



Play Heals

Sponsored by Relate Counseling Center
APT Approved Provider #21-654



2022-2024 CE Courses

**Course summaries and objectives are subject to change based on continued evaluation of courses and participant need. Please see revision date for reference.*

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History of Play Therapy- 5 Contact CE hours- History

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of seminal/historically significant play therapy theories and models
- Demonstrate knowledge of the history of play therapy
- Demonstrate understanding of the therapeutic powers of play
- Articulate and explain the play therapy process

Course Description:

Understanding the origins of play therapy and how it has evolved is critical for developing the foundation needed to become a Play Therapist. This 5-hour training explores the roots of play therapy, and its evolution to modern day and current application. A steppingstone for those interested in becoming play therapists; History of Play Therapy is the first course in Phase 1 of the Play to Heal training series supporting those seeking to become Registered Play Therapists.

Objectives:

- Identify at least 5 historical figures who contributed to the field of play therapy.
- Identify 3 seminal and 10 historically significant theories in the field of play therapy.
- Name 1 significant benefit and 1 limitation for each of the theoretical orientations discussed.
- Articulate a definition of what play therapy is and explain it in a way which others can understand (caregivers, teachers, other therapists etc.).
- Describe how play therapy has evolved from its early beginnings to current application.
- List the therapeutic powers of play.

Schedule

Day 1	1 hour	Lecture & Video- Historical Figures of Child Psychology
Day 2	2 hours	Lecture & Video- Seminal and Historically Significant Theories of Play Therapy
Day 3	2 hours	Lecture & Video- Contemporary Play Theories and Therapeutic Powers of Play

Neurobiology of Play- 4 Contact CE hours- 2 Theories, 2 Special Topics

Instructor: [MJ Pearson MSW, LICSW, RPT](#) and [Kaitlin Salscheider, MSW, LICSW, IMH-E®](#) Co-Facilitator: [Rachel Takazawa MSW, LICSW](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of the history of play therapy
- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy.
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders.
- Recognize and adhere to the limits of professional scope of competence in play therapy



Course Description

The integration of neurobiology research and play therapy allows clinicians to take a person centered and developmentally appropriate approach when working with clients. Understanding how the brain processes information, detects safety and responds to threat is key to play therapy practice and parent coaching/psychoeducation. In this introductory course we will explore the brain structure and processes as they relate to mental health issues our client's come in with and strategies for integrating neurobiology into your play therapy practice.

Objectives

- Identify 3 figures who contributed to the incorporation of neurobiology and play.
- Identify the main structures of the brain and demonstrate hand model of the brain for explaining to children and parents.
- Demonstrate the ability to use 3 different interventions to build up left-right brain integration, and top-down integration/processing.
- Describe the 3 brain states learned in Conscious Discipline and understand how this applies when selecting play therapy interventions and providing parenting psychoeducation.
- Describe and demonstrate 1 principle of Child Centered Play Therapy within a neurorelational framework.

Schedule

Day 1	1 hour	Lecture, Discussion, Video
Day 2	2 hours	Lecture, Discussion, Video, Experiential/Role Playing

Foundations of Child-Centered Play Therapy - 7 Contact CE hours- 5 theories, 2 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#); **Co-Facilitator:** [Rachel Takazawa MSW, LICSW](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of the therapeutic relationship in play therapy
- Demonstrate knowledge of seminal/historically significant play therapy theories and models
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)
- Applying Theory and Stages of Development in Play Therapy

Course Description

"Children will take the therapeutic experience to where they need to be" (Landreth, 2002, p.54). The idea that children have an inherent capacity to heal themselves when given the space, tools and trusting relationship with a therapist is a core belief of Child Centered Play Therapists. CCPT is a developmentally



adaptive, well researched model of therapy that utilizes the child’s natural language of play as the intervention. (*Child Centered Play Therapy Certification, 2022*). In this introductory course participants will explore the history of Child Centered Play Therapy, learn, and practice the foundational skills to start using clients, and prepare for common issues that arise in CCPT sessions.

Objectives

- Identify 2 historic and 3 contemporary figures that have contributed to the development of CCPT.
- Articulate a definition of Child Centered Play Therapy and explain how it differs from other play therapy models.
- List Gary Landreth’s tenets for relating to children.
- Identify categories of toys needed in CCPT and how they should be arranged in the playroom.
- Describe the structure of a child-centered play therapy session.
- Compare and critique various facilitative responses and demonstrate use of appropriate responses in role playing exercises.
- List steps for limit setting in play session and discuss scenarios where limit setting is needed.
- Identify 3 common issues in CCPT and demonstrate skills for managing in role playing exercises.
- Describe and evaluate the ethical considerations/standards guiding the application and use of CCPT.

Schedule

Day 1	1 hour	Lecture, & Experiential
Day 2	2 hours	Lecture, Video, Role Playing
Day 3	2 hours	Lecture, Video, Role Playing
Day 4	1 hour	Lecture & Role Playing

Foundations of Adlerian Play Therapy- 6 Contact CE hour- 4 theories, 2 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of the therapeutic relationship in play therapy
- Demonstrate knowledge of seminal/historically significant play therapy theories and models
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing ‘self’ in relationships with children, caregivers, stakeholders in play therapy
- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)
- Applying Theory and Stages of Development in Play Therapy



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Course Description

In this course we will expand upon your knowledge of play theories by exploring Terry Kottman's concepts of Adlerian Play Therapy. Learn how to incorporate toys, art, music, drama, puppets, role playing, stories and other active play techniques that are the fundamentals of Adlerian Play Therapy. Join us to explore your playful creative side and cultivate your own playroom style.

Objectives

- Define Adlerian Play Therapy and explain how it differs from other play therapy models.
- List the 5 tenets of Adlerian Play Therapy.
- List and discuss the 4 Crucial C's of Adlerian Play Therapy.
- List the goals of misbehavior (Comfort, Pleasing, Control, and Superiority).
- List and describe the four stages of Adlerian play therapy.
- Describe the structure of an Adlerian play therapy session.
- Demonstrate primary skills of Adlerian play theory in role playing exercises.
- Apply Adlerian Play Therapy to develop play interventions based on various case vignettes.

