

Nevada Association for Play Therapy



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President's Message

By: Katherine M. Hertlein Ph.D

Greetings, play therapists! I am happy to report that our annual conference went very well. We had a wonderful speaker, Janine Shelby, who specializes in trauma and children come speak to our group, and it seems that everyone enjoyed her. I would like to thank the NVAPT board members for their hard work to put together this conference – everyone pitched in and made it a great success! Further, we had several MFT students

who were very instrumental in putting the conference together, from putting together the brochure to putting together folders to contacting play therapy toy companies. These people included: Mary Jo Gill, Christy Farnham, Blendine Hawkins, Sadie Knowles, Maya Marie, Emi Olmestoprak, Barb Spanjers, and Armeda Stevens. We could not have done it without you!

Finally, one more piece of exciting

news: it seems as if we have qualified yet again for the Gold Branch award!

Branches who receive this award are those whose do outreach, training, have board meetings, retain/grow their memberships, etc. It is a huge honor to even be eligible. We hope to move forward and formally apply for this award.

Thank you again for the support of our profession and our conference. The children in Nevada are lucky to have each of you.

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2008 & 2009

Get ready Reno!!!

In 2010 the NVAPT Annual Conference is coming to play in Reno.



Call for Submissions:

Article, networking items, book reviews, comments to the editor about previous article/issues are all welcome. For more information on submitting an article, please contact Becky Rudd at be_ducky@yahoo.com

2009/2010 NVAPT Board Elections

Nominees are:

President: Jill Packman, Ph.D., MFT, RPT-S, NCC

Vice President: Shannon Smith, Ph.D

Secretary/Treasurer: none

S. Membership Committee Chair: Kristina Huddleston

N. Membership Committee Chair: none

S. Student Rep: none

N. Student Rep: none

To vote please visit our website at www.nvapt.org



Member Spotlight: Out-of-playroom Experiences- Returning to the office with heightened knowledge By Sheryl L. Sanders, M.Ed., MFT

Kristina Huddleston is our Southern Nevada Student Rep and a MFT student at UNLV AND a single mom. In reading her bio statement, I find that she has gained wisdom and is fortunate to be able to have experiences working with children in their "natural" environments. She is a part-time psychosocial counselor for an agency called Majestic Behavioral Health where she is working in the home of a mother and daughter who are struggling with Reactive Attachment Disorder. "Having this job experience takes the challenge of graduate school and magnifies it. I find myself immersed in a family system attempting to teach behavioral modification and coping skills to both mother and daughter. I have an opportunity to really experience what having a child with a diagnosis does to a family, rather than in a clinical situation where it is on our turf." Her OTHER part-time job as an elementary reading tutor has given her insights into children with learning deficiencies

Her philosophy is to make lives better through one child and family at a time. "I have a passion for working with children; they really are the future ...and if we want to make society better, we must invest in our future. When I have completed my master's program I would like to spend some time working at a state agency that works with children 0-4

years. Obviously, *talk therapy* doesn't do too much with these little ones, so play therapy will be my gateway. I think it takes a certain kind of therapist to actually be able to "play."

"It's frustrating as a (broke) student how expensive play therapy training can be. Then there's the part that even if you attend play therapy trainings it doesn't count as

It is frustration as a (broke) student how expensive play therapy training can be

a student. So the trainings that I go to right now are simply for the fact of helping me develop an avenue to work with the population I'm interested in." This author is in agreement with Kristina that it would help students diminish the monetary stress, time crunch and lack of obtaining credits or CEUs by including a play therapy course in the curriculum - or, as in some schools, offering an entire specialization. It seems is a travesty. that this energetic, optimistic, creative, sensitive, intelligent, career-minded woman (or a man in a similar situation) has to work two 1/2 time jobs while being a student.

"When Dr. Hertlein asked if I'd like to be put on the ballot for this year's NVAPT board, I jumped at the chance." Kristina wants to gain more experience in play therapy, meet other play therapists, become a supervisor and help

bring accessible play therapy training to students. "Since joining APT, I have become aware of trainings in other states, which gives me more of an opportunity to find some less expensive trainings!" Besides being a major worker on and attendee of the up-coming NVAPT conference in Vegas, she is going to attend Arizona's play therapy conference, which has a day dealing with attachment and play therapy. She will write her professional paper on utilizing play therapy with Deprivation/Maltreatment Disorder (DC: 0-3R) and/or Reactive Attachment Disorder (DSM-IV-TR).

