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EMP 749: The Power of Energy Psychology and Play Therapy
(3 Credits)

Overview of Course

This course is designed to give students the basics of play therapy, a standard child therapy, explained with both developmental theory and energetic principles. Students will be presented with both play and energetic strategies to heal attachment, trauma, and childhood depression. Strategies will also be offered to address ADD, ADHD, and learning challenges. Students will be asked to work with at least one child and their family. Students are taught to guide parents to use the energy strategies to heal their traumatic blocks that overlap with their children's energy fields, and create some of the interference to their child healing. The material in this course reduces treatment time for children to 1/3 of the average tx (treatment) time for these issues.

Course Topics:

- Developmental Play
- The Basics of Energy Psychology
- Energetic Interventions with Children
- Work with children 3-12
- Regression and Origins in play and energy work
- Practicum

Learning Objectives:

1. Describe the developmental stages from infancy through adolescence.
2. Describe the basics of play therapy.
3. Describe the basics of Energy Psychology.
4. Describe and demonstrate combining play and energy psychology.
5. Describe how trauma disrupts neurology and cognitive processing abilities and learning.
6. Demonstrate creative ways to teach children about chakra balancing.
7. Demonstrate using a variety of energy strategies with children.
8. Demonstrate working with parents using energetic clearings.

Audience:

Open to all students in the Distance Certificate or Degree programs.

COURSE DESCRIPTION

Join in the child's journey of healing through play and energy psychology. Through reading, writing, discussion, exploring play and art, experiencing energy psychology interventions and practicum students will develop proficiency in guiding young children in their healing. Working with the whole family will be emphasized as students guide parents to use energy interventions to heal whatever is in the way of their child's healing.

NEED STATEMENT

Students will:

- 1) Develop an in-depth awareness of the vulnerability and strengths in children and the practitioners hesitancy to address both extremes with the child.
- 2) Develop skills needed in identifying essential factors pertaining to play therapy and energy psychology.
- 3) Be able to assist clients in using play and energy strategies to effectively heal attachment issues, PTSD, depression, learning challenges, and to cope with intuitive/psychic knowledge.
- 4.) Develop the critical skills needed to think from the child's perspective, and to think about illness, and disorders as energy.

FACULTY-STUDENT COMMUNICATION

- Telephone Contacts

It is important that students arrange by email beforehand for all telephone or skype communications. Periodic telephone interaction, as required, at student's expense, can most easily be arranged through email contact.

- Phone Bridge sessions will be available when we have groups of students to discuss issues and cases. Watch your in-box for announcements.

- Communications

It is requested that students stay in bi-weekly correspondence with the instructor using e-mail. The student should also set up monthly telephone conversations, at their expense, to discuss problems, concerns, or determine the direction of their course work. Students are always encouraged to contact the instructor by e-mail, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors. The instructor is also willing to set up one-on-one discussions with the student via audio & video Internet exchange using skype. Check your e-mail frequently for messages.

Students will normally send communications via email and submit papers as MSWORD Format files attached to email messages. The instructor uses a Mac, please test for compatibility.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

- 1) Reading Assignments
Students will read the assignments in a timely fashion
- 2) Course Project/Clinical Practice
Students will practice play, art and energy work with self and others.
- 3.) Course papers will be forwarded to the instructor by midnight on the due date.
- 4.) Essay Examination will be a detailed report of one clinical session with each segment backed up with reading or "lecture" (On-line and audio/phone) material.

COURSE ASSIGNMENTS

Assignments #1: Textbooks

Read the following materials:

Living Your Soul's Purpose: Wellness and Passion with Energy Psychology and Energy Medicine, Mary Hammond.

With attention to the chapter on children.

Read: **Play and Emotional Freedom Techniques with Children and Families**

<http://www.onedynamicenergetichealing.org/content/children.html>

Choose one other EP text from the Bibliography in *Living Your Soul's Purpose*.

Journal regarding thoughts, questions, and feelings about your readings.

Attend monthly phone bridge discussions. Discussion outlines will be provided on child development, trauma, play therapy and energy strategies, and the practitioner's inner child.