Schedule

Day 1	1 hour	Lecture & Experiential activity- Introduction to Adlerian Play
Day 2	2 hours	Lecture, Video, experiential activities- Building skills of Adlerian Play Therapist
Day 3	2 hours	Lecture, Video, Role Playing- Building skills of Adlerian Play Therapist
Day 4	1 hour	Case Vignettes & Role Playing- Developing Adlerian play interventions

Foundations of Directive Play Theories- 7 Contact CE hours, 5 theories, 2 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of the therapeutic relationship in play therapy
- Demonstrate knowledge of seminal/historically significant play therapy theories and models
- Apply and articulate the therapeutic powers of play
- Applying Theory and Stages of Development in Play Therapy

Course Description

In directive play therapy therapists identify specific interventions and goals, often choosing the toys and activities ahead of time to lead the session. Directive play theories maintain a core belief in the healing powers of play and the importance of the therapeutic relationship. This course will explore a variety of directive play theories including Cognitive Behavioral Play Therapy, Ecosystemic Play Therapy, Gestalt Play Therapy and Object Relations Play Therapy. We will also dive into the contemporary model of Prescriptive Play Therapy which draws from a variety of play techniques and theories.

Objectives

- Compare and contrast the differences between directive and non-directive play therapy.
- Identify 3 directive play theories and explain how they differ from other play therapy models.



- List 9 Cognitive Behavioral Play Therapy types of interventions and practice utilizing a technique in each category in role playing exercises.
- Apply Cognitive Behavioral Play Therapy theory to develop play interventions based on various case vignettes.
- List the 6 tenets of Prescriptive Play Therapy.
- Identify which play theory could be used based on presenting problem to develop play interventions for case vignettes.
- Compare and contrast the differences and similarities between Directive Play Theories.

Schedule

Day 1	1 hour	Lecture, video & experiential activity- Overview of Directive Theories
Day 2	2 hours	Lecture, experiential, Role Playing- Building skills of CBPT Play Therapist
Day 3	2 hours	Lecture, experiential, Role Playing- Building skills of Prescriptive Play Therapist
Day 4	2 hours	Case Vignettes & Role Playing- Developing directive play interventions

Use of Sand Tray in Play Therapy - 5 Contact CE hours- 3 theories, 2 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#); **Co-Facilitator:** [Rachel Takazawa MSW, LICSW](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of the therapeutic relationship in play therapy
- Demonstrate knowledge of seminal/historically significant play therapy theories and models
- Apply and articulate the therapeutic powers of play
- Applying Theory and Stages of Development in Play Therapy
- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)

Course Description

This course explores the role of the sand tray in a play therapy space through both directive and non-directive approaches. Participants will walk away with increased awareness of the history and basic concepts and themes of sand tray use in play.

Objectives

- List 3 historical theories that contributed to the use of sand tray in play therapy.
- Identify elements of a sand tray therapy room and how they should be arranged in the playroom.
- Identify the fundamental principles of processing techniques to facilitate growth and awareness when using sand trays with children, adolescents, and families.
- Identify and discuss symbols, images, and metaphors in sand scenes.
- Demonstrate through personal exploration and development the healing power of using sand tray in play therapy.
- Demonstrate skills for responding to clients working on their sand trays in role play exercises.
- Discuss and demonstrate awareness of how cultural, ethical, religious or spiritual considerations may present in sandtrays.



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Schedule

Day 1	2 hours	Lecture & experiential activities
Day 2	1 hour	Lecture, Role Playing, experiential activities
Day 3	2 hours	Lecture, Video, Role Playing

Assessment and Documentation in Play Therapy - 5 Contact CE hours- 2 theories, 3 skills/methods

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#) and [MJ Pearson MSW, LICSW, RPT](#)

Focused Play Therapy Competencies:

- Apply assessments that highlight various aspects of the child and/or system and the play therapy process (e.g. conceptualization, diagnosis, family dynamics, treatment suitability and effectiveness, termination)
- Demonstrate knowledge of assessment in play therapy
- Demonstrate an understanding of the play therapy treatment process (e.g., treatment goals and plans, documentation, intake/termination, and tracking of treatment progress)
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Identify play dynamics (e.g., types of play, themes, stages) and incorporate clinical considerations in treatment
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Identify and apply ethical practices in play therapy

Course Description

Many play theories avoid labeling or focusing on behaviors, instead concentrating on the therapeutic relationship and process of play. However, insurance, grants, managed care systems etc. have specific requirements for documentation to diagnosis and measure progress. In this course we will explore the ways of meeting those requirements while still maintaining true to the core ideologies of each play theory.

Objectives

- Discuss 3 assessment interventions for evaluating needs in play therapy.
- Critique different play note templates and practice writing notes based on case vignettes.
- Describe ethical and legal requirements for record keeping in play therapy.
- Identify play dynamics (e.g., types of play, themes, stages) based on case vignettes.
- Identify assessment, create a treatment plan, and write case note for case vignette using Child Centered Play Therapy lens.
- Identify assessment, create a treatment plan, and write case note for case vignette using Adlerian Play Therapy lens.
- Identify assessment, create a treatment plan, and write case note for case vignette using Cognitive Behavioral Play Therapy lens.

Schedule

Day 1	2 hours	Lecture and role play – Ethical and Legal Requirements, Play Based Assessments
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Day 2	1 hour	Lecture, Video- Treatment Planning
Day 3	2 hours	Lecture, Video, Role Playing- Play Dynamics and Case Notes

Legal and Ethical Issues in Play Therapy - 3 Contact CE hours- special topics

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Identify and apply ethical practices in play therapy.
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process.
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process.
- Apply ongoing integration of APT's guidelines within the Best Practices and Paper on Touch.
- Recognize and adhere to the limits of professional scope of competence in play therapy.