AND, Kristina finds time to volunteer!!!! "In March I will be working with Habitat for Humanity for a weekend. During a holiday visit to St. Jude's Ranch, I met a woman who is starting a home for homeless pregnant teens and young mothers...a perfect chance to infuse some attachment theory! ...So the lady and I talked about designing a program to teach basic attachment theory to these young mothers! Pretty excited about that.!" She has been a workshop presenter at the National Craniofacial Convention. She has worked with children with craniofacial abnormalities and their siblings. She learned how

When Dr. Hertlein asked if I'd like to be put on the ballot for this year's NVAPT board, I jumped at the chance

★ 7th Annual NVAPT Conference. . . A student's Perspective

By Kristina Huddleston

If I had to sum up my experience of Dr. Janine Shelby and her presentation on Developmentally Sensitive Posttraumatic Play Therapy at the 7th Annual NVAPT Conference, it would have to be "wow!" Dr. Shelby was well-prepared, engaging and her passion for the field of trauma and children was obvious. Not only did I learn of emerging, empirically-based models in dealing with child trauma (i.e. Trauma-Focused Cognitive-Behavioral Therapy) but I took away actual interventions that can be utilized for a wide variety of populations.

I don't want you to just take my word for it. I interviewed several first year MFT graduate students that attended the conference to see if their experiences of the conference matched my own. Maya Marie had this to say about Dr. Shelby, "I thought the presenter was dynamite. She was an engaging presenter, and it was clear that her expertise in Childhood Trauma and Play Therapy was both up-to-date and extensive." When asked what part of the conference she enjoyed the most, Maya responded "My favorite part of the day was learning practical and fun ways to teach coping skills to kids. I also appreciated that we were exposed to the very basics of trauma intervention, since I have no background dealing with trauma. I would highly recommend this workshop!"

Samra Dayani had this to say about Dr. Shelby's presentation "I thought that the conference was extremely beneficial and the speaker (1st day)

was extremely knowledgeable and personable. She integrated different forms of education so that it wasn't simply lecturing based and actually included audience participation. This facilitated easy understanding of the concepts she presented on and helped attendees to feel connected with the subject material presented." I asked Samra if the conference increased her interest in APT to which she replied, "The information presented did increase my interest in play therapy and although I would still be terrified to work with victims of trauma, at least now I have some sort of framework to follow so that I won't fly completely blind. The one thing that I really took away from the conference was the various coping skills to convey to children to help them avoid developing PTSD symptoms. My interest in play therapy as well as working with trauma victims has increased and I will more than likely join the association later in my educational career."

Lastly, I asked Ebony Igeleke her thoughts on the play therapy conference, to which she had this to say, "My personal goal at this point is to gain some exposure to difference types of therapy so that I can perhaps narrow down my ideas of a specialization." When asked if the conference was helpful regarding this goal, Ebony replied "I liked the style of the presenter, and thought she gave us a lot of opportunities to apply and practice the concepts and techniques she covered throughout the workshop. This was helpful. I did

however; feel that as an MFT student, some of it was a little "above my head" and more abstract since I have never seen clients. I did like that she provided a very detailed PowerPoint, which she had hard copies of for attendees, that I plan to add to my own personal "resources folder" to pull out in a couple of weeks when I begin practicum." Ebony's final thoughts were about the APT organization itself, "Honestly, I am not sure that the conference increased my interest in joining the organization, though it did impress me. I think it is wonderful that an organization exists that provides continuing education opportunities for therapists in that specialization. I would definitely attend another workshop if one came available. Thank you to the interviewees who took time out of their paper writing to answer my questions, and good luck in your beginning practicum."

On a personal note, I would like to thank the NVAPT members for allowing me the honor of serving as 2008-2009 NVAPT board student representative. I have met many wonderful professionals who have willingly shared their education and experience in play therapy with me. My goal is to become a professional that will be an advocate for play therapy and inspire future generations to invest in our children.

