font Size 12
- 1.5 Line Spacing
- Headings Font size 14

A well-structured book review contains a heading, an introduction, a summary of the main points or chapters, a critical analysis, an evaluation, and a conclusion. A critical book review is a thoughtful discussion of a text's contents, strengths, and limitations.

Guidelines:

Heading: Not part of Word Count

Book title, author's name, place of publication, publisher name, publication date and the number of pages.

Introduction: 225 Words Approx.

In the introduction, introduce the book conveying what the book is about.

Summary 450 Words Approx.

In this section of the review, provide an outline of the main themes, principles or concepts presented in the text.

Evaluation 700 Words Approx.

Offer a critical review of the text and the ideas presented in it. What stood out for you? How will this text inform your practice? Give your initial appraisal of the work, include your key observation on the text mentioning strength and weaknesses.

Conclusion 125 Words Approx.

Would you recommend this book? Indicate whether you feel the book is worthwhile. Is the book outstanding? Will it make a lasting contribution to its field, or is it less satisfactory? Give a star rating out of 5 – 5 being excellent.



Book Review – Student Feedback

	Yes	No
Word Count Achieved +/- 10%		
Section 1 - Heading:		
Authors name		
Place of publication		
Publisher name		
Publication date		
Number of pages		
Section 2 - Introduction:		
Clear, concise, and well-defined introduction presented		
Comment:		
Section 3 - Summary		
Clear and coherent summary of the main themes, principles or concepts presented		
Comment		
Section 4 - Evaluation		
A critical review of the text and the ideas presented		
Comment		
Section 5 - Conclusion		
Well defined closing comment		
Recommended		
Star Rating		
Overall Comment:		



Assignment Brief - Reflective Journals

Word Count: 1500

Cover Page:

- Reflective Journal
- Presented By: Your Name
- Word Count

Assignment Presentation:

- Font Times New Roman
- Font Size 12
- 1.5 Line Spacing
- Headings Font size 14

A reflective journal is not simply a summary of the course material; it should include your reactions to what you've learnt, its personal impact on you, and how you will apply the theories, concepts and skills presented in your practice.

Guidelines:

- Present an introduction outlining the main reflection points you will present in your journal.
- What was the most interesting for you? why was that?
- What was your main learning?
- How might you apply this learning in your clinical work as a Play Therapist?
- What are your ideas for action, based on your new learning and awareness?
- What have you discover about yourself as an emerging Play Therapist?

You are not required to use references in this piece of work, however if you feel references will enhance your journal you are free to add quotes and reference points.



Reflective Journal – Student Feedback

	Yes	No
Word count achieved +/- 10%		
Section 1 - Introduction:		
Clear and concise introduction presented		
Comment:		
Section 2 – Main Body 1		
Most interesting element outlined and discussed		
Comment:		
Section 3 – Main Body 2		
Main learning points identified		
Comment:		
Section 4 – Main Body 3		
Discussion on application of new learning to clinical work		
Comment:		
Section 5 – Main Body 4		
Action Points Outlined		
Self-Discovery		
Professional Implications		
Overall Comment		



Client Hours Log

Parental Intake - PI

Play Therapy -PT

Parental Review -PR

Your Name:			
Session No	Date	Client Code	Session Type
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Supervision Hours Log

Supervisor Name:	
Supervisee Name:	

Session No	Date	Duration	Supervisor Signature
1			
2			
3			
4			
5			
6			
7			
8			



Supervisors Report

Supervisee Name:	
Accrediting Body:	
Membership No:	
Supervisors Name:	
Is Supervision Contract Continuing Post Certification?	
Presents Prepared for Clinical Supervision:	
Forms a Child Centred Therapeutic Relationship with Child:	
Demonstrates an Awareness of the Stages in the Play Therapy Process:	



Identify and Conceptualise Emerging Themes:

Embraces Parents as Partners:

Maintains Appropriate Boundaries:

Makes and Communicates Appropriate Links Between Theory and Practice:



Identifies and Address Transference and Counter-transference Issues:

Awareness of Confidentiality, Duty of Care and Child Protection:

Engages in Ethical Play Therapy Practice:

Opening to Receiving Feedback:



Outline Supervisee's skills and competencies reflecting their ability to work therapeutically with children:

Supervisees Growth Edges:

Comments:

I confirm that this Supervisee has attended 8 one-to-one supervision sessions

Signature Supervisor:

Signature Supervisee:

Date:



Zoom Classroom Etiquette

- Log into your class **on time**
- Use a **distraction-free, quiet, and confidential space.**
- Return from breaks at the designated time.
- Please keep your audio on mute until you want to speak. This will help to limit background noise.
- If you would like to use the chat box, remember that it is public to all group participants, however you may send private chat.
- Make sure your video is on so the facilitator and your fellow students can see you.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through. Your overhead light might also need to be adjusted for the best image quality.
- Do not log out during breaks, simply turn off your camera and mute audio.
- Please wait until designated break times to eat.
- If you need to leave class for any reason, please let your facilitator know by sending a private message on Zoom Chat.

If you are unable to attend class, please email admin@greenane.ie and indicate the programme you are undertaking.



Accommodation Nearby

- Students have stayed in [Ballyglass Country House](#) which is 15 minutes away. They have all reported very positively about their stays.
- Some have also stayed in [Aherlow House Hotel](#). That's a little further away maybe 20 minutes. Very positive reviews too.
- Others have stayed in [Ballykisteen Hotel](#). Mixed Reviews!
- [The Junction Gastropub](#) is now offering B&B accommodation. About 15 minutes away in Limerick Junction. Food is exceptional. Accommodation basic with no communal sitting area to relax in – just the bar/restaurant downstairs.



Principles for Relationships with Children

Garry L. Landreth, Play Therapy: The Art of the Relationship

I am not all knowing.
Therefore, I will not even attempt to be.
I need to be loved.
Therefore, I will be open to loving children.
I want to be more accepting of the child in me.
I will with wonder and allow children to illuminate my world.
I know so little about the complex intricacies of childhood.
Therefore, I will allow children to teach me.
I learn my best from and am impacted most by my personal struggles.
Therefore, I will join with children in their struggles.
I sometimes need a refuge.
Therefore, I will provide a refuge for children.
I like it when I am fully accepted for the person I am.
Therefore, I will strive to experience and appreciate the person of the child.
I make mistakes. They are a declaration of the way I am - human and fallible.
Therefore, I will be tolerant of the humanness of children.
I react with emotional internalization and expression to my world of reality.
I will relinquish the grasp I have on reality and try to enter the world as experienced by the
child.
It feels good to be an authority, to provide answers.
Therefore, I will need to work hard to protect children from me!
I am more fully me when I feel safe.
Therefore I will be consistent in my interactions with children.
I am the only person who can live my life.
Therefore, I will not attempt to rule a child's life.
I have learned most of what I know from experiencing.
Therefore, I will allow children to experience.
The hope I experience and the will to live come from within me.
Therefore, I will recognize and confirm the child's will and selfhood.
I cannot make children's hurts and fears and frustrations and disappointments go away.
Therefore, I will soften the blow.
I experience fear when I am vulnerable.
Therefore, I will with kindness, gentleness, and tenderness touch the inner world of the
vulnerable child.