Course Description

Law and ethics in play therapy can be undoubtedly intimidating. In this course we will examine legal and ethical issues that commonly arise while working with children, adolescents, and families. Through experiential learning, you will practice using ethical decision-making skills for various ethical and legal scenarios and walk away with increased confidence to manage the complexity of legal and ethical issues in play therapy.

Objectives

- List 11 common ethical and legal considerations in play therapy.
- Identify 3 resources for ethical decision making.
- Read and critique "Paper on Touch" by Association for Play Therapy.
- Identify ethical and legal considerations in play sessions using case vignettes.

Schedule

Day 1	Hour 1	Lecture, video- Common ethical and legal considerations in play therapy
	Hour 2	Lecture, discussion- Ethical Decision Making, Paper on Touch
	Hour 3	Discussion- Case Vignettes

*There are no scheduled breaks, participants are welcome to step out as needed.

Cultural Humility in Play- 4 Contact CE hours, 2 theories, 2 culture/diversity

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of family & systemic theories in play therapy



- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process.
- Seek and integrate ongoing knowledge regarding cultural and social diversity in play therapy.

Course Description

Play Heals is committed to training play therapists to actively practice cultural humility. A lifelong process, cultural humility compels us to move beyond simply being knowledgeable or sensitive to individual's cultural difference and explore awareness of personal biases, values and beliefs that could be impeding client's mental health treatment (Cook, 2017). In this course we will engage in curious discussions to better understand our own cultural and social identity and how it may impact the play process. We will dive into the impact of current, and historical systemic discrimination, and racism in mental health systems that impacts client's we work with and how to increase connection and openness in play sessions to explore the truths surrounding these issues. Our hope is you will walk away from this course with a process for integrating lifelong commitment to continue practicing cultural humility in your play therapy practice.

Objectives

- Discuss difference between cultural humility and cultural competence.
- Identify the 3 components of cultural humility in play therapy.
- Discuss and identify how race, bias, and stereotypes impact mental health care for children.
- Complete personal reflection scale to explore attitudes, beliefs, and behaviors regarding culture.
- Identify toys and materials needed to promote a culturally and socially diverse playroom.
- Set personal goals for moving from cultural competence to cultural humility in your play therapy practice.

Schedule

Day 1	2 hours	Lecture, video, assessments, discussion
Day 2	2 hours	Lecture, Video, discussion, role play

Partnering with Parents in Play- 4 Contact CE Hours- 2 theories, 2 skills/methods

Instructor: [Sara McGee MA, LMFT, IMH-E®](#)

Focused Play Therapy Competencies:

- Articulate and explain the play therapy process
- Demonstrate knowledge of the therapeutic relationship in play therapy
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy.



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- Demonstrate knowledge of family & systemic theories in play therapy
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process.

Course Description

What did you talk about today? Dreaded words for the play therapist to hear from caregivers. Helping them understand the process of play therapy and how it differs from regular play is a large part of a play therapist's work. Partnering with caregivers is imperative in play therapy, given that the child is with their caregivers far more than they are with you. Providing psychoeducation, parenting support, and building a relationship of trust and open communication is just as much a part of the child's treatment as the play. In this course, learn strategies for involving caregivers, describing play therapy to families, tips for supporting reluctant, anxious, or high conflict caregivers and red flags for when not to involve the caregiver.

Objectives

- Articulate a definition of what play therapy is and the play therapy process and explain it in a way which caregivers can understand.
- Demonstrate learned relationship and rapport building skills in play therapy role play sessions.
- List 2 strategies for supporting reluctant, anxious, or high conflict caregivers in play therapy.
- Identify 2 red flags that would indicate involving a caregiver in play therapy is not appropriate.

Schedule

Day 1	2 hours	Lecture and Discussion
Day 2	2 hours	Lecture, and Role Playing

School Based Play Therapy Part 1- 2 Contact CE Hours- 1 theory, 1 skills/methods

Instructor: [MJ Pearson MSW, LICSW, RPT](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of seminal/historically significant play therapy theories and models
- Apply and articulate the therapeutic powers of play
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate an understanding of the play therapy treatment process (e.g., treatment goals and plans, documentation, intake/termination, and tracking of treatment progress)

Course Description

Providing play therapy in the school setting can feel like a completely different type of play. From entering the playroom, returning to class, contact with parents and the even the playroom itself- there



are so many additional considerations when you are working within the school environment. Part 1 of a 2-part course, School Based Play Therapy will offer strategies for applying play theory in a school setting.

Objectives

- List tenets of Child Centered Play Therapy
- Discuss symptom presentations and age ranges of children with whom play therapy can be helpful.
- Identify examples of how to blend directive and non-directive play therapy techniques in session.
- Discuss treatment planning and goal setting for school-based play therapy clients.
- Demonstrate how to assess appropriate fit for client when choosing between direct, non-directive and prescriptive play therapy approaches.

Schedule

Day 1 2 hours Lecture and discussion

Looking Beyond Behavioral Symptoms in Play- 5 Contact CE Hours- 2 theories, 2 skills/methods, 1 culture/diversity

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process
- Apply and articulate the therapeutic powers of play
- Demonstrate knowledge of family & systemic theories in play therapy

Course Description

The pressure to identify and resolve observable, measurable behavioral symptoms in therapy continues to be pushed by various stakeholders in the mental health field. Whether we hear parents coming to therapy with concerns their child is aggressive, hitting, defiant; or a teacher is reporting a student is yelling, leaving the classroom, arguing with peers...the focus always seems to be on behaviors. In this course we will learn how to step away from looking at the behaviors and finding out what is underneath.

Objectives

- Discuss how racial bias may impacted the way others describe symptoms in children and families of the BIPOC community.
- Identify normal development in children that may present as behavioral concerns, and how to assess when clinical intervention is warranted.



