Course Catalog
2014-2015

In Philadelphia &
Live Online Around the World

Family & Play Therapy Center
www.fptcenter.com
+1 215 844 4321
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For more information about theFamily & Play Therapy Center,please visit our website:
www.fptcenter.com
We can help you get RPT/S credentials! Call 215-844-4321 ext.3 for a free consultation with the director of the center! APT Contact Hours for Interactive Live Online Training from Anywhere in the World!

APT Approved Provider Since 1996

<table>
<thead>
<tr>
<th>REQUIREMENT CATEGORY*</th>
<th>RPT</th>
<th>RPT-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>License/ Degree/ Clinical Experience</td>
<td>State License/ Master’s or higher mental health degree/ 2 years and 2,000 hours clinical experience</td>
<td>State License/ Master’s or higher mental health degree/ 2 years and 2,000 hours clinical experience &amp; additional 3 years and 3,000 hours clinical experience after licensure</td>
</tr>
</tbody>
</table>

REQUIREMENT: 150 hours of play therapy specific training from institutions of higher education or APT-approved providers

### Play Therapy Specific Training

<table>
<thead>
<tr>
<th>Duration</th>
<th>Start Date</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>78 hr.</td>
<td>Sept. 19</td>
<td>MBPFT 401/402: Mindfulness-Based Play-Family Therapy &amp; Adv. Child Development — 2-yr course — 117 PA CEs**</td>
</tr>
<tr>
<td>29 hr.</td>
<td>Oct. 28</td>
<td>SPT 501: Sandtray Play Therapy with Children Ages 3 to 12 — A Mindful Approach — 29 PA CEs**</td>
</tr>
<tr>
<td>15 hr.</td>
<td>Oct. 14</td>
<td>CFT 601: Introduction to Contextual Family Therapy for Play Therapists — 29 PA CEs**</td>
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### Supervised Play Therapy Experience & Supervision

REQUIREMENT: 50 hours of play therapy specific supervision

<table>
<thead>
<tr>
<th>Duration</th>
<th>Start Date</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hr.</td>
<td>Sept. 19</td>
<td>MBPFT 401/402: Mindfulness-Based Play-Family Therapy &amp; Adv. Child Development — 2-yr course — included in tuition</td>
</tr>
</tbody>
</table>

Ongoing Individual and Group Supervision with an RPT-S — Call for details!

### Supervisor Training

REQUIREMENT for RPT-S: State-approved supervisor with 6 hours of play therapy specific supervisor training OR 30 hours of supervisor training, incl. 6 hr. play therapy specific

<table>
<thead>
<tr>
<th>Duration</th>
<th>Start Date</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hr.</td>
<td>Nov. 20</td>
<td>Becoming a Play Therapy Supervisor: Training for Experienced Play Therapists — 24 PA CEs**</td>
</tr>
</tbody>
</table>

Individual Supervisor Training — Call for details!

### Renewal Criteria

** REQUIREMENTS for RPT:**
- Active State License
- 18 hours of play therapy specific training every 36 months

See above Training Hours!

** REQUIREMENTS for RPT-S:**
- Active State License
- 18 hours of play therapy specific training
- 6 hours of supervisor training

See above Training Hours!

* This chart is based on the chart provided by the Association for Play Therapy as part of the application for RPT/S credentials. This is a simplified version, and you should refer to the complete APT chart for more details. (http://www.a4pt.org/?page=CredentialGuide)

** Trainings also include PA CEs for LSW, LMFT, and LPC. CEs transfer to most states!

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The Family & Play Therapy Center is approved by the Association for Play Therapy to offer continuing education specific to play therapy. Our provider number is 96-030. The Family & Play Therapy Center maintains responsibility for the program. The Family & Play Therapy Center is approved by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors to offer continuing education for social workers, marriage and family therapists, and professional counselors. The Family & Play Therapy Center maintains responsibility for the program.
PFT 402 = Play-Family Therapy with a Major Component in Advanced Child Development (S=SPV // O=OBS)
SPT 501 = Sandtray Play Therapy with Children Ages 3 to 12 — A Mindful Approach
CFT 601 = Introduction to Contextual Family Therapy
CFT 602 = Understanding Family History Through Genograms — for the Play Therapist
CFT 805 = Loyalty and Intergenerational Family Therapy
SPV 901 = Becoming a Play Therapy Supervisor: Training for Experienced Therapists Interested in Supervising

See www.fptcenter.com for more information!
Mindfulness-Based Play-Family Therapy Program
with a Major Component in Advanced Child Development

This 2-year, 117-hour program earns Pennsylvania CEUs for Social Workers, LMFTs, and LPCs, which are often accepted in other states. We have been an approved provider site for the Association for Play Therapy (APT) since 1996. Participation in class through our Interactive Live Online Classroom (iLOC) is available from anywhere in the world and is recognized by the APT as contact hours. See CE details in table below. MBPFT 401 and MBPFT 402 may be taken in either order, and there is no prerequisite course. See course details following program information below.

Program Description

The first class to go through this program graduated in 1997 and, every year since, graduates have expressed their immense satisfaction and appreciation for all that they learned. This postgraduate program teaches a solid framework that integrates Play Therapy and Family Therapy and that applies detailed aspects of child development theory directly to play therapy. Every class teaches both theory and application. There are rich experiential components and active participation by students, both those online and those in the classroom. The presentations include many video tapes of actual play sessions and of parent Talk Time, as well as sandtray pictures that track the play therapy.

Participants earn more than half of the play-therapy-specific hours that are required for becoming a Registered Play Therapist for the APT. We recommend that you complete the credential to be a Registered Play Therapist (RPT) – all of the required 150 hours may be taken here at the Family and Play Therapy Center, or you may also combine the hours from this program with courses taken at other approved sites. Many therapists gain their credential within three to five years, attending part time. Therapists who already have their RPT credential have also found this course very valuable. A primary goal is for each therapist to develop a personal theoretical framework that solidly integrates his or her unique interests and discipline. This course has been attended by therapists across disciplines including: play therapists, family therapists, social workers, professional counselors, school counselors, creative arts therapists, occupational therapists using sensory integration, nurse practitioners, spiritual direction counselors and practitioners in related fields.

A Certificate of Attendance is provided upon completion of the 2-year program and includes the following:
• A maximum of 117 hours in 36 classes over the course of two years (18 classes and 58.5 hours per year).
• 78 of the 117 hours qualify as Play Therapy Specific Contact Hours for the APT
• 3.25 hours of Ethics and Play Therapy, using the APT Code of Ethics
• 3.25 hours of Multicultural Awareness: Racism and Ethnicity in Play and Family Therapy
• 39 of the 123.5 hours qualify as Postgraduate Coursework for Play Therapists
• Small Group Supervision: 20 hours are provided by RPT-S Supervisors over the two-year period—in Center classrooms for onsite participants and through Video Conferencing for online participants.

Program Highlights — See Course Highlights below for specific highlights of MBPFT 401 and MBPFT 402. MBPFT 401 and MBPFT 402 may be taken in either order.

The postgraduate child development component continues throughout the two years and includes
1. Theory of Play Therapy and Sandtray Play Therapy;
2. The Development of Personality for the Child Therapist and Play Therapist;
3. Normal Development vs. the Roots of Psychopathology for the Child Therapist and Play Therapist;

Theory includes special focus on the 20 years of Margaret Mahler’s research: Separation and Individuation: Interpersonal Neurobiology (IPNB), including
• Allan Schore’s work on Affect Regulation and the development of shame;
• The work of Daniel Stern on infancy theory;
• The work of Henri Parsons on aggression.
There is an extensive training in Mindful Parenting, which helps parents see their side of the problems that their child is presenting. Parents appreciate this experience: it keeps them more engaged, and they tend to keep the child in treatment longer in order to get to root level issues.

