



QIPT Course Information

The Queensland Institute of Play Therapy is an educational institution based in Brisbane, Queensland. Its mission is to raise the standard of Play Therapy in Queensland and across Australia.

The QIPT curriculum has been built from comprehensive research of the current literature within the global Play Therapy community, and thousands of hours of hands-on practice of Play Therapy. The result is a series of workshops that deliver both the theoretical underpinning of how children and families work, as well as practical techniques and skills to apply in the playroom.

Students of QIPT gain the skills needed to apply Play Therapy effectively and safely, and also benefit from a comprehensive theoretical safety-net to fall back on when faced with difficult clients.

Sarah Harwood - *Director of QIPT, Registered Play Therapist Supervisor, Certified Synergetic Play Therapist, Marriage, Child and Family Therapist.*

Workshop 1: Introduction to Play Therapy.

Therapeutic Powers of Play: Identify the therapeutic powers of play and its ability to:

- Facilitate communication
- Foster emotional wellness
- Enhance social relationships
- Increase personal strengths

Play Therapy Theory & Models of practice:

- Critique a range of theories informing Play Therapy practice; for example, psychoanalytic, humanistic, psychodynamic, systems theories, attachment theory, cognitive theories, behavioural theories, and developmental psychology

Key concepts of Child Centered Play Therapy

Person Centered Theory of Change.

Characteristics of the Play Therapist:

- Axline's 8 Principles

Clinical Play Therapy Practice & Therapeutic Skills:

- Therapeutic relationship/alliance: Describe the benefit of forming a therapeutic alliance/relationship.
- Communication skills: Communicate effectively, through nonverbal and verbal expression, with clients and significant others. Use a range of therapeutic person-centered skills, including: • active listening • attunement • empathic responding • questioning • mirroring • containing • exploring • making meaning • paraphrasing • tracking • reflection • summarising • and unconditional positive regard
- Inter-personal communication: Demonstrate and facilitate a range of verbal, non-verbal and symbolic communication using a variety of play and therapeutic resources with children, young people, adults, and families.
- Demonstrate ability to be self-reflective in practice.

Child Play Stages & Development:

- Examine the key theories of child development and apply to child Observation
- Analyze child play development in the context of the conceptual understandings of play and child development. Recognize the importance and meaning of play within the culture: nationally, regionally, and specific locale. Identify theories of typical and atypical play development. Recognize the wide range of diagnosis and implications to practice. Examine assessment tools that may be used to evaluate the child's play.

Diversity & Cultural Appropriate practice

Play Therapy Environment:

- Demonstrates knowledge for developing and maintaining a safe Play Therapy environment, including applicable health and safety rules and regulations
- Selects and maintains play materials, performs risk assessment of the environment and takes appropriate steps to ensure safety. Ensures privacy during sessions and preserves confidentiality in use and storage of therapeutic materials produced in sessions.

Written Assessments provided on each of these topics, to be completed before workshop 2.

Online Quiz.

Readings: G. Landreth, The Art of the Relationship. Virginia Axline: Dibs in Search of Self.

Workshop 2: A Way of Being:

Theoretical Knowledge Informing Play Therapy: Review a broad range of theories and disciplines relevant to Play Therapy including but not limited to mental health.

- Brain Development
- Interpersonal Neurobiology of Play
- Polyvagal Theory
- Attachment in Play Therapy
- Developmental Psychopathology & Infant Mental health.
- Emotional & Social Development

Art in Play Therapy

Clinical Play Therapy Practice & Therapeutic Skills:

- **Play Therapy Assessment & Intake process:** Assess the physical, behavioural, emotional, psychological, religious, spiritual and social needs of clients and formulate appropriate therapeutic objectives
- Articulate and translate Play Therapy practice and process with the child's parent/carer or significant other, when appropriate.
- Communicate effectively, through nonverbal and verbal expression, with clients and significant others. Use a range of therapeutic person-centered skills, including: • active listening • attunement • empathic responding • questioning • mirroring • containing • exploring • making meaning • paraphrasing • tracking • reflection • summarising • and unconditional positive regard
- Inter-personal communication: Demonstrate and facilitate a range of verbal, non-verbal and symbolic communication using a variety of play and therapeutic resources with children, young people, adults, and families.
- Demonstrate ability to be self-reflective in practice. Identify and reflecting our own nervous system.
- **Aggression & Regression in the Play room**

Written Assessments to be completed before Workshop 3.

Online Quiz

Reading material: Aggression in the Play room by Lisa Dion

Advanced Play Therapy by Dee Ray.

Workshop 3: The Tricky Bits

Theoretical Knowledge informing Play Therapy:

- Themes and Stages in Play Therapy

Clinical Play Therapy & Therapeutic Skills

- **Play Therapy Treatment Planning & Case notes:** Formulate clear, meaningful and appropriate therapeutic treatment plan, including therapeutic goals, structure and boundaries.