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- Apply iceberg analogy for looking at behavioral symptoms to identify underlying issues contributing to externalizing behaviors.
- Demonstrate the ability to help to caregivers and stakeholders' look beyond behavioral symptoms through role play activities.
- Review theories of play that focus on being client centered (versus behaviorally focused) and create a personal theory of change.

Schedule

Day 1	1 hour	Lecture & discussion
Day 2	2 hours	Lecture, experiential activity & discussion
Day 3	2 hours	Lecture, discussion, role playing

Play Therapy with Adoption and Permanency Part 1 - 6 Contact CE Hours -3 theories, 2 skills/methods, 1 culture/diversity

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#), [MJ Pearson MSW, LICSW, RPT](#) and [Sara McGee MA, LMFT, IMH-E®](#)

Focused Play Therapy Competencies:

- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Develop play therapy treatment goals and plans congruent with theoretical orientation

Course Description

There is a growing need for increased competency surrounding the adoption and permanency population due to their unique and complex clinical needs. In this course we will provide a foundational understanding of the history, needs and interventions used for working with this population in your play practice.

Objectives

- Define and discuss the MN African American Family Preservation Act (HF 3979), the MN Indian Family Preservation Act (MIFPA) and MN Foster Care Sibling Bill of Rights.
- Discuss impact of ICWA (Indian Child Welfare Act).
- Analyze and discuss ways in which BIPOC children and families have been systemically harmed by mental health systems.



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- Discussion and be able to describe the clinical issues that are associated with separation and loss of attachment.
- Compare 3 play theories (CCPT, Theraplay, and Prescriptive) and research for each surrounding interventions in working with adoptive and permanency population.
- Demonstrate effective use of interventions that are specific to adoptive and permanency issues for each theory (CCPT, Theraplay, Prescriptive) through role playing and case vignettes.

Schedule

Day 1	2 hours	Lecture, Video, Discussion
Day 2	2 hours	Lecture, Video, Role playing
Day 3	2 hours	Lecture, Role playing, Case Vignettes

Self-Care for the Play Therapist- 3 Contact CE Hours- special topics

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#) and [Nicole Lovald MS, Master's Level Psychotherapist, RYT 500](#)

Focused Play Therapy Competencies:

- Practice self-care to maintain quality play therapy services
- Seek and integrate play therapy-specific supervision and consultation

Course Description

In this training we will explore and practice self-care as it relates to your work as a play therapist. In play therapy we often see, hear and feel the pain of our client's. Their stories can be ones of resilience and hope; but also of discomfort, hurt, and trauma. Our ability to connect with and hold space for clients in play therapy is a tool that must be protected. If we do not care for ourselves, we cannot be truly present for the client. Join us for this healing and insightful learning experience. Partnering with Nicole Lovald RYT at her integrative yoga studio, we will learn and practice various self-care strategies, the science behind stress and how to bring wellness into everyday life. We hope you walk away feeling more balanced and prepared to nurture yourself in your work.

Objectives

- Identify symptoms of burnout, compassion fatigue and vicarious trauma.
- Identify 3 parts of the nervous system and what it tells us about stress.
- Describe 9 self-care strategies for the play therapist.
- List 3 at home self-care strategies, and 3 at work self-care strategies.
- Create a unique self-care and resiliency plan.

Schedule

Day 1	2 hours	Lecture and experiential – Understanding stress and practice self-care strategies
Day 2	1 hour	Discussion- Creating self-care plans



Intro to Experiential Play Therapy- 2 Contact CE hours- special topics

Instructors: [Kaitlin Salscheider, MSW, LICSW, IMH-E®](#) and [Sara McGee MA, LMFT, IMH-E®](#)

Focused Play Therapy Competencies:

- Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Apply and articulate the therapeutic powers of play

Course Description

Created by Byron and Carol Norton, Experiential Play Therapy is a trauma-based modality in which children experience the world experientially, engaging all the senses while working through doubts, fears, anger, and other unresolved emotions. Experiential play therapists have a firm belief in the capacity of the child to heal and allow the child the freedom to work through struggles at their own pace. In this introductory course you will learn about clinical applications for Experiential Play Therapy from a trauma informed lens.

Objectives

- Demonstrate how to sit with children when they are expressing “big feelings” during role playing exercises.
- Describe concept of following the child’s lead and discuss importance of child directed play.
- Discuss and be able to define play metaphors.
- Identify 5 stages of Experiential Play Therapy.

Schedule

Day 1 2 hours Lecture and role play.

Telehealth and Play Therapy- 4 Contact CE hours- 2 theories, 2 skills/methods

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#) and [MJ Pearson MSW, LICSW, RPT](#)

Focused Play Therapy Competencies:

- Apply and articulate therapeutic powers of play.
- Demonstrate knowledge of the therapeutic relationship in play therapy
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing ‘self’ in relationships with children, caregivers, stakeholders in play therapy
- Demonstrate knowledge of seminal/historically significant play therapy theories and models



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- Identify and apply ethical practices in play therapy
- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)

Course Description

In this course we will learn how to translate play therapy skills from the office to a virtual setting. Starting with how to set up a play space online, to ways to cultivate neurological benefits of attunement, co-regulation, and therapeutic powers of play over a computer screen, this course will offer a broad range of skills for navigating telehealth and play therapy.

Objectives

- Analyze how directive and non-directive play theories can or cannot be used in a virtual setting.
- Identify ethical considerations and limitations when using play therapy over telehealth.
- Identify and demonstrate strategies for rapport building, attunement, and co-regulation in telehealth play sessions.
- Apply directive and non-directive play therapy interventions in role playing exercises.