**MBPFT 401: Mindfulness-Based Play-Family Therapy**

*with a Major Component in Advanced Child Development, Year A*

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Next offered October 2015–June 2016 (See MBPFT 402 below for 2014–2015 enrollment.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td><strong>CLASS:</strong> 9:15 AM–12:30 PM ET; 6:15–9:30 AM in California; early afternoon in UK &amp; Ireland; early evening in India &amp; Russia; late night/early morning in Australia &amp; Japan</td>
</tr>
</tbody>
</table>

**SUPERVISION:**

- **Friday Groups (ONSITE and ONLINE):** Dates to be announced
  12:50–2:30 PM ET (After class)

- **Monday Group (ONLINE only):** Dates to be announced
  1:10–2:50 PM ET (Login time: 1:00)

- **Wednesday Group (ONLINE only):** Dates to be announced
  10:10 AM–11:50 PM ET (Login time: 10:00)

**Location:** ONSITE in Philadelphia & ONLINE through our Interactive Live Online Classroom (iLOC)

**Instructor:** Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor, with guest senior instructors

**Course Highlights for MBPFT 401** — See Program Description and Program Highlights above as well.

- The Theory of Mindfulness-Based Play-Family Therapy demonstrated with video tapes that depict the beginning, middle and end of play therapy.
- How to do a basic Four-Segment Evaluation — video of taking the Developmental History; demonstration of a family Sand Play Game as the therapist first meets the family; mapping family history; value of the child’s first play therapy session.
- 6 Stages of Play-Family Therapy – demonstrated with videos depicting the various stages of play therapy.
- Play Therapy/Sandplay Therapy for children who have witnessed violence; who are oppositional or aggressive; who are suffering grief and loss; who have issues of attachment.
- Video demonstrations of “Talk Time,” the parent-child dialogue prior to every play session — includes role play, cognitive behavioral interventions, family therapy, and mindfulness techniques.
- Spontaneous, non-directed play therapy (building on client-centered and experiential play therapy).
- Language and metaphors of play therapy — includes videos and exercises for developing language skills.
- The play therapist recognizing problems of Sensory Integration — taught by an Occupational Therapist who is also a Play-Family Therapist.
- Theoretical framework for Normal Development — includes normal expectations for children ages 3 to 12.
• Higher functioning and lower functioning families and basic tenets of family therapy for working with stuck problems.
• Basic concepts of Contextual Family Therapy, for use in Talk Time and parent-child dialogue: constructive entitlement, parentification, acknowledgment, fairness, dialogue, secrecy vs. privacy.
• Ethics and Play Therapy (3 .25 hours)

Required & Recommended Reading
• *Mindfulness-Based Play-Family Therapy: Theory & Practice*, by Dottie Higgins-Klein (Norton, 2013)
  Over the 2-year program, the courses follow the progression of the nine chapters of this book. Students also receive a list of required and recommended books and many professional resources are provided to students to supplement the theory.

Prerequisites
Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country. *Years A and B may be taken in either order.*

Instructor
Dottie Higgins-Klein teaches many of the classes. There are also exceptional presentations by therapists who have trained in MBPFT for at least ten years. Twenty hours of group supervision over the two years are included in the price of the training. All supervisors are credentialed as Registered Play Therapy Supervisors (RPT-S). This can be onsite or via secure computer videoconferencing.

**MBPFT 402: Mindfulness-Based Play-Family Therapy**
with a Major Component in Advanced Child Development, Year B

*MBPFT 401 and MBPFT 402 may be taken in either order.*

**Dates:**
18 Fridays, Sept. 2014–May 2015 — **2014:** 9/19, 10/10, 10/24, 11/7, 11/21, 12/5, 12/19 // **2015:** 1/9, 1/23, 2/6, 2/20, 3/6, 3/20, 4/3, 4/17, 5/1, 5/15, 5/29

**Time:**
CLASS: 9:15 AM–12:30 PM ET; 6:15–9:30 AM in California; early afternoon in UK & Ireland; early evening in India & Russia; late night/early morning in Australia & Japan

SUPERVISION:
• **Friday Groups** (ONSITE and ONLINE): Dates to be announced
  10/24, 12/19, 1/23, 2/20, 4/17
  12:50–2:30 PM ET (After class)
• **Monday Group** (ONLINE only):
  Dates to be announced
  1:10–2:50 PM ET (Login time: 1:00)
• **Wednesday Group** (ONLINE only):
  Dates to be announced
  10:10 AM–11:50 PM ET (Login time: 10:00)

**Location:**
ONSITE in Philadelphia & ONLINE through our Interactive Live Online Classroom (iLOC)

**Instructor:**
Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor, with guest senior instructors

**Tuition:**
$1850 per year (See payment, deposit, and discount information below.)

**Course Highlights for MBPFT 402** — *See Program Description and Program Highlights above as well.*
• Non-directed and directed play therapy and sandplay therapy: videos of real play sessions to demonstrate the theory and to better understand reading metaphors.
• Use of Language during directed play therapy: application to children with developmental delays.
• Expanded Evaluation to include adoption, foster care, older children and teens.
• Play Therapy for Children who have experienced divorce; step families; Anxiety; Latency Stage; Sexual abuse; Domestic Violence. Includes video and sandtray process.
• Focus on Attachment — links current problems to Child Development – Applications of Play-Family Therapy.
• Mindful Parenting (Parents’ side of the problem with their children.)
Mindfulness-Based Play-Family Therapy

- Addressing Anger — oppositional defiant children in Play Therapy.
- 6 Stages of Play-Family Therapy — demonstrated using videos, with a special focus on the Deeper Awareness Stage.
- Basic concepts of Contextual Family Therapy, for use in Talk Time and parent-child dialogue: destructive entitlement, split loyalty, scapegoated family members, exoneration & forgiveness, being multipartial.
- Basic Genogram skills and philosophy including sandtray genogram.
- Racism and Ethnicity in Family Therapy and Play Therapy — Multicultural Competence (3.25 hours).

Required & Recommended Reading


Over the 2-year program, the courses follow the progression of the nine chapters of this book. Students also receive a list of required and recommended books and many professional resources are provided to students to supplement the theory.

Prerequisites

Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country. *Years A and B may be taken in either order.*

Instructor

Dottie Higgins-Klein teaches many of the classes. There are also exceptional presentations by therapists who have trained in MBPFT for at least ten years. Twenty hours of group supervision over the two years are included in the price of the training. All supervisors are credentialed as Registered Play Therapy Supervisors (RPT-S). This can be onsite or via secure computer videoconferencing.

<table>
<thead>
<tr>
<th>DISCOUNTS</th>
<th>CREDIT HOURS AVAILABLE</th>
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<tbody>
<tr>
<td>Deposit Due w/ Reg. 250.00</td>
<td>MBPFT Certificate Program 58.5 hr.</td>
</tr>
<tr>
<td>10 monthly payments 160.00</td>
<td>Contextual Family Therapy Certificate Program 13 hr.</td>
</tr>
<tr>
<td>(Sept. 1, 2014–June 1, 2015)</td>
<td>PA Social Work Board for LSW, LMFT, &amp; LPC* 58.5 hr.</td>
</tr>
<tr>
<td>TOTAL $1,850.00</td>
<td>Association for Play Therapy** -- Play Therapy Specific 41 hr.</td>
</tr>
<tr>
<td><strong>Geographical Discounts: See registration details online!</strong></td>
<td>Certification renewal for the American Nurses Credentialing Center 58.5 hr.</td>
</tr>
<tr>
<td>iLOC Online Group Discounts:</td>
<td></td>
</tr>
<tr>
<td>Number of Participants</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time Student: 10% discount</td>
<td></td>
</tr>
<tr>
<td>Full-Time Parent: 10% discount</td>
<td></td>
</tr>
</tbody>
</table>

- The Family & Play Therapy Center is approved by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors to offer continuing education for social workers, marriage and family therapists, and professional counselors. The Family & Play Therapy Center maintains responsibility for the program. PA Social Work Board CEs transfer to many other states. Check with your state social work board. No fee for PA SW CEs.
- The Family & Play Therapy Center is approved by the Association for Play Therapy to offer continuing education specific to play therapy. Our provider number is 99-035. The Family & Play Therapy Center maintains responsibility for the program. Those joining us through our Interactive Live Online Classroom (iLOC) receive APT contact hours.

Course Withdrawal & Payment Policies:

(a) If participant withdraws earlier than four weeks prior to the first day of a course, then participant will receive a full refund of the paid deposit, minus a $25 withdrawal fee.
(b) If participant withdraws within four weeks before the first day of a course (but earlier than one week prior to the first day), then participant will receive a full credit in the amount of the paid deposit to be applied to future courses and seminars at the center, minus a $25 withdrawal fee.
(c) If participant withdraws within one week before the first day of a course, then the deposit is forfeited.
(d) Following the first day of a course, all payments are due as scheduled, and participant is responsible for payment of entire course tuition. Tuition is not reduced on account of missed class days.
(e) A 1% late fee for past due balances will be assessed at the end of each month, based on the amount past due on the last day of the month.
Sandtray Play Therapy — A Mindful Approach

List of Courses (Courses may be taken in any order.)

• SPT 501: Sandtray Play Therapy with Children Ages 3 to 12
  - 29 hr. Training

• SPT 502: Sandtray Play Therapy with Teens & Adults
  - 29 hr. Training

• SPT 701: Relational Sandtray Play Therapy Applications
  for working with two or more family members
  - 18 hr. Training

• SPT 702: Sandtray Play Therapy Using Focusing
  - 18 hr. Training

• SPT 703: Mindfulness Meditation Retreat —
  Creating Your Own Trays
  - 18 hr. Training, including some Personal Sandtray credit

Courses may be taken individually or as part of the certificate program. See Sandtray Course Brochures for course details!