Kristina Huddleston is a masters student at UNLV in the marriage and family therapy program.



Out-of-playroom experience Continued (from page 2)

much these children undergo: countless doctor visits and surgeries, harassment at school, various therapies, all of which are focused on the external. She designed a workshop to highlight their internal being.

Kristina continues to show wisdom by understanding the value of taking care of herself with such a heavy load. "...graduate school has forced me to reevaluate my self-care techniques...graduate school is like intellectual boot camp, ... It has taken me almost two years to realize that if I don't establish personal boundaries and set limits then the obsession of school will consume everything. I have had to learn to be serious and focused about my studies..... this is a difficult area for all grad students. I having been learning mindfulness meditation and have realized that my monkey mind is rarely in the mo-

ment. That robs myself, my son and my fiancé of quality time. So I meditate; I've started running again and I do crafts to create intellectual down time."

Kristina does not get as much time with her my own son Kaiden as she would like. "I have had to learn that for time with children it's quality over quantity....he really is my finest accomplishment and always will be. No matter how much professional success I do or don't achieve, if he grows up to be a happy and conscientious human then I will have given my contribution to the world. I am already beginning to instill in him the value of kindness, and that we must be personally responsible for the care and protection of those who are unable to fight for themselves."

Kristina declares with confidence, "I

believe that the universe has plans for me, so I will eventually do what I'm supposed to do. I'll leave myself open to possibilities, contribute to the world where I can...that's my goal." She certainly has inspired and impressed me with the e-interview.

"Well that's it!" Kristina seems to bubble. "Now I am going to go spend some of that quality time I have been preaching about with my son. It is a beautiful day outside, perfect for some play.!" I can just imagine her skipping off with her son. She certainly has had some pretty elevating out-of-playroom experiences by which she will be a dynamic, enriched play therapist! Grounded indeed!

Sherry Sanders M.ed, MFT is a school counselor in Washoe County School District and owner of Educare Global Counseling

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Becoming a Registered Play Therapist: Updated for 2009

By: Rebecca Rudd, MA, MFT, RPT, NCC

What is a Registered Play Therapist?

The Association for Play Therapy (APT) is one of the nations leading associations for the interest of children’s mental health. APT has branches in nearly every state to aid in the care and concern for children. While there are a number of different techniques or theories used to treat children, APT focuses on the need for play as a language of children. A child’s play, while fun and entertaining, also holds opportunity to connect with a counselor or mental health professional, but necessitates the proper education and training in order to facilitate change. APT focuses on upholding educating and training of mental health professionals in the area of play therapy. Mental health professionals are able to earn the credential of a registered play therapist (RPT) or registered play therapist-supervisor (RPT-S).

Benefits of RPT or RPT-S

Having an RPT affirms that a professional has obtained education and training in play therapy from an accredited institution. An RPT can signify areas of interest or specialty to potential clients or employers. APT states that “credentials upon those licensed professional mental health practitioners in order to better help consumers to identify to those licensed mental health professionals with specialized training

and experience in play therapy” (APT, 2006). As a mental health professional with an RPT, one may show dedication and professionalism to both clients and colleges. Professionals who get involved with his or her local branch have the potential to make change and help protect the integrity of play therapy.

Professionals who are working towards a RPT must receive training from a either an RPT-S or another qualified supervisor. As of April 1, 2009, all RPT candidates must have a mental health license or be supervised by

someone who does. Another available credential provided by APT is the registered play therapist-supervisor (RPT-S). Applicants must have practiced at least three years and gain the necessary play therapy experience, education and additional supervision hours. (see Figure 1.).