Schedule

Day 1	2 hours	Lecture and Role Play
Day 2	2 hours	Lecture, Video and Role Play

Trauma Focused Play Therapy Part 1- 9 Contact CE Hours- 5 theories, 3 skills/methods, 1 culture/diversity

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#) and [MJ Pearson MSW, LICSW, RPT](#) ;**Co-Facilitator:** [Rachel Takazawa MSW, LICSW](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process



Course Description

The development of play therapy itself is rooted in working with trauma. Anna Freud developed her understanding of children when working with Holocaust survivors; David Levy first proposed the idea that play therapy helps children relive traumatic events and release negative emotions associated with those events as early as the 1930's. However, it is in the recent decades that we have really gained insight about the impact of trauma on individuals, and the growing scientific evidence supporting the use of play therapy to treat trauma. In part 1 of this 2-course series, we will provide a foundational understanding of the impact of trauma on children and adolescents, basic principles for working with traumatized youth, and start to explore what trauma play may look like in sessions.

Objectives

- Identify 13 types of trauma clients may present with in play therapy.
- List 3 contemporary figures leading the research on treating trauma in children and adolescents.
- Analyze advantages and limitations of directive play theories for treating trauma.
- Analyze advantages and limitations of non-directive play theories approaches to treating trauma.
- Discuss and identify toys and materials to have in the room to increase client's capacity to process different types of trauma.
- Describe the 3 most common play expressions observed in trauma play.
- Create and process a sand tray using a trauma focused directive.
- Identify personal triggers or biases that could impact view of child's trauma play, how you react to their play.
- Demonstrate the capacity to incorporate play therapy skills to increase a child's capacity for trauma recovery through role play exercises using various case vignettes.

Schedule

Day 1	2 hours	Lecture, Discussion, and Video
Day 2	2 hours	Lecture, Video, and Experiential Activity
Day 3	2 hours	Lecture and Role play
Day 4	2 hours	Lecture, Video, and Role Play
Day 5	1 hour	Discussion and Role Play

Play Therapy with Children Under 6- 2 Contact CE Hours- 1 skills/methods, 1 special topics

Instructors: [Kaitlin Salscheider, MSW, LICSW, IMH-E®](#) and [Sara McGee MA, LMFT, IMH-E®](#)

Focused Play Therapy Competencies:

- Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Apply and articulate the therapeutic powers of play



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- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy

Course Description

It is well supported that experiences in infancy and early childhood have a great impact on overall wellness. With the growing neuroscience research many treatment modalities specific to infant and early childhood have emerged, with roots in play therapy. In this training we will identify the unique needs of this population and explore theories and skills needed to work with children under 6.

Objectives

- List 3 factors influencing mental health symptoms in children under 6 and treatment implications for play therapy.
- Identify and be able to describe 3 theories that treat infant and early childhood mental health.
- Demonstrate skill of engaging caregivers in the play therapy process using knowledge of early attachment and infant/child-caregiver relationship history.

Schedule

Day 1 2 hours Lecture, discussion, and role play

Aggression in the Playroom- 4 Contact CE Hours- 1 theory, 2 skills/methods, 1 special topics

Instructor: [MJ Pearson MSW, LICSW, RPT](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Apply and articulate the therapeutic powers of play
- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy

Course Description

The one thing graduate school did not prepare us for was the level of aggression children may bring into the playroom. Chairs being thrown, spit, a punch to the leg, tearing down that feeling poster or breaking your wonderful fidget. Who knew playdoh could leave such a bruise when thrown directly at the shin?! In this course, we will walk through various scenarios and prepare you with real life skills to manage aggression in the playroom. We will also discuss the overall theme of aggression, and how to direct it



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and use it in play. Aggression is not always bad and can often be cathartic and healing when no one is getting hurt. Join us to tackle this difficult and at times intimidating topic together.

Objectives

- Describe ACT model for limit setting. Demonstrate effective use of skill in role playing.
- Identify at least 4 themes of aggression.
- Identify core principals of Lisa Dion's Synergetic Play Therapy Theory.
- Practice integrating aggressive play in sessions through role play, demonstrating skills for promoting aggressive play without increasing or promoting aggression.
- Identify 3 self-care strategies for in-the-session moments when your own nervous system is activated by aggression in the play session.

Schedule

Day 1 2 hours Lecture, video, and role play
Day 2 2 hours Lecture, role play

School Based Play Therapy Part 2- 2 Contact CE hours- skills/methods

Instructor: [MJ Pearson MSW, LICSW, RPT](#)

Focused Play Therapy Competencies:

- Apply and articulate the therapeutic powers of play
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate an understanding of the play therapy treatment process (e.g., treatment goals and plans, documentation, intake/termination, and tracking of treatment progress)

Course Description

In part 2 of this 2-part course, we will continue to explore the complexity of using play therapy in the school setting. In this session you will learn how to address the common issues clinicians run into surrounding involving parents in play treatment and how to assess for readiness to end services.

Objectives

- Identify strategies for incorporating parents in school-based play therapy.
- Discuss and identify signs when termination feels appropriate.
- Discuss and identify strategies to plan ending rituals with school-based play therapy clients.

Schedule

Day 1 2 hours Lecture, discussion and role play

Play Therapy with Family Systems- 5 Contact CE hours- 4 theories, 1 skills



Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of family & systemic theories in play therapy
- Apply and articulate the therapeutic powers of play
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process
- Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)

Course Description

Incorporating a child’s family system into treatment can be one of the most effective interventions. But many play therapists struggle with the implementation. In this course we will identify various theories of play, practice skills and explore strategies for engaging all members of the family system in play therapy.

Objectives

- Compare and contrast Filial Play Therapy and Child Parent Relationship Training Therapy Theories of play, identifying main tenants for each.
- Demonstrate 3 Filial Play Therapy skills in role playing exercises.
- Demonstrate 3 CPRT Play Therapy skills in role playing exercises.
- Create 3 relationship-based play therapy interventions for working with family systems based on case vignettes.
- Develop play therapy treatment goals and plans congruent with family systems lens.
- Discuss strategies for addressing parent hesitation in engaging in family play therapy.