Certificate Program Requirements

• Certificate for Sandtray with Children and Families (90 hr.)
  Required Courses: 501, 701, 702, and 20 hr. of Seminars
  Required Supervision: 12 hr. Group & 8 hr. Individual
  Add'l Requirements: 15 Personal Sandtrays & a 3-page Case Study

• Certificate for Sandtray with Teens and Adults (90 hr.)
  Required Courses: 502, 701, 702, and 20 hr. of Seminars
  Required Supervision: 20 hr. Group & 10 hr. Individual
  Add'l Requirements: 20 Personal Sandtrays & a 3-page Case Study

• Certificate for Sandtray with Children, Teens, Adults, & Families (120 hr.)
  Required Courses: 501, 502, 701, 702, and 20 hr. of Seminars
  Required Supervision: 30 hr. Group & 10 hr. Individual
  Add'l Requirements: 20 Personal Sandtrays & a 3-page Case Study

Notes: Completed certificates will reflect hours of training and supervision beyond the minimum requirements, including relevant Advanced Seminars taken at the Center. • Certificate requires individually made personal sandtrays. Trays that are done in class or during the Mindfulness Meditation Retreat will count toward this requirement. • Each certificate requires 10 hours of Individual Supervision with one case study, including a series of adult or child trays. • All required courses may be taken through our Interactive Live Online Classroom (iLOC), as well as onsite in Philadelphia, using our three fully equipped sandtray rooms.

See Sandtray Course Brochures with updated dates, fees, and course feedback on our website: www.fptcenter.com

Interactive Live Online Classroom (iLOC)

Therapists taking a sandtray course live online need to join the class with at least one other therapist. SPT 501 attendees need a partner for 3 of the 10 classes. SPT 502 participants need a partner for 4 of the 10 classes. If partners are together and share the same internet connection, then there is an additional 10% discount. It is preferable to have a partner onsite with you; however, if you do not have a partner, we will help connect you to another therapist, and you will complete this part of the training with your partner online through live webconferencing. Participants also need a basic set of at least 200 miniatures and one sandtray.

Program Director
Dottie Higgins-Klein,
LMFT, RPT-S, AAMFT Supervisor

Dottie began practicing mindfulness meditation in 1987, in a course with John Welwood called ‘Psychotherapy as a Meditative Process.’ Following the framework that she learned over many years, she combines mindfulness with sandtray theory and practice. Dottie has been teaching postgraduate sandtray courses for the past 14 years, and she is a student of Tibetan and Zen Buddhism. Dottie’s book, Mindfulness Based Play-Family Therapy: Theory and Practice (Norton, 2013), codifies the theory for this program. Dottie is the Director of the Family & Play Therapy Center.

Family & Play Therapy Center
6811 Quincy Street
Philadelphia, PA 19119
Phone: +1 215 844 4321
Fax: +1 215 844 8877
www.fptcenter.com

AVAILABLE CONTINUING EDUCATION CREDITS:
• PA Social Work Board for LSW, LMFT, & LPC
• Association for Play Therapy -- Play Therapy Specific
• American Nurses Credentialing Center

Courses can be taken individually or as part of the certificate program.

See Course Feedback from past classes on our website: www.fptcenter.com
What is Sandtray Play Therapy?

Sandtray Play Therapy — A Mindful Approach is a bodymind approach that integrates sandtray theory with mindfulness meditation principles, which nurture conscious awareness of a person’s whole-life experience. The benefits of mindfulness meditation have been widely researched: an important instance is the work of Jon Kabat Zinn at the Stress Reduction Clinic of the University of Massachusetts Medical School. Current research literature on how the brain functions in regard to trauma and attachment is strongly indicating the psychotherapeutic value of a practice that develops somatic awareness and affect modulation, by using techniques that access the intuitive wisdom that is informed by the body. These advances of understanding in the field of Interpersonal Neurobiology are presented in the writings of Badenoch, Ogden, Briere, Levine, McFarlane, Orloff, Schore, Shapiro, Siegel, Perry, van der Kolk, James, and others.

This body-mind approach is concerned with being fully in the present moment. (Stern, Tolle) It can appreciate a cognitive, behavioral perspective but takes the experience to a deeper and more holistic level of healing. In Sandtray Play Therapy, the therapist/client relationship, which is key to any successful psychotherapy, is grounded on respect for the conscious, pre-conscious, and unconscious factors of each lived experience as it unfolds. Sandtray, play therapy, art therapy, and focusing are recommended sensory modalities for healing trauma. Each of these provides a simple yet profound way to be with people through the joys and pains of living.

Sandplay demonstrates a remarkable ability to pull the brain together.
—Bonnie Badenoch*

An Overview of the 5 Core Courses

SPT 501: Sandtray Play Therapy with Children Ages 3 to 12

Engaging in pretend sandtrays and learning: 1) use of language that allows the child to go more deeply into the unconscious; 2) how to understand metaphoric language; and 3) how to interpret the meaning of the imaginative sandtray for parents.

SPT 502: Sandtray Play Therapy with Teens and Adults

Emphasis on the client-therapist dialogue to inform the main meaning of the sandtrays while de-emphasizing the therapist’s interpretations. There can be both verbal and non-verbal components.

SPT 701: Relational Sandtray Play Therapy Applications

This course covers many creative applications of Sandtray Play Therapy and invites the deeper relational expression of two or more clients. Directed trays can be adapted to two or more family members of various ages and generations, e.g., child and parent, teen and parent, couples, two siblings, adult and parent.

SPT 702: Sandtray Play Therapy Using Focusing for Children, Teens, and Adults

The experience of Sandtray with Focusing (Gendlin) accesses body wisdom, the “felt-sense” that can be blocked by thinking too hard. This is an experiential component that allows therapists to learn the deeper meanings of sandtray making. Gendlin is the pioneer who initiated emotionally focused psychotherapy in the 1970s.

SPT 703: Mindfulness Meditation Retreat — Creating Your Own Sandtrays

Creating your own sandtrays. Focuses on the self of the therapist and mindfulness meditation.

See course brochure for more details!

It is helpful to consider how sandplay with children is different from the experience with adults.
—Bonnie Badenoch*

Sand Analysis Component

This component emphasizes how to be with a client’s sandplay in a mindful way, so that the tray’s deeper meanings are revealed from the inside out. Dottie was introduced to these techniques through years of study with the prolific author and Buddhist psychologist John Welwood, and she adapted these techniques to sandtray. The collective experience is both valuable and enjoyable and gives the participants an exponential increase in their understanding of metaphors. Therapists also learn how to differentiate between the chronological age and the developmental age of the tray maker, how to be aware of projections, as they arise, and to tame them, and how to use their initial interpretation of a client’s sand tray by transforming it into a mindfully discerned question or comment that may be posed to help clarify the client’s own understanding of it.

Sand Analysis Component

Additional supervision of your clients’ sandtrays is part of the certificate program. These hours can be received onsite or online with Dottie Higgins-Klein or therapist supervisors who have taken the Mindfulness Based Sandtray Trainings at the Family & Play Therapy Center since 2001. Individual or Group Sandtray Supervision, using live two-way video conferencing, is available as well as a monthly or biweekly individual sandtray process.

Sandtray/Sandplay Seminars

Seminars authors include prominent authors and are usually 6 hours long. Seminar hours taken with prominent authors of sandtray books at other locations can count toward our certificate.

Qualities of Mindfulness-Based Sandtray Therapy

• Emphasis on learning to trust the experience of the sacred silence of the sandtray.
• Methods that unfold more of the meanings that the child, teen, or adult intends in his or her sandtray, while subordinating the therapist’s interpretations.
• Appreciating the body/mind, intuitive/somatic approach to work with depression, anxiety, trauma, attachment, and intrapsychic and family-related issues.

SPT 501: Sandtray Play Therapy with Children Ages 3 to 12 — A Mindful Approach

Course Overview

Sandtray Play Therapy — A Mindful Approach integrates sandtray theories with mindfulness meditation within the theory of play therapy, which is a practice that nurtures conscious awareness of a person’s whole-life experience. This method of sandtray work reinforces the development, in therapy clients, of somatic awareness and affect modulation, body-mind processes which are strongly supported, by current research literature in the field of Interpersonal Neurobiology, as being of great value for healing trauma and for personal integration. Sandplay has a “notable ability to awaken and then regulate right-brain limbic processes and can make it a powerful way to address painful, fearful, dissociated experiences.” (from Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology, by Bonnie Badenoch)

Course Highlights

• Competence in creating sand pictures, sand stories, and mindful silence – includes experiential learning
• Directed trays – as used in the initial evaluation meeting the family
• Spontaneous trays - in imagination (can be used working with all ages)
• Structured trays for use with ADHD and Developmental delays
• Group supervision experience sharpens metaphor skill and helps therapist to sense the chronological and developmental ages that are manifesting in the architecture of the trays.

Required Reading

• Sandtray: A Practical Manual (revised 2010), by Linda Homeyer and Daniel Sweeney
• Mindfulness-Based Play-Family Therapy: Theory & Practice, by Dottie Higgins-Klein (Norton, 2013)

The method of Sandtray Play Therapy presented in this course is rooted in the theoretical frameworks of Contextual Family Therapy and Mindfulness-Based Play-Family Therapy.

Recommended Reading

Prerequisites

Sandtray Play Therapy courses may be taken in any order. Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country.

Instructor

Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor, received her Master of Family Therapy degree from Hahnemann University (now Drexel University) in 1983. She is a Supervisor for the American Association of Marriage and Family Therapy (AAMFT) and a Registered Play Therapist Supervisor for the Association for Play Therapy (APT). Dottie began practicing mindfulness meditation in 1987 in a course with John Welwood called ‘Psychotherapy as a Meditative Process.’ Having followed the framework that she learned over many years, including Focusing, she combines Mindfulness with Sandtray theory and practice and has been teaching sandtray postgraduate courses for the past 14 years. She is a life student of Tibetan and Zen Buddhism. Dottie is the clinical and administrative director of the Family & Play Therapy Center and author of *Mindfulness Based Play-Family Therapy: Theory and Practice* (Norton, 2013). A summary of the book chapters is available on our website.