- Accurately records Play Therapy interventions and work within the requirements of one's own country, state and territory policies specific to your locality. Communicate effectively in writing through clinical records, written assessments and reports of therapeutic progress.
- **Identifying Transference & Countertransference in the Play Room.**
- **Demonstrate ability to be self-reflective in practice.**
- **Advanced Therapeutic Skills**

Professional Practice & Conduct:

- **Ethics and values in practice:** Integrate ethical principles into Play Therapy practice to ensure protection of children, young people, adults, families and the public.
- **Confidentiality and privacy:** Maintain the confidentiality and privacy required by clients and significant others. Meet applicable legal and ethical standards specific to government jurisdiction. Recognise the limitations of confidentiality in relation to safeguarding children and vulnerable adults.
- **Anti-discriminatory practice theory:** Understand principles of antidiscriminatory practice in relation to children, young people and their families within the context of a diverse society.
- **Legislation and policy in context:** Define when and how to proceed in mandatory reporting based on current legislation.
- **Working with children & divorced parents**

Sand Tray in Play Therapy

Written assessments to be completed before workshop 4

Start of practical applications with children

Free Group supervision once a month.

Workshop 4: The Play Therapy Toolbelt

Theoretical Knowledge informing Play Therapy:

- Critique a range of theories informing Play Therapy practice; for example, psychoanalytic, humanistic, psychodynamic, systems theories, attachment theory, cognitive theories, behavioural theories, and developmental psychology.
- Identify appropriate models of Play Therapy within a cohesive theoretical framework; including directive, nondirective, integrative, and developmental approaches. Dimensions Model & Synergetic Modality.

Clinical Play Therapy Practice & Therapeutic Skills:

- **Clinical supervision:** Use clinical supervision to promote and ensure ethical Play Therapy practice. Differentiate clinical and managerial supervision. Review and consider your own strengths and limitations of play therapy practice within a supervision relationship. Comply with applicable ethical code's supervision requirements. Supervisors to refer to additional documentation.

- **Continuation of Practice of Advanced Therapeutic skills**

Professional practice & Conduct:

- **Play Therapy Research:** Identify and critically evaluate current research and integrate into Play Therapy practice. Demonstrate that Play Therapy practice is informed by contemporary evidence based research. Demonstrate an understanding of research methods and the application of research methods within clinical contexts.
- **Trauma & Play Therapy**
- **Working with Children with Neurodevelopmental disorders**
- **Self care & Burn out**
- **Music in Play Therapy**
- **Puppets in Play Therapy**

Assessments: Online Quiz & Research paper Analysis

Reading Materials:

Paris Goodyear Brown: Trauma in Play Therapy

Daniel Sweeney & Linda Hoymeyer: Sand Tray Therapy.

Workshop 5: Family Systems & Systems:

Theoretical Knowledge informing Play Therapy:

- **Bio-ecological systems theory and social constructionist theories of society:** Distinguish how the wider systems of family, religion and/or spirituality, community, culture, and government policy impact on children, young people and families. Consider how different cultures value and view play across the lifespan. Integrate systems thinking and analysis into therapeutic practice.
- **Family Play Therapy**
- **Family System Theories**
- **Siblings in Play Therapy**
- **CPRT & Filial Play Therapy**
- **Theraplay Model**
- **Teens & Play Therapy**
- **Therapeutic Endings:** Provide planned and coherent opportunities to enable work with clients to end in a therapeutic manner.
- **Partnering with Parents**
- **Bibliography in Play Therapy**
- **Supervision & Continuing professional development.**
- **Telehealth in Play Therapy**

Clinical Play Therapy Practice & Therapeutic Skills:

- **Inter-professional relationships:** Collaborate and communicate with other professionals. Work effectively as part of a systemic team around the child, young person, adults, and family. Working with schools and other systems/stakeholders.

- **Continuing professional development:** Maintain Continuing Professional Development (CPD) or Continuing Education (CE) in accordance with requirements for Associations.

Assessments: Reflections of Sessions, Reflection of the Journey, Online Quiz.

Eligibility for Professional Recognition:

Upon completion of the QIPT Clinical training program, participants will have completed 225 hours of play therapy training, 6 hours of supervision

The 225 training hours meets the training requirements for Play Therapist Registration with the Australian Play Therapists Association (APTA), and Australasia Pacific Play Therapy Association. The supervision counts towards the required quantity for registration.

For full eligibility criteria for registration as a play therapist, please see APTA's website:

www.apta.asn.au & Appta's website: <https://appta.org.au/>

Learning Modalities and Materials

Sarah Harwood will be the lead trainer for all workshops, and will utilise a variety of learning modalities to teach program material both from a broad perspective and refined to specific case examples. A nurturing learning environment will be facilitated to allow participants to safely practice and refine new play therapy skills, and to allow participants to creatively explore and self-reflect upon the modality of play therapy and role of therapist.

Guest presenters, Joan Caelli, Britney Mackay Evans, & Helen Younan - Barratt will attend in person for specific topics each workshop to offer their specialised knowledge and experience.

Learning will include viewing of audio-visual material from trainers such as Garry Landreth (International Founder of Center of Play Therapy and Author of Play Therapy: The Art of the Relationship) Dee Ray, Ph.D. (Certified CCPT-Trainer and a leading expert in CCPT) Lisa Dion (founder of Syneregtic Play Therapy, Aggression in the Playroom), Bruce Perry, and Dan Siegal.

Participants will be provided extensive bibliography and journal articles on pertinent Child Centred Play Therapy literature including outcomes and specific populations. Distance education tasks will be varied and designed to complement the face-to-face workshop material through both consolidation and extension of learning concepts.