Schedule

Day 1	2 hours	Lecture, discussion, video, and role play
Day 2	1 hour	Lecture, discussion, Video- Treatment Planning
Day 3	2 hours	Lecture, discussion, role playing

Addressing Self-Harm, Suicidal Ideation and High-Risk Behaviors in Play Therapy- 2 Contact CE hours- special topics

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Identify and apply ethical practices in play therapy
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Apply assessments that highlight various aspects of the child and/or system and the play therapy process (e.g. conceptualization, diagnosis, family dynamics, treatment suitability and effectiveness, termination)



- Consistently evaluate and adjust play therapy practices to meet state and discipline ethical guidelines and codes

Course Description

When using play therapy as the medium for communication, many play therapists wonder; how do you assess for safety? At what point do I stop tracking and start asking questions? What are my ethical obligations for a creating safety plan in session versus engaging in non-directive play? If any of these questions have crossed your mind, then this course is for you! Join us to explore the complexity of assessing and managing high-risk symptoms in play therapy.

Objectives

- Identify 3 techniques for assessing safety in play therapy sessions.
- Discuss ethical considerations for reporting and confidentiality when dealing with safety concerns in play therapy.
- Compare 3 safety plans and demonstrate use of 1 in role playing exercise.

Schedule

Day 1 2 hours Lecture, discussion, and role play

Incorporating Mindfulness into Play Therapy -1 Contact CE hour-special topics

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#) and [MJ Pearson MSW, LICSW, RPT](#)

Focused Play Therapy Competencies:

- Apply and articulate the therapeutic powers of play
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)

Course Description

The benefits of mindfulness are becoming increasingly researched and supported. In this course we will introduce mindfulness techniques that can be used in play therapy with the hope of igniting a curiosity for future learning.

Objectives

- Discuss benefits of mindfulness and when it is appropriate to include into a client's play.
- Identify 3 types of mindful activities that can be incorporated into play therapy.
- List types of toys and materials to have in the playroom to encourage mindful play.

Schedule

Day 1 1 hour Lecture, discussion and role play



Play Therapy with Adoption and Permanency Part 2- 6 Contact CE Hours- 2 theories, 4 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#), [MJ Pearson MSW, LICSW, RPT](#) and [Sara McGee MA, LMFT, IMH-E®](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of family & systemic theories in play therapy
- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Develop play therapy treatment goals and plans congruent with theoretical orientation

Course Description

A continuation of Part 1, this course will dive deeper into the unique needs and treatment interventions for the adoptive and permanency population. We will use experiential learning and role playing more intensely to increase your competency in providing and developing interventions and increase your comfort level in managing issues that commonly arise in play therapy with this population.

Objectives

- Identify ethical and legal considerations when using play therapy with adoption and permanency populations.
- Demonstrate effective use of CCPT interventions that are specific to adoptive and permanency issues through role playing exercises.
- Demonstrate effective use of Theraplay interventions that are specific to adoptive and permanency issues through role playing exercises.
- Analyze and practice using 3 new play-based identity interventions for school age children.
- Analyze and practice using 3 new play-based identity interventions for adolescents.
- Analyze and practice using 3 new play-based identity interventions for siblings.
- Develop play therapy treatment interventions based on case vignettes based on knowledge of adoptive and permanency population needs.

Schedule

Day 1	2 hours	Discussion and role play
Day 2	2 hours	Discussion and Experiential



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Day 3 2 hours Discussion and role play

Healing Racial Trauma Through Play -4 Contact CE Hours- 2 theories, 1 skills/methods, 1 culture/diversity

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy
- Demonstrate knowledge of family & systemic theories in play therapy
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Apply and articulate the therapeutic powers of play
- Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing with the client)
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process

Course Description

Treating racial trauma is a play therapist personal investment in continuous learning and re-learning. We must continue to monitor, recognize, and challenge our own biases in order to provide effective play therapy for those who identify as BIPOC. Additionally, increasing our comfort in having conversations surrounding racial trauma with children and families is imperative if we are able to provide play therapy. In this course we will join together to learn more about ourselves, history of racial trauma and interventions to incorporate into your play therapy practice.

Objectives

- Increase comfort in discussing racial topics evidenced by Likert scale pre and post survey.
- Identify 7 types of Racial Trauma
- Create plan for promoting cultural diversity in your play space and practice.
- Identify and practice using 3 strategies for processing racial trauma through play therapy with clients.

Schedule

Day 1 2 hours Lecture, video, discussion
Day 2 2 hours Lecture, discussion, role play



Superhero's and Popculture in Play Therapy- 2 Contact CE hours- special topics

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate understanding of the therapeutic powers of play
- Demonstrate an understanding of the play therapy treatment process (e.g., treatment goals and plans, documentation, intake/termination, and tracking of treatment progress)
- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)

Course Description

In this training we will dive into the fun and creative ways to incorporate mainstream media into play therapy. Whether it be using a superhero character as a metaphor, an activity surrounding a client's favorite Disney movie, or a video game simulating a client's real life- we will explore the ways in which these interventions can be used to increase engagement to overcome depression, anxiety, trauma, grief/loss or other presenting symptoms.

Objectives

- Identify how superheroes and popculture can be used therapeutically in play therapy, and the pros and cons of technology in the playroom.
- Discuss and review assessments, treatment goals and interventions using popular-culture references such as Disney, Anime/Manga, Dungeons and Dragons and Minecraft and in play therapy.
- Compare and contrast benefits and limitations of using technology in play therapy.

Schedule

Day 1 2 hours Lecture and role play

Group Play Therapy- 2 Contact CE hours- 1 theory, 1 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of family & systemic theories in play therapy
- Apply and articulate the therapeutic powers of play
- Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)



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Course Description

Working with 1 child in play therapy requires much practice and skill; but wrangling a group of 6-8 dysregulated kids for group play therapy can feel overwhelming. In this course we will teach a variety of play therapy techniques based in theoretical foundations while also addressing common issues that arise when providing group play therapy.

Objectives

- Identify and discuss ethical considerations and benefits/limitations of providing group play therapy.
- Identify and practice 2 rapport building group play therapy skills.
- Identify and practice 2 facilitative group play therapy skills.