See the “Brochures” page of our website for information about our Certificate Program in *Sandtray Play Therapy — A Mindful Approach*

[www.fptcenter.com](http://www.fptcenter.com)

**SPT 501: Sandtray Play Therapy with Children**

Ages 3 to 12 — A Mindful Approach

**Tuition**

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**Discounts**

- Full-Time Student: 10% discount
- Full-Time Parent: 10% discount
- Retirement Discount: 10% discount
- Geographical Discounts: See registration details online!
- iLOC Online Group Discounts:
  - Number of Participants: 2 | 4 | 6 | 8 | 10
  - Discount: 10% | 20% | 30% | 40% | 50%

**Credit Hours Available**

- Sandtray Play Therapy Certificate Program: 29 hr.
- PA Social Work Board for LSW, LMFT, & LPC*: 29 hr.
- Association for Play Therapy** -- Play Therapy Specific: 29 hr.
- Certification renewal for the American Nurses Credentialing Center: 29 hr.

* The Family & Play Therapy Center is approved by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors to offer continuing education for social workers, marriage and family therapists, and professional counselors. The Family & Play Therapy Center maintains responsibility for the program. PA Social Work Board CEs transfer to many other states. Check with your state social work board. No fee for PA SW CEs.

** The Family & Play Therapy Center is approved by the Association for Play Therapy to offer continuing education specific to play therapy. Our provider number is 96-030. The Family & Play Therapy Center maintains responsibility for the program. Those joining us through our Interactive Live Online Classroom (iLOC) receive APT contact hours.

**Course Withdrawal & Payment Policies:**

(a) If participant withdraws earlier than four weeks prior to the first day of a course, then participant will receive a full refund of the paid deposit, minus a $25 withdrawal fee.
(b) If participant withdraws within four weeks before the first day of a course (but earlier than one week prior to the first day), then participant will receive a full credit in the amount of the paid deposit to be applied to future courses and seminars at the center, minus a $55 withdrawal fee.
(c) If participant withdraws within one week before the first day of a course, then the deposit is forfeited.
(d) Following the first day of a course, all payments are due as scheduled, and participant is responsible for payment of entire course tuition. Tuition is not reduced on account of missed class days.
(e) A 1% late fee for past due balances will be assessed at the end of each month, based on the amount past due on the last day of the month.
SPT 701: Relational Sandtray Applications — A Mindful Approach

Dates:    Thursday, June 25 to Saturday, June 27, 2015
Time:     9:00 AM–5:30 PM ET; 6:00 AM–2:30 PM in California; starts early afternoon in UK & Ireland; early evening in India & Russia; late night/early morning in Australia & Japan
Location: ONSITE in Philadelphia & ONLINE through our Interactive Live Online Classroom (iLOC)
Instructor: Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor
Tuition:   $400 (See payment and deposit information below.)

Course Overview

Sandtray Play Therapy integrates Sandtray theories with mindfulness meditation, which is a practice that nurtures conscious awareness of a person’s whole-life experience. This method of Sandtray work reinforces the development, in therapy clients, of somatic awareness and affect modulation, body-mind processes which are strongly supported, by current research literature in the field of Interpersonal Neurobiology, as being of great value for healing trauma and for personal integration. Sandplay has a “notable ability to awaken and then regulate right-brain limbic processes and can make it a powerful way to address painful, fearful, dissociated experiences.” (from Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology, by Bonnie Badenoch)

Course Highlights

This course covers many creative applications of mindfulness based Sandtray and invites the deeper relational expression of two or more clients, of various ages and generations.

• Directed conjoint trays can be adapted to two or more family members of varying ages, eg., child and parent, teen and parent, couples, two siblings, adult and parent, etc.
• Use of individuation and cohesive trays for divorce or stepfamilies
• Theory and demonstration using Reality Trays to transform a wide range of traumas
• Two- or three-generational family-of-origin trays: theory, application, and discussion
• Using contrasting symbols of strength and vulnerability with any two relationships
• Excellent video engages a selectively mute child ‘telling’ Sandtray stories with parental involvement.
• Exceptional couple video demonstrating a simple exercise using 6 objects for each. The depth of the conversation that happened is noteworthy. This exercise can be adapted for two people of various generations and ages. Experiential exercise follows video demonstration.
• “Mind-reading” sandtrays for better communication (all ages)
• Sandtrays for breaking patterns / undesirable ways of relating

Note: Courses can be taken individually or as part of the Sandtray Certificate Program. See Certificate Brochure and Participant Feedback from past classes on our website: www.fptcenter.com. The courses for children, adults, and relational family groups are grounded in different methodologies and may therefore be taken in any order unless otherwise noted. The courses can be attended in person at the center or online, through our Interactive Live Online Classroom (iLOC). As these are training courses rather than observation workshops, those joining us for class online will need a partner for some of the classes in order to properly experience the process of sandtray. If partners are together at the same site and share an internet connection, then there is an additional 10% discount. If you are not able to find a partner, we will help to connect you to another online class member, and you will complete this portion of the training with your partner through live webconferencing using Skype, then join back to process it.

Recommended Reading

• Sandplay Therapy for Diverse Populations, by Barbara Labovitz Boik and E. Anna Goodwin
• Sandplay: Past, Present, and Future, by Rie Rogers Mitchell and Harriet Friedman
Prerequisites
Sandtray Play Therapy courses may be taken in any order, although some prior training in Play Therapy, Family Therapy, or Sandtray Therapy is recommended. Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country.

Instructor
Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor, PTI Supervisor, received her Master of Family Therapy degree from Hahnemann University (now Drexel University). She is a Supervisor for the American Association of Marriage and Family Therapy (AAMFT); a Registered Play Therapist Supervisor for the Association for Play Therapy (APT); and a Supervisor for Play Therapy International (PTI). Dottie began practicing mindfulness meditation in 1987 in a course with John Welwood called ‘Psychotherapy as a Meditative Process’. Having followed the framework that she learned over many years, including Focusing, she combines Mindfulness with Sandtray theory and practice and has been teaching sandtray postgraduate courses for the past fourteen years. She is a life student of Tibetan and Zen Buddhism. Dottie is the clinical and administrative director of the Family & Play Therapy Center and author of the recently published book Mindfulness-Based Play-Family Therapy: Theory and Practice (Norton, 2013).

SPT 701: Relational Sandtray Applications

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** The Family & Play Therapy Center is approved by the Association for Play Therapy to offer continuing education specific to play therapy. Our provider number is 96-030. The Family & Play Therapy Center maintains responsibility for the program. Those joining us through our Interactive Live Online Classroom (iLOC) receive APT contact hours.
The Contextual Family Therapy Certificate Program is a 220-hour program offered in conjunction with the Family & Play Therapy Center in Philadelphia, Pennsylvania, USA. The program was designed by a committee of five senior contextual therapists that all studied extensively and directly with Dr. Nagy and his early associates. They have each been practicing Contextual Family Therapy for more than thirty years.

You may call our office directly at +1 215 844 4321 to register, or you may email questions to workshops@fptcenter.com.

All brochures and course feedback are available on our website: www.fptcenter.com. We offer generous Geographic Discounts for residents of other countries. We look forward to hearing from you!

The Contextual Family Therapy Certificate Program is offered in conjunction with

Family & Play Therapy Center
6811 Quincy Street
Philadelphia, PA 19119
Tel: +1 215 844 4321
www.fptcenter.com

Program Director
Dottie Higgins-Klein, LMFT, RPT-S

Advisory Committee
B. Janet Hibbs, LMFT, PhD
Haim Horowitz, MA, LMFT
Jackie Scharff, LMFT, RN
Keith Schenenga, CSW

The Program Director and all members of the Advisory Committee have over 30 years of professional and personal experience in the field of Contextual Family Therapy and are all AAMFT Supervisors.

For me, the most valuable aspect of this course has been the depth of discussion, particularly about the role attachment plays in people's lives and relationships. There has been a profound modeling of the process of therapeutic intervention. The course has given me a feeling of lightness and hope in the midst of deep work. This is a wonderful way to learn. There is both the experiential level and the intellectual happening throughout this course.

— C.A., Play-Family Therapist
What is Contextual Family Therapy?

Contextual Family Therapy (CFT), developed by Ivan Boszormenyi-Nagy, MD, offers a highly ethical, three-generational approach to being authentically human with the wide range of problems and resources of families seeking help or advice. The training includes preparing the therapist to work with individual adults, parents and children, teens, couples, and families, including inter-generational family therapy. CFT has been taught internationally since its inception, and because it addresses issues that are universally human, CFT respects all cultural styles and life approaches. CFT is concerned with prevention of mental health problems as well as asking the deeper questions when family members are feeling stuck or hopeless.