Assignments #2:

Play Therapy:

Play Therapy, Virginia Axline

and/or

Play Therapy: The Art of the Relationship, Gary Landreth

Optional reading:

Children of Alcoholics in Play Therapy, Schaeffer and Hammond (Article to be provided)

View Hammond's video clips of PT and EP: Link to be provided.

Begin to practice heart center tapping and meridian tapping on yourself.

Diagrams found in *Soul's Purpose*. And other info at:

<http://www.onedynamicenergetichealing.org/content/meridianpoints.html>

Assignments #3:

As you learn the specifics in this course, journal three times a week regarding using energy strategies and play and art with yourself and others.

Assignments #4:

Begin work with a child and at least one parent. Have the parent sign the informed consent and consent to treatment for themselves and the child, and release of information to me. If you all ready have a practice you may use a client whose parents agree. If you are in an agency, your supervisor must agree. If not you may use friends or family workers with special attention to the Energetic Boundaries in Hammond's book.

Assignment #5:

Document six sessions with a child age 5-10. Five sessions should be written, and one video recorded, and sent on a DVD.

Assignments #6:

Write an 8-10 page paper incorporating appropriate library research summarizing combining PT and EP identifying the strengths and weaknesses of the models, and how you will incorporate this into your practice.

Document four sessions with a parent of the child—three written, one video recorded.

Assignment #7: Essay Examination

The final exam will be a critique of one of the sessions with literature/lecture back-up of each session.

COURSE EVALUATION

The course grade will be based upon the quality of the papers and projects, participation in on-line or telephone discussion, and practicum. This instructor is interested in critical thinking about healing and the relevance of the ethereal realms touched by play and energy work. Students will be expected to be able to articulate the components of child healing.

COURSE GRADING DETERMINANTS

Grades are based on the following elements of a student's participation and accomplishment. In determining a grade for this course, the following formula will be used:

Reading required texts and handouts – 20%

Journaling– 10%

Course paper – 20%

Essay examination – 20%

Practicum 20%

There will be 100 points assigned to the course. Final semester grades will be calculated as follows:

92-100 points = A range

86-91 points = B range

80-85 points = C range

70-80 points = D range

Under 70 points = F

COURSE COMPLETION TIMETABLE

Course to be completed in one five-month semester.

Week #1-4

- Read the following materials:
- *Living Your Soul's Purpose: Wellness and Passion with Energy Psychology and Energy Medicine* by Mary Hammond
with attention to the chapters on trauma and children.

- Read **Play and Emotional Freedom Techniques with Children and Families**
<http://www.onedynamicenergetichealing.org/content/children.html>
- Choose one other EP text from the Bibliography in Soul's Purpose.
- Journal regarding thoughts, questions, and feelings about your readings.
- Attend monthly phone bridge discussions. Discussion outlines will be provided by e-mail on child development, play therapy and energy strategies, and the practitioner's inner child.

Week #5 and #6

- Play Therapy: Read Axline or Landreth
- Optional reading Schaeffer and Hammond
- View Hammond's video clips of PT and EP: Link to be provided.
- Begin to practice heart center tapping and meridian tapping on yourself.
Journal regarding thoughts, questions, and feelings about your readings.

Week #7 and #8

Begin work with a child and at least one parent. Have the parent sign the informed consent and consent to treatment for themselves and the child, and release of information to me. These will be e-mailed to you. If you all ready have a practice you may use a client whose parents agree. If you are in an agency, your supervisor must agree. If not you may use friends or family workers with special attention to the Energetic Boundaries chapter in Hammond's book.

Week #9 and #10

Begin documentation on forms provided of up to six sessions with a child age 5-10. Five sessions should be written, and one video recorded. Due week 14 by Friday at midnight.

Also Document four sessions with a parent of the child— three written, one video recorded. Due week 12.

Week #11 and #12

Write an 8-10 page paper summarizing PT and EP identifying the strengths and weaknesses of the models, and how you will incorporate this into your practice

Week #14 - #16

Essay Examination

The final exam will be a critique of one of the sessions with literature/lecture back-up of each session.

SPECIAL NOTES AND INSTRUCTIONS

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction. If possible, all students should send instructors a short bio and photograph for their files.

ADDITIONAL RECOMMENDED SOURCES:

Bibliographies will be provided in the class.