Schedule

Day 1 2 hours Lecture, discussion and role play

Play in Non-Traditional Settings- 3 Contact CE hours- 1 theory, 2 skills/methods

Instructor: [Kristine Hughes MA, LMFT, RPT-S](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of family & systemic theories in play therapy
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process

Course Description

This course aims to identify and address the unique challenges of providing play therapy in settings where you don't have an office such as the playground in your client's community, sitting on the floor of your client's living room, the reserved room at a library, and array of other non-traditional settings.

Objectives

- Identify ethical and legal considerations when using play therapy in non-traditional settings.
- Discuss and practice relational and rapport building skills when given case vignettes.
- List items needed for portable play therapy kit.
- Discuss cultural and social norms that may be challenged for self when providing play therapy in non-traditional settings.



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Schedule

Day 1	Hour 1	Lecture and Discussion
	Hour 2	Case Vignettes and Discussion
	Hour 3	Role Play and Discussion

*There are no scheduled breaks, participants are welcome to step out as needed.

Trauma Focused Play Therapy Part 2- 6 Contact CE hours- 1 theory, 3 skills/methods, 2 special topics

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#) and [MJ Pearson MSW, LICSW, RPT](#) ;**Co-Facilitator:** [Rachel Takazawa MSW, LICSW](#)

Focused Play Therapy Competencies:

- Demonstrate knowledge of childhood-related problems and mental health diagnosis/disorders
- Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications in play therapy
- Apply and articulate the therapeutic powers of play
- Demonstrate relationship and rapport building skills (e.g., empathy, safety, unconditional positive regard) by utilizing 'self' in relationships with children, caregivers, stakeholders in play therapy
- Develop play therapy treatment goals and plans congruent with theoretical orientation
- Demonstrate understanding of own cultural and social identity and its influence in the play therapy process
- Exhibit multicultural orientation to diversity, equity, and inclusion through a culturally and socially diverse playroom and play therapy process

Course Description

In part 2 of this 2-course series we will continue to hone in on your clinical play skills in working with youth who have experienced trauma.

Objectives

- Identify 3 strategies for making traditional trauma assessments more engaging and playful.
- Identify 3 bibliotherapy resources and discuss ways to incorporate in play sessions.
- List 9 Directive Play Therapy interventions and practice utilizing a technique in each category in role playing exercises.
- Apply directive play therapy theories (CBPT, Ecosystemic, Theraplay etc.) to develop play interventions based on various case vignettes.
- Describe how to process what is happening in the narrative story-telling process observed in play sessions.
- Discuss ethical considerations and reporting/ confidentiality when treating trauma in play therapy.



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Schedule

Day 1	2 hours	Lecture and role play
Day 2	2 hours	Discussion, role play
Day 3	2 hours	Discussion, experiential, role play

Favorite Play Therapy Techniques- 2 Contact CE hours- 1 skills/methods, 1 special topics

Instructors: [Kristine Hughes MA, LMFT, RPT-S](#) More to be announced in 2024

Focused Play Therapy Competencies:

- Apply and articulate the therapeutic powers of play
- Develop play therapy treatment goals and plans congruent with theoretical orientation

Course Description

Join us to meet a panel of play therapists from around the community to discuss their favorite play therapy techniques!

Objectives

- Identify 3 new directive play techniques.
- Discuss and demonstrate 2 new assessment play techniques.
- Identify 1 new sand tray technique.

Schedule

Day 1	2 hours	Discussion and Role Play
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Play CE Hours Earned Outside of Relate

Playmore and Prosper

APT Approved Provider #17-504- *6 Contact CE Hours*

Non-Directive Cognitive Behavioral Play Therapy

<https://www.playmoreandprosper.com/product-page/non-directive-cognitive-behavioral-play-therapy>

Use of Legos in Play Therapy

<https://www.playmoreandprosper.com/product-page/play-therapy-summer-series-legos>

Hope and Healing Family Counseling

APT Approved Provider #07-204- *3 Contact CE Hours*

Intro to Theraplay

<http://www.hopeandhealingmn.com/about/alexis-greeves/>

Webinar 1

Transsensitive Play Therapy- Aspen Grove Family Therapy

APT Approved Provider #18-537- *3 Non-Contact CE Hours*

<https://aspengrovetherapy.com/course/tspt/>

Webinar 2, 3 and 4

As a member of the Association for Play Therapy, each participant will have access to free monthly webinars offered by the Association through their monthly email blast. Throughout Play Heals, instructors will demonstrate how to access these trainings and participants will be able to choose which 3 trainings they would like to complete for **8 Non-Contact CE's**.

MN A4PT Annual Conference

<https://www.mna4pt.org>

Each year participants will attend the MN Annual Play Therapy Conference which typically offers between 5-6 play CE's for a total of **10-12 Contact CE Hours**.



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Instructors

Kristine Hughes MA, LMFT, RPT-S

Kristine is a Marriage and Family Therapist who specializes in Play Therapy. Kristine has 10 years of experience working in a variety of settings including in-home, private practice, day treatment and outpatient. She primarily utilizes Play Therapy, Art Therapy techniques, and Sand Tray techniques in work with children and families following a humanistic approach focused on the relationship with the client and accessing what they already have within them to heal. Kristine is also trained in TF-CBT, Yoga Calm, De-escalation and Crisis Management, and Permanency and Adoption. She is enthusiastic about helping other therapists grow as professionals and is a Registered Play Therapist Supervisor, and Board Approved Supervisor for MFT and LPCC. Kristine has been a presenter for Anoka Hennepin School Staff, MN Children's Museum and MSSA. Her passion for helping mental health providers gain the tools they need to help children and families is what led to the development of Play Heals. Kristine is the Program Administrator and Reviewer for Relate, and has worked thoughtfully to create an education series to support fellow play enthusiasts. Kristine also has a dog, Sadie, who is in training to be a therapy dog and accompanies her daily at Relate.