Contextual Family Therapy offers a very valuable framework for helping families at the root level of life problems. It is highly ethical and deeply compassionate. It is not afraid to address any issue that is blocking growth and development of family members. It is concerned with fairness and hearing everyone’s perceptions. Therapists describe learning Contextual Family Therapy in layers. This part-time, long-term certificate-of-achievement program allows gradual learning to happen. As therapists apply the knowledge to their work or private practice environment as well as to themselves. Course work includes concrete interventions that are taught and demonstrated. The classes are fun, meaningful, and deep.

Contextual therapists also integrate other modes of family therapy, including the work of Bowen, Satir, Whitaker, and Minuchin, as well as the major contributions of Monica McGoldrick in assessment using the genogram, the family life cycle, and awareness of ethnicity and multicultural implications. Many contextual therapists integrate trauma therapies, as well as transpersonal and somatic therapies.

FAQ: Frequently Asked Questions

What is the Contextual Family Therapy Certificate Training?

It is a 220-hour training in a powerful relationship therapy that was developed by Ivan Boszormenyi-Nagy, who is often referred to as one of the top five family therapy pioneers. The entire program can be achieved in person or through our Interactive Live Online Classroom (iLOC) part-time over five years. Core courses are scheduled in Philadelphia once a month, September–June, for three hours (9:00 AM–12:00 PM ET; 6:00 AM–9:00 AM in California; 2:00 PM–5:00 PM in London). In addition, we offer occasional half-day, one-day, and two-day courses and film discussions through a contextual lens.

Can I take Contextual Family Therapy courses online?

Yes! Contextual Family Therapy courses are available through our Interactive Live Online Classroom (iLOC). The courses are taught by therapists with over thirty years of experience doing Contextual Family Therapy, and who all studied with Dr. Nagy. Classes are available onsite in Philadelphia and online through our unique iLOC system. Supervision and therapy with contextually trained therapists are also available internationally through our reliable and secure online videoconferencing technology. Please see our website or call our office for more information about our unique iLOC system.

May I take courses independent of the certificate program?

Yes, all of our postgraduate courses may be taken independent of a certificate program. We welcome international students whose credentials for working in mental health are honored in their own country.

How about continuing education hours?

All of our Contextual Family Therapy courses are approved for CE credits by the Social Work Board of PA (for Social Workers, Marriage and Family Therapists, and Professional Counselors). Approval in PA is recognized by many other states. Course hours may also count toward certification renewal for the American Nurses Credentialing Center. In the CFT 601 introductory course, 15 hours are play therapy specific hours for APT credit. The course includes sand reality trays for trauma. Course and supervision hours may count toward multiple credentials simultaneously and may be used to meet yearly requirements for licensing and for credentialing for MFT, SW, & PC, as well as AAMFT.

I particularly appreciated using family play therapy techniques like the family genogram and sandtray family play therapy evaluation. Dottie’s knowledge of child development woven into this class was noteworthy. I recommend that therapists take it if they want to deepen their clinical work. Contextual Family Therapy offers a way to go when you feel stuck with family issues.

— E.C., Play-Family Therapist

A Selection of Contextual Family Therapy Concepts

- the Five Dimensions of Contextual Family Therapy
- Emphasizing Strengths rather than Pathology
- Multi-directed Partiality
- Asking Questions and Dialogue
- Trust, Love, and Care
- Fairness – Keeping Relationships in Balance
- Giving, Taking, and Receiving
- Acknowledgement
- Parentification
- Loyalty and Split Loyalty
- Constructive and Destructive Entitlement
- Scapegoating Family Members and Family Monsters (Is compassion possible?)
- Exoneration and Forgiveness
- Revolving Slate: issues over generations
- Concern About Future Generations
- Self of the Therapist

A profound learning of context and nuance that has greatly impacted my work directly. In addition, it has taught me concepts personally that have deepened my professional skills considerably.

— N.C., Clinical Social Worker

Concepts of split loyalty and constructive and destructive entitlement were extremely valuable. Role plays are really useful. Taking this course while seeing families so the concepts can be actively practiced strengthens the experience. This is a very useful paradigm for working with families and instructs individual and couples work as well.

— J.S., Licensed Psychologist

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- Scapegoating Family Members and Family Monsters (Is compassion possible?)
- Exoneration and Forgiveness
- Revolving Slate: issues over generations
- Concern About Future Generations
- Self of the Therapist
CFT 601: Introduction to Contextual Family Therapy
for Therapists Working with Families, Adults, Teens, and Children and for Play Therapists

Dates: Tuesdays once a month, October 2014–June 2015

Time: 9:15 AM–12:30 PM ET; 6:15–9:30 AM in California; early afternoon in UK & Ireland; early evening in India & Russia; late night/early morning in Australia & Japan

Location: ONSITE in Philadelphia & ONLINE through our Interactive Live Online Classroom (iLOC)

Instructor: Dottie Higgins-Klein, LMFT, RPT-S with Family and Play Therapy Center Senior Instructors

Guest Presenter: • Dr. Peter Goldenthal — January 13, 2015

Tuition: $750 (See payment and deposit information below.)

Course Overview

Contextual Family Therapy, developed by Ivan Boszormenyi-Nagy, offers a highly ethical, three generational approach to successfully making concrete interventions with family members that are feeling stuck. Working with families is often the most challenging part of being a therapist, and this course offers a solid, ethical framework for helping people with the pain in their lives. This includes parent-child interactions. In addition to applying concepts to their client families, therapists are encouraged to use the theories to reflect on their own lives.

Guest Presenter: Dr. Peter Goldenthal — January 13, 2015

Dr. Goldenthal will first provide an overview of the concept of multidirected partiality. He will then talk about techniques that all therapists can use to implement this very powerful concept into their work. The talk will be illustrated with clinical vignettes.

Dr. Goldenthal is a Board Certified Clinical and Family Psychologist, the author of five books, and an internationally recognized expert in the treatment of challenging problems of children, adolescents, and families including difficult-to-treat problems of childhood and adolescence, anxiety, phobias, developmental delay, and autism spectrum disorders from a contextual perspective. Dr. Goldenthal is the author of Doing Contextual Therapy, one of our required books for this course.

Course Highlights

• Presentation of theory and practice — the goal is to learn how to work through presenting problems with clients of all ages, in ways that accomplish root-level healing.
• Discussion of readings
• Viewing and discussing a historic, professionally produced video of Ivan Boszormenyi-Nagy doing a consultation with a family
• Application to challenging parenting situations — working with the parent-child dyad for the child’s long-term healing.
• Roleplaying or videos of real therapy situations and the possibility of live consultations
• How the field of Interpersonal Neurobiology affirms the theory and techniques of Contextual Family Therapy.
• The theory of Trauma Reality Sandtrays (for trauma and difficult situations) is taught using an excerpt from the Mindfulness-Based Play-Family Therapy: Theory & Practice, by Dottie Higgins-Klein (Norton, 2013). The reality tray enhances the experience of family therapy by using the play miniatures to serve as an extension of talk therapy. The experience facilitates direct, honest communication about the issues of real life, breaking through to depths that may not otherwise be accessible with words alone. Reality trays are usually connected with trauma, loss, or a wide range of situations that are challenging for either a child or an adult to fully integrate. We will spend one class demonstrating Trauma Reality Sandtray including anxiety and medical trauma.
• Trauma Reality Sandtray created by two sisters, adopted from Guatemala: Two classes will be devoted to viewing and discussing video-taped family therapy sessions using sandplay miniatures, of two girls who were adopted from Guatemala at ages nine and six. The older girl was having severe separation anxiety and nightmares and refusing to be in school without the mom. She was afraid her new mom would die, if she left her. These poignant videos capture, through reality trays, a sandstory narrative, the telling of the joys and traumas the girls experienced in both their birth family and their foster care family, where they lived while awaiting adoption. The witnessing by the mom and the therapists of the traumas and the happy times helped the girls to make sense of their life narrative, and led to the development of trust. The theory of using reality trays will be extracted from the videos. The adoptive mom will attend one class, watch a video without the mom. She was afraid her new mom would die, if she left her. These poignant videos capture, through reality trays, a sandstory narrative, the telling of the joys and traumas the girls experienced in both their birth family and their foster care family, where they lived while awaiting adoption. The witnessing by the mom and the therapists of the traumas and the happy times helped the girls to make sense of their life narrative, and led to the development of trust. The theory of using reality trays will be extracted from the videos. The adoptive mom will attend one class, watch a video with us, and talk with us about her experience and the positive, long-term outcome of these sessions.
• Contextual Therapy Concepts Include... The Five Dimensions of Contextual Therapy; Emphasizing Strengths not Pathology; Multi-directed Partiality; Asking Questions and Dialogue; Trust, Love and Care; Fairness – Keeping
Relationships in Balance: Giving, Taking and Receiving; Acknowledgment and Empathy; Parentification; Loyalty and Split Loyalty; Constructive and Destructive Entitlement; Scapegoating Family Members and Family Monsters (Is compassion possible?); Exoneration and Forgiveness; Revolving Slate and Concern About Future Generations and Self of the Therapist

**Required Reading**

- Chapter 6 of *Mindfulness-Based Play-Family Therapy: Theory & Practice*, by Dottie Higgins-Klein (Norton, 2013)

**Recommended Reading**

- *Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology*, by Bonnie Badenoch

This book presents how recent research has demonstrated that various therapeutic practices increase neural integration. Such practices include: gathering genogram information early in treatment, which helps establish empathic right brain resonance, between therapist and client, that continues as the client’s narrative unfolds (Siegel); awareness of the impact of intergenerational legacies on the person in therapy; adopting a stance of mutipartiality across the generations, instead of blaming any one generation. A theme throughout the book is the importance for therapists to do their own deeper work in order to be able to compassionately hold the pain for their clients’ “inner community”, through both verbal and non-verbal attunements. “The more deeply rooted we are in middle prefrontal integration, the more capacity to steadily hold our patients’ disintegrative upsets will expand, because our implicit perceptual biases will have the opportunity to be held themselves by the wisdom of our integrative circuits.” (p.33) All of these practices are such integral parts of Contextual Family Therapy that, although not specifically intending to address it, Being a Brain-Wise Therapist provides a useful explanation of why Contextual Family Therapy is such a powerful healing modality.