Requirements

To become a RPT you must complete 150 hours of APT-approved training. The areas required are: Play Therapy History (4-5 hours), theory (40-50 hours), techniques or methods (40-50 hours), application (40-50hours). **Cont. on page 6.**

Figure 1. RPT/RPT-S Requirements

#	CRITERIA	RPT	RPT-S
1	License/Certification	Must hold individual state license (or certification) to engage in either independent or supervised clinical mental health practice. [See "License" under Terms in the APT Play Therapy Credentialing Program Guide.]	Must hold individual state license (or certification) to engage in either independent or supervised clinical mental health practice. [See "License" under Terms in the APT Play Therapy Credentialing Program Guide.]
2	Educational Degrees	<ul style="list-style-type: none"> Must have earned a Master's or higher mental health degree from an institution of higher education. Must have also completed APT-designated core graduate coursework, i.e. ethics, child development, theories of personality, principles of psychotherapy, and child/adolescent psychopathology. 	<ul style="list-style-type: none"> Must have earned a Master's or higher mental health degree from an institution of higher education. Must have also completed APT-designated core graduate coursework, i.e. ethics, child development, theories of personality, principles of psychotherapy, and child/adolescent psychopathology.
3	Clinical Experience	Must have completed at least 2 years and 2,000 hours of supervised clinical experience, not more than 1,000 hours of which may be pre-Master's degree.	<ul style="list-style-type: none"> Must have completed at least 2 years and 2,000 hours of supervised clinical experience, not more than 1,000 hours of which may be pre-Master's degree. Must have completed an additional 3 years and 3,000 hours of clinical experience which must be verified, but need not be supervised, by a licensed mental health professional. Starting April 1, 2009, must have practiced at least three (3) years after initial date of state licensure or certification.
4	Play Therapy Training	Must have completed at least 150 hours of play therapy specific instruction from an institution of higher education or APT-approved provider of continuing education.	Must have completed at least 150 hours of play therapy specific instruction from an institution of higher education or APT-approved provider of continuing education.
5	Supervised Play Therapy Experience	Must have completed at least 500 hours of supervised play therapy experience that included at least 50 hours of play therapy supervision.	<ul style="list-style-type: none"> Must have completed at least 500 hours of supervised play therapy experience that included at least 50 hours of play therapy supervision. Must have completed an additional 500 hours of play therapy experience which must be verified, but need not be supervised, by a licensed mental health professional.
6	Supervisor Training	None.	Starting April 1, 2009, must be a state-approved supervisor or have earned at least 24 hours of supervisor training that is not included in the 150 hours of play therapy training.

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Membership

It's fast and easy to join the NVAPT. Dual membership in the Association for Play Therapy (national) and the Nevada Association for Play Therapy (state) is required. Individuals can join the organizations either as a professional or as an affiliate. APT members receive a quarterly newsletter that contains clinical articles and a semi-annual journal that presents research and case studies. Professional insurance options, distance learning opportunities, and a free annual membership directory are among the many additional benefits offered to APT members. Nevada branch members also receive NVAPT newsletters or e-newsletters containing information specifically related to play therapy in Nevada, such as meetings and conferences. To join, go to: www.nvapt.org/membership.htm.

Current NVAPT Membership

Professional Members: 31



Becoming a registered play therapist (Cont. from page 5)

These hours may be earned in a number of ways. The easiest way for many members is by going to local branch meetings and conferences. Those who are considering RPT may enjoy taking classes at APT approved institutions.

Supervision

As of April 1, 2009, APT requires that applicants who are supervised by a RPT-S to obtain 34 hours of play therapy supervision, but not more than 14 group supervision hours. Applicants who are not supervised by an RPT-S must obtain at least 50 hours, not more than 20 with groups (APT, 2009). Supervision can be a valuable tool not only for the requirements set forth by RPT, but also as a mechanism of growth and increased competence. Currently, the state of Nevada has 3 registered play therapists supervisors. You can identify these individuals by visiting www.a4pt.org and clicking on "directories" then "find play therapists."

Becoming a RPT or RPT-S not only shows interest in the play therapy community, but a level of expertise and dedication for your clients.

Becky Rudd, MFT, RPT is in private practice specializing in children and adolescents.

References:

Association for Play Therapy (2006). Credentialing. Retrieved on October 17, 2006, from <http://www.a4pt.org/ps.programs.cfm?ID=1136>.

Association for Play Therapy (2006). APT Play Therapy credentialing program checklist. Retrieved on October 17, 2006, from <http://www.a4pt.org/download.cfm?ID=>

Association for Play Therapy. (2009). Summary of Changes: Approved provider & RPT/S Guides. Retrieved on April 10, 2009, from <http://www.a4pt.org/download.cfm?ID=27881>