MJ Pearson MSW, LICSW, RPT

MJ has over 10 years' experience providing individual therapy for preschool and elementary aged children and their families. She approaches therapy from a relational perspective and her work is informed by knowledge of child development, attachment theory and interpersonal neurobiology. She has special interest and clinical experience working with young children with developmental delays and complex trauma. MJ primarily utilizes Child Centered Play Therapy and incorporates mindfulness and stress reduction techniques into her sessions with children and families. MJ also facilitates parent support groups focusing on improving the parent child relationship and providing psychoeducation and support around maternal mental health.

Kaitlin Salscheider, MSW, LICSW, IMH-E®

Kaitlin is a Licensed Social Worker who has experience providing individual and family therapy for infants and early childhood aged children and their families, as well as children ages 6-10 years old. She approaches therapy from a relational perspective, and her work is grounded in child development, trauma, attachment, family systems, and the caregiver-child relationship. Kaitlin has experience in Experiential Play Therapy, trauma, Child-Parent Psychotherapy (CPP), Circle of Security-Parenting, Conscious Discipline, and mental health consultation with childcare and preschool providers. She also provides supervision to therapists seeking independent licensure and holds a certificate in Infant and Early Childhood Mental Health.

Sara McGee MA, LMFT, IMH-E®

Sara is the Early Childhood Mental Health Manager at Relate Counseling Center. She has over 13 years providing mental health services to children, adolescents, adults, and families in both in-home and outpatient settings. Sara has training in client centered and filial play therapy and



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is certified in Trauma Informed Child-Parent Psychotherapy, Circle of Security and Reflective Supervision. She is endorsed as an Infant/ Early Childhood Mental Health Specialist and has a certificate in Infant and Early Childhood Mental Health.

Co-Facilitator

Rachel Takazawa MSW, LICSW

Rachel is Licensed Clinical Social Worker who provides psychotherapy for children and families in the School Linked Mental Health Program at Relate. She works from a relational, client centered and collaborative approach while incorporating a number of different approaches based on client's needs, including but not limited to: play therapy, cognitive behavioral therapy, attachment, mindfulness, stress reduction and behavioral-change models. Rachel's approach is mindful of brain development and how life transitions/adjustment and mental illness affect a developing brain and body. Her goal is to work collaboratively while encouraging, challenging and empowering clients and their families. Rachel has completed Phase 1 and Phase 2 of the RPT process.

Instructor Collaboration With:

Rob Winkler- MA, LP, RPT-S

Rob Winkler is owner of Playmore and Prosper, a collaborative community of health and wellness professionals providing unique experiential, evidence-based approach to counseling and wellness services for kids and families. He has been practicing therapy for over 15 years and states to have grown every year in appreciation for the therapeutic power of activity. He feels most confident in his efforts when witnessing a client experience something which changes them from the inside out. He works from a foundation built on Gestalt & Client-Centered principles; but also incorporates Cognitive Behavioral Therapy, Solution-Focused Therapy, Narrative Therapy, and Motivational Interviewing. Playmore and Prosper is an approved provider of Therapy Training #17-504.

<https://www.playmoreandprosper.com/>

Alexis Greeves MA, LPCC, RPT-S

Alexis Greeves is owner of Hope and Healing Family Counseling & Save Haven. She is also Adjunct Professor at Gallaudet University's Counseling Department and Bethel University's Counseling Department, teaching play therapy. She is also a Theraplay® practitioner and trainer. Alexis has been providing psychotherapy services to children, adolescents, adults and families for over 20 years. She is trained in EMDR, Sensorimotor Psychotherapy, Co-Active Coaching, and a great variety of play therapy modalities. Teaching and training is a great joy for Alexis as she enjoys raising up the next generation of therapists to carry on this healing work. Hope and Healing is an approved Provider #07-204

<https://safehavenmn.com/> <http://www.hopeandhealingmn.com/>



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Nicole Lovald MS, Master's Level Psychotherapist, RYT 500

Nicole Lovald is the owner of Healing with Heart Integrative Psychotherapy. She is also one of the co-owners of Spirit of the Lake Yoga and Wellness Center in Shorewood, Minnesota. Nicole is a master's level trained counselor, certified life coach, reiki healer, and registered yoga teacher. As a natural healer all of her life, she has worked with a variety of populations (at-risk kids, veterans, domestic violence and sexual assault victims and more) in various settings throughout her career. Nicole incorporates mindfulness, breathwork, guided imagery and relaxation, energy healing, as well as mind-body medicine techniques into her practice, when and where it is appropriate for clients.



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Refund and Cancellation Policies

You may cancel your registration up to 2 weeks before the trimester begins and request to receive a full refund. If cancellation is made after that time, you will receive a credit to reschedule at a later date or to use to sign up for another course. Credit must be used within 120 days.

No partial CE credit is available. Attendees must be present for the entire duration of a course or complete an entire online webinar (with quiz) to obtain any credit.

Relate reserves the right to cancel a training or re-schedule start date due to insufficient enrollment. Applicants will be emailed at least 2 weeks in advance of the scheduled start date to notify of any cancellation or changes in start dates; at which time the option to reschedule for future start date or receive a full refund will be provided.

Relate reserves the right to cancel training sessions due to inclement weather, instructor illness or instructor family emergency. If a session is canceled, participants will be notified via email prior to the start time. Relate will notify participants of a reschedule date for the training session within 1 week of the canceled session.

Play Heals is not a certificate program. Play CE's will be awarded after completion of each course. **Play therapy credit may not be awarded to non-mental health professionals*

RPT Status is not guaranteed after completing all courses and is dependent upon application review and credentialing standards outlined by the Association for Play Therapy. Information about credentialing will be reviewed throughout Play Heals, but can also be found at: https://cdn.ymaws.com/www.a4pt.org/resource/resmgr/credentials/rpt_standards.pdf

Refund will not be given if applicant is denied RPT status due to failure to meet credentialing standards that are unrelated to play CE instruction or supervision hours.

A copy of full grievances, cancellation and refund policy can be requested by emailing khughes@relatemn.org.