**Prerequisites**

Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country.

**Instructor**

Dottie Higgins-Klein LMFT, RPT-S, AAMFT Supervisor, received her Master of Family Therapy degree from Hahnemann University (now Drexel University). She is a Supervisor for the American Association of Marriage and Family Therapy (AAMFT) and a Registered Play Therapist Supervisor for the Association for Play Therapy (APT). Dottie studied with Ivan Boszormenyi-Nagy and his colleagues, and she has been practicing Contextual Family Therapy for thirty years, both personally and professionally.

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**CFT 601: Introduction to Contextual Family Therapy**

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**CREDIT HOURS AVAILABLE**

- Contextual Therapy Certificate Program: 29 hr.
- PA Social Work Board for LSW, LMFT, & LPC*: 29 hr.
- Association for Play Therapy** – Play Therapy Specific: 15 hr.
- Certification renewal for the American Nurses Credentialing Center: 29 hr.

**DISCOUNTS**

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- Retirement Discount: 10% discount
- Geographical Discounts: See registration details online!

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Course Overview

The Genogram is an essential assessment tool that therapists of all theoretical frameworks, including play therapy, can use in the treatment of individuals and families. The Genogram process is a compassionate engagement that offers a structured way to gather family history and gain insight into underlying family patterns. It yields, in a brief period of time, an immense amount of information that informs the therapist about the misguided family dynamics that are often the roots of the presenting problems. When working with children and teens, it is helpful to look at the families of origin. This can give the therapist an understanding of how the parents’ attachment and trauma experiences may have influenced their development into the parents they have become. Through the recognition of intergenerational emotional and behavioral patterns, the family can be helped to move toward the changes they seek. The parents themselves can gain insight that helps them to acknowledge their originating role in the child’s problem, to alleviate unfair blaming of their child, and to take appropriate remedial action. This entire process is a basis for Mindful Parenting. (For more on Mindful Parenting, see the writings of Daniel Siegel, Jon Kabat-Zinn, and Dottie Higgins-Klein.)

CLASS 1 — Instructor: Dottie Higgins-Klein — January 28, 2015

• A Family Systems Perspective / Contextual Family Therapy Perspective
• Theory of genograms / Objectives / Genogram Interview / Presenting Problem in Household
• Current Situation / Facts Value of Genograms / Simple to Complex Genograms Wider Family Context / Family Secrets / Roles in Family
• Symbols: Practice Constructing a three- or four-generation genogram (Basic Construction) / Relationship patterns

CLASS 2 — Instructor: Estelle Price — February 25, 2015

• Resilience in Higher and Lower Functioning Families / Assessing Family Patterns and Functioning
• Family Structure / Roles and Family Resources / Level and Style of Functioning / Relational Patterns and Triangles
• Contextual Family Therapy: Split Loyalty, Destructive Entitlement, Issues of Fairness, Early Attachment Issues, Trauma
• Review Genograms: Discuss and review symbols and identify triangles. Any questions about construction?

CLASS 3 — Instructor: Mary Beth Hays — March 25, 2015

• Multi-cultural Questions: Race / Ethnicity / Gender / Class
• Identify intercultural marriages / Race and ethnicity
• Immigration / Migration patterns
• History of oppression
• Religion / Spirituality
• Same sex marriages / Commitments
• Prejudices / Stereotypes
CLASS 4 — Instructor: Dottie Higgins-Klein — April 22, 2015

• Clinical uses of the genogram in family therapy / Continue to interpret the genogram
• Case examples / Demonstrate nuts and bolts from simple to more complex
• Give students basic facts of a real family history with a couple and then do role play
• Theory and Practice of the therapist’s own genogram process

Required Reading
• Genograms: Assessment and Intervention, by Monica McGoldrick (3rd edition, Norton, 2008)

Recommended Reading
• Ethnicity and Family Therapy, by Monica McGoldrick (3rd edition, Guilford, 2005)

Prerequisites
Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country.

Instructors
Mary Beth Hays, LSW, RPT-S; Dottie Higgins-Klein, LMFT, RPT-S, PTI Supervisor, AAMFT Supervisor; and Estelle Price, RPT-S, Licensed Psychologist, have a combined 75 years of using genograms with their clients. All are Senior Instructors in the postgraduate Mindfulness-Based Play-Family Therapy training programs and in the postgraduate certificate program in Contextual Family Therapy. They all believe in the value of encouraging play/child and teen/adult therapists to learn the immense benefit of engaging the adults in their history at about the fourth session after meeting the family.

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CFT 602: Understanding Family History Through Genograms — for the Play Therapist

**Tuition**

<table>
<thead>
<tr>
<th>Deposit Due w/ Reg.</th>
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<td><strong>TOTAL</strong></td>
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**Discounts**

- Save $20 with Early Registration by December 1!
- Full-Time Student: 10% discount
- Full-Time Parent: 10% discount
- Retirement Discount: 10% discount
- Geographical Discounts: See registration details online!

**Credit Hours Available**

- Contextual Family Therapy Certificate Program: 13 hr.
- PA Social Work Board for LSW, LMFT, & LPC*: 13 hr.
- Association for Play Therapy** — Play Therapy Specific: 13 hr.
- Certification renewal for the American Nurses Credentialing Center: 13 hr.

*The Family & Play Therapy Center is approved by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors to offer continuing education for social workers, marriage and family therapists, and professional counselors. The Family & Play Therapy Center maintains responsibility for the program. PA Social Work Board CEUs transfer to many other states. Check with your state social work board. No fee for PA SW CEUs.

**The Family & Play Therapy Center is approved by the Association for Play Therapy to offer continuing education specific to play therapy. Our provider number is 96-030. The Family & Play Therapy Center maintains responsibility for the program. Those joining us through our Interactive Live Online Classroom (iLOC) receive APT contact hours.

**Geographical Discounts**

<table>
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<tr>
<th>Number of Participants</th>
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<td>20%</td>
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<td>40%</td>
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**Course Withdrawal & Payment Policies:**

(a) If participant withdraws earlier than four weeks prior to the first day of a course, then participant will receive a full refund of the paid deposit, minus a $25 withdrawal fee.

(b) If participant withdraws within four weeks before the first day of a course (but earlier than one week prior to the first day), then participant will receive a full credit in the amount of the paid deposit to be applied to future courses and seminars at the center, minus a $25 withdrawal fee.

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(d) Following the first day of a course, all payments are due as scheduled, and participant is responsible for payment of entire course tuition. Tuition is not reduced on account of missed class days.

(e) A 1% late fee for past due balances will be assessed at the end of each month, based on the amount past due on the last day of the month.
Family Secrets bring the therapist into the complicated terrain of ethical dilemmas, family values, motivation, and both visible and invisible loyalty. Contextual Family Therapy (CFT) offers a highly ethical approach to navigating such a terrain. This course invites independent thinking: in the light of Contextual theory on secrecy, privacy, and confidentiality, participants are encouraged to formulate their own clinical approach to working with family secrets.

Intergenerational toxic secrets can take a powerful toll on the capacity to engage in authentic relationships. By handicapping a person’s ability to make accurately informed choices, secrets can distort identities and cause hurtful confusion. Conditions such as anxiety, depression, addictions, eating disorders, school misbehavior, sexual acting out, or lack of motivation, while appearing as the presenting problem, may, in fact, be the symptom of the true problem hidden in family secrets. The values of CFT offer a powerful framework for exploring secrets with curiosity, not impulsiveness; with honesty, not duplicity; flexibility, not rigidity; compassion not judgment.

Actions to confront and integrate a long held secret can cause enormous tension, emotional chaos, and grief. How does the therapist create a safe and accepting atmosphere for clients undergoing this experience? Who are the players, the insiders and outsiders of the secret? How do therapists help family members connect the dots between children’s, teens’, or adults’ challenging behaviors and an avoided family secret? How can exoneration and creating rituals help to heal family secrets? How can the therapist use role-play to help a client practice before addressing family members? What does the theory of developmental stages tell us regarding the revelation of family secrets to children and teenagers?

CFT holds as an ethical position that the therapist do his or her own personal therapy. During this course, participants are asked to make a ‘secrets genogram’ which will be considered private. Some may choose to share interesting selected information as part of the class, however, as always, everyone’s privacy will be honored.

We will discuss the work of Mark Karpel who was influenced by Ivan Boszormenyi Nagy’s CT approach and work as a group during this academic year toward a 2015 formulation of a Contextual Family Therapy Approach to Secrets with the intention of publishing it in the Family Therapy magazine.

Videos Presented

- **Family Secrets: Implications for Theory and Therapy** — We will view three video sessions with therapist Evan Imber-Black of a family with a fourteen-year-old son who is acting out by drinking and having problems at school. The therapist helps the family reveal a secret that has to do with their son’s paternity.

- **From Symptom to Dialogue** — We will view a segment of a professional video of Ivan Boszormenyi-Nagy. It includes a family with a secret that everyone knows but is denied. Nagy highlights earned destructive entitlement and the power of dialogue.

- Using a Contextual Family Therapy approach, we will view videos of several different families that are dealing with family secrets.
**Guest Presenter: Dr. Leslie Pepitone — December 4, 2014**

Dr. Leslie Pepitone will join us on December 4, 2014 emphasizing the Psychological Dimension of Contextual Family Therapy including the power of the unconscious, defense mechanisms and relational re-enactments. We can most effectively work on our relationships to the extent that we’ve worked on ourselves. The secrets we keep from ourselves—hidden out of awareness, or sectored off and detached—are often most responsible for the relational difficulties we encounter. Dr. Pepitone will also address how a therapist’s own ‘secrets’ impact their work with clients.

Dr. Leslie Pepitone, PhD is a licensed psychologist in private practice for more than 25 years, working with individuals and couples. With an academic background in developmental and psychodynamic theory, and trained by Dr. Ivan Nagy, Dr. Pepitone works at the intersection of intrapsychic and interpersonal relational experience. She has held teaching and supervising appointments at Hahnemann University, and has presented at workshops, conferences and trainings for many years.

**Guest Presenter: Dr. Catherine Ducommun-Nagy — February 5, 2015**

Dr. Catherine Ducommun-Nagy will join us on February 5 to address the problem of how family secrets can parentify children. With regard to secrets, individual therapists, particularly psychoanalysts have written extensively on this topic, focusing mainly on the impact of family secrets on the psychological development of children. Family therapists tend to examine its impact on family boundaries and on the formation of subgroups. From the vantage point of contextual therapy and from the perspective of this presenter, one of the important impacts of secrets is the parentification of children who are blamed for raising questions and left alone with their questions. What are the multigenerational consequences of this kind of parentification? The program includes a discussion of Dr. Nagy’s premises and true life examples. There will also be a case study that will include a group discussion.

Dr. Catherine Ducommun-Nagy, MD, LMFT is a Swiss-trained child and adult psychiatrist and a Clinical Associate Professor at Drexel University in Philadelphia, where she has taught Contextual Therapy for over 20 years. She has lectured internationally for many years and is president of the Institute for Contextual Growth, Inc., in Pennsylvania, founded by Ivan Boszormenyi-Nagy, MD. Dr. Ducommun-Nagy writes extensively in both English and French on the subject of Contextual Therapy and family loyalties and their applications, and her work has been translated into several other languages.

**Guest Presenter: Dr. Peter Goldenthal — April 2, 2015**

In this advanced presentation, Dr. Goldenthal will speak on the concept of multidirected partiality with particular emphasis on how it provides an ethically based therapeutic stance for individual and family therapists. Attendees will learn how to use multi directed partiality to conduct therapy in a way that is sensitive to all who may be affected by the therapeutic process. They will also learn how this concept and its related techniques facilitate considerations of fairness issues when wishes of parents and children are in conflict.

Dr. Goldenthal is a Board Certified Clinical and Family Psychologist, the author of five books, and an internationally recognized expert in the treatment of challenging problems of children, adolescents, and families including difficult-to-treat problems of childhood and adolescence, anxiety, phobias, developmental delay, and autism spectrum disorders from a contextual perspective. Dr. Goldenthal is the author of *Doing Contextual Therapy*. He lectures and conducts advanced workshops internationally for therapists working with children and families.

**Required Reading**


**Recommended Reading**


Prerequisites

This course is open to therapists who have taken at least one beginning course in Contextual Family Therapy at any location, including our Introduction to Contextual Family Therapy (CFT 601), and who are familiar with the terminology covered in the Introductory Course. In Contextual 805, you will join an experienced high-level group of therapists who have continued year after year to study together and to enjoy the depth and richness that our united focus provides.

Participants in the United States must hold a graduate degree or be currently enrolled in graduate school in a related field. Participants outside the United States must have or be in the process of acquiring the appropriate credentials for practicing mental health services in their country.

Instructor

Dottie Higgins-Klein LMFT, RPT-S, AAMFT Supervisor, received her Master of Family Therapy degree from Hahnemann University (now Drexel University). She is a Supervisor for the American Association of Marriage and Family Therapy (AAMFT) and a Registered Play Therapist Supervisor for the Association for Play Therapy (APT). She is the clinical and administrative director of the Family & Play Therapy Center and the author of *Mindfulness-Based Play-Family Therapy: Theory and Practice* (Norton, 2013). You may contact her at www.fptcenter.com. Dottie studied with Ivan Boszormenyi-Nagy and his colleagues, and she has been practicing Contextual Family Therapy for thirty years, both personally and professionally.

| CFT 805: Family Secrets, Invisible Loyalties, and Ethics in Contextual Family Therapy |
| Deposit Due w/ Reg. | 165.00 |
| 9 monthly payments | 65.00 |
| (Sept. 1, 2014–May 1, 2015) | |
| TOTAL | $750.00 |

**TUITION**

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<tr>
<td>Full-Time Student: 10% discount</td>
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<tr>
<td>Full-Time Parent: 10% discount</td>
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<tr>
<td>Retirement Discount: 10% discount</td>
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<tr>
<td>Geographical Discounts: See registration details online!</td>
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**DISCOUNTS**

| Number of Participants | 2 | 4 | 6 | 8 | 10 |
| Discount | 10% | 20% | 30% | 40% | 50% |

**CREDIT HOURS AVAILABLE**

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<th>Program</th>
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<tr>
<td>Contextual Family Therapy Certificate Program</td>
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<tr>
<td>PA Social Work Board for LSW, LMFT, &amp; LPC*</td>
<td>29 hr.</td>
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<tr>
<td>Certification renewal for the American Nurses Credentialing Center</td>
<td>29 hr.</td>
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SPV 901: Becoming a Play Therapy Supervisor

Training for Experienced Play Therapists Interested in Supervising

Overview

This small face to face group will focus on offering supervision to you as supervisor for other therapists and is available world wide. Participation can fulfill 24 of the 30 hours of coursework required of the Association for Play Therapy for obtaining the RPT-S credential. (3 optional hours are available for writing your own Philosophy of Supervision 2-4 pages.) Supervision of supervision will be rooted in the Mindfulness approach to therapy that combines play therapy with family involvement.

A primary goal of the group is that members develop their own framework for supervising individuals. You need to be supervising at least one person on a regular basis, minimally every other week or once a month for an hour. If you need a student, you may volunteer to supervise someone who has had the basic training in Play-Family Therapy. The student can be a colleague but should not be a friend. If you are already supervising, that can count for the course. Supervisors-in-training can either volunteer their services or charge a small fee—eg. $25 per hour to the supervisee.

Highlights

- Setting up the agreement with supervisees; planning the first session
- Supervisor Roles and Qualities of Effective Supervisors
- Components of supervision, including: the nature and purpose of supervision; developing your own solid theoretical framework; supervision methods and techniques.
- Developmental Supervision (Stoltenberg)
- Tools of assessments; Note taking and difficult supervisory relationships
- Multicultural issues
- Discussion of ethical guidelines, including APT
- Task of reading the guidelines for your own professional organization
- Skills for the supervisor to develop working with individuals and groups
- Transference and counter-transference
- Boundary and ethics of supervision - avoiding therapy when supervising
- Recommendation of additional readings that may not be covered in class, e.g., legal issues
- Unique to this course is that each person has the opportunity to share a video segment of the supervisor giving supervision to her supervisee. This allows the theory to come alive in a supportive small group. We acknowledge what is going well. Past participants have really valued seeing others supervise and receiving feedback on their own process parallel to studying the theory academically.

Recommended Course of Study

It is highly recommended that supervisors also study Contextual Family Therapy (CFT), which offers a solid framework that you will appreciate while taking the supervisor course. A knowledge of CFT is invaluable for a supervisor, and improves the supervisors competence with difficult issues that come up with families whose cases you are supervising. The monthly meetings of the supervision group are scheduled to be two weeks apart from the monthly advanced Contextual Family Therapy Course - 805 course, in order to make it convenient to attend both trainings. (Save $100 when you are taking this course with either CFT 601 or CFT 805.) The 601 Introduction to Contextual Family Therapy is offered once a month on Tuesday mornings ET. It includes 15 play therapy specific hours and training in Trauma Reality Sandtrays.
Required Reading

Optional Philosophy of Supervision Statement
Readings and experience will assist the supervisee in developing a two- to three-page personal statement of philosophy of supervision. (Three credit hours are awarded for the writing of this paper if completed during the course.)

Prerequisites
Completion of the two-year Advanced Child Development Course [now Mindfulness-Based Play-Family Therapy (MBPFT) with a Major Component in Advanced Child Development] or extensive training and supervision with a certified professor of MBPFT or in a model that is compatible with play therapy and family systems. Completion of at least 30 hours of play therapy supervision for yourself. At least 1 committed supervisee during the training.

Instructor
Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor, received her Master of Family Therapy degree from Hahnemann University (now Drexel University) in 1983. She is a Supervisor for the American Association of Marriage and Family Therapy (AAMFT); a Registered Play Therapist Supervisor for the Association for Play Therapy (APT); and a PTI Supervisor. She is the clinical and administrative director of the Family & Play Therapy Center and the author of *Mindfulness-Based Play-Family Therapy: Theory and Practice* (Norton, 2013). You may contact her at workshops@fptcenter.com or at 215-844-4321 ext. 3. Dottie studied with Ivan Boszormenyi-Nagy and his colleagues, and she has been practicing Contextual Family Therapy for thirty-three years, both personally and professionally.

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**SPV 901: Becoming a Play Therapy Supervisor**

$100 Discount

**Contextual Family Therapy Training Discount:** If you are taking either CFT 601 or CFT 805 during the same academic year, then you will receive a $100 discount from your CFT training.

<table>
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<th>CREDIT HOURS AVAILABLE</th>
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<td>Contextual Family Therapy Certificate Program — Supervision Requirement</td>
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<tr>
<td>APT Coursework Requirement for RPT-S Credential</td>
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**TUITION**

Payment Due with Registration: $200

*See $100 discount information.*

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(d) If participant withdraws within one week before the first day of a course, then the deposit is forfeited.
(e) A 1% late fee for past-due balances will be assessed at the end of each month, based on the amount past due on the last day of the month.

PHONE REGISTRATION ONLY FOR SPV 901: Please call us at 215-844-4321 ext. 1.

We accept payment by Visa, MasterCard, Discover, & American Express, as well as by check.
Overview
Supervision groups may include from 2 to 6 therapists and are available both onsite in Philadelphia and online from anywhere in the world through a HIPAA-compliant, face-to-face videoconferencing system. Individual supervision is also available with the above therapists either onsite or online. Online supervision groups may include onsite participants as part of the group. Supervision fees depend on the size of the group; see the table below for details. Currently scheduled groups are detailed above; we are also able to schedule other times for groups seeking supervision together. In smaller groups, each supervisee will receive more hours of individual supervision. Supervision hours may count toward multiple requirements, such as professional state licensing or APT and AAMFT credentials.

**Individual Supervision Rates**
$110 per hour*

*Discounted rate for those currently enrolled in ongoing courses. Hourly rate without discount is $120.

**Group Supervision Rates**

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<td>6 in group</td>
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**PHONE REGISTRATION ONLY:** To register, please call us at 215-844-4321 ext. 1.
A deposit of $80 is due with registration; deposit is used to pay toward your last session(s) if you do not miss any sessions. We accept payment by Visa, MasterCard, Discover, & American Express, as well as by check.

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**Monday Supervision Group — ONSITE & ONLINE**
Dates: 8 Mondays, November 2014–June 2015  
2014: 11/17, 12/15 // 2015: 1/12, 2/9, 3/9, 4/7, 5/4, 6/1  
Time: 1:00–2:50 PM ET (Login time: 12:50 PM ET)  
Location: ONSITE in Philadelphia & ONLINE through a HIPAA-compliant, face-to-face videoconferencing system  
Supervisor: Mary Beth Hays, LSW, RPT-S

**Wednesday Supervision Group — ONSITE & ONLINE**
2014: 11/12, 12/10 // 2015: 1/7, 2/4, 3/4, 4/1, 4/29, 5/27, 6/24  
Time: 12:40–2:30 PM ET (Login time: 12:30 PM ET)  
Location: ONSITE in Philadelphia & ONLINE through a HIPAA-compliant, face-to-face videoconferencing system  
Supervisor: Estelle Price, MS, RPT-S, Licensed Psychologist

**Sandtray Play Therapy Supervision Group — ONSITE & ONLINE**
includes Contextual Family Therapy  
Dates: 7 Thursdays, November 2014–June 2015  
2014: 11/20 // 2015: 1/15, 2/12, 3/12, 4/9, 5/7, 6/4  
Time: 1:00–2:50 PM ET (Login time: 12:50 PM ET)  
Location: ONSITE in Philadelphia & ONLINE through a HIPAA-compliant, face-to-face videoconferencing system  
Supervisor: Dottie Higgins-Klein, LMFT, RPT-S, AAMFT Supervisor, PTI Supervisor  
Requirement: Participants provide sandtray photos when presenting.
The Family & Play Therapy Center hosts a Professional Community Online that offers free membership to all mental health professionals from anywhere in the world.

Membership in this community of mental health professionals will allow you to

- Connect with fellow participants and expand your professional network.
- Discuss clinical questions with other mental health professionals.
- Pick up your schedules and readings, and receive course announcements for our trainings.
- Access our Interactive Live Online Classroom (iLOC), if you are joining us for class online.

Please follow these instructions to create a profile. If you are having any difficulty, we are always happy to answer any questions and to help guide you through the process. Please feel free to call us in the office at 215-844-4321 ext. 1. Thank you!

How to Create Your Profile in the Professional Community Online

1. Go to our website:  www.fptcenter.com
2. On the navigation bar across the top, click on the “Community” tab.
3. Click on the “Join Us Now! It’s Free!” button.
4. Fill in your full name, e-mail address (2 times), and password (2 times). The email address that you enter here is the one where you will receive notices regarding the community site. This email address will not be displayed, and you may choose a different email below for display in the community.
5. Click box to indicate agreement to terms. Click “Terms & Conditions” link to read terms.
6. Click “Next” button.

7. Provide information requested. Fields marked with an asterisk are required. The others are optional. We encourage you to provide enough information to give other community members a sense of your background and practice. Please note that the email address that you enter here will be displayed to other members of the community, and it does not need to match the email address that you entered above.

8. When you have completed this information, click the “Register” button at the bottom of the page.

9. Here’s where you upload your photo. You may click on “Skip” at the top and upload your photo later, if you don’t have one handy. Please keep in mind that a photo on your profile will really allow others in the community to see you as a human being, rather than just a name on a list. In addition, you will only be eligible for certain perks, such as our free seminar attendance drawings, if you have a photo of yourself in your profile. If you are having any difficulty uploading a photo, please let us know, as we are always happy to help!

10. Click ‘Browse’.

11. Find and select your photo on your computer. Click ‘Upload’. You will see the photo and a preview of the thumbnail that will show up with your posts on the community site.

12. Click ‘Next’ to complete your registration.

13. Within the next couple of minutes, you will receive an email at the email address that you provided with your password in step 4. The email will contain an activation link. Just click on this link, and your profile will be activated. (If you are having trouble clicking on the link, please copy and paste it into the address bar on your browser.) You are now able to log in to the community site with your email address and password!

NOTE: If you have any difficulty in any of these steps, please give us a call in the office at 215-844-4321 ext. 1, and we’ll be happy to guide you through the process!
A Message to Dottie from Jacquelyn Zoe de Bray, Psychotherapist

You’ve given a beautiful lifework to the world. Your presentation of the structure and how to prepare the setting is so clear only someone who has both a gift and has worked with this for years can bring forth such clear simplicity. The simplicity of your expression is of course deceptive to anyone starting out in this field. I know from you it took years to write and polish. It is such a joy to read this kind of clear measured form. Surrounding all of this, permeating clear through and through inseparably, though, is your deep love for the people who come in and out of your playroom. This shines forth through the whole structure you present. ... Thank you for this book, for what you do. It is a quiet joy to read.

A Message to Dottie from Linda Homeyer, Past President of the Association for Play Therapy & Recipient of the 2013 APT Lifetime Achievement Award

I have the book! WOW!!!! I LOVE IT!!!! ... The model is engaging and reinforces so much of what I believe as well. ... This will be my new favorite book to tell others about. It is a MUST READ! ... Thanks again for this great work—your book is a definite addition to the field.

An excerpt from the foreword by Bonnie Badenoch, author of Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology

Dottie Higgins-Klein is a brilliant synthesizer, forming the theoretical base for her unique approach from the traditions of developmental psychology (Margaret Mahler and Allan Schore in particular), family therapy (Boszormenyi-Nagy and Minuchin), mindfulness, interpersonal neurobiology, and play therapy. These strands are woven into a coherent structure that illuminates and holds Mindfulness-Based Play-Family Therapy (MBPFT). At each step, Higgins-Klein blends theory with detailed guidance (including transcripts) that will support both new and seasoned therapists as she accompanies us along a clear trail through repair of the developmental stages of the child, the parents, and the family as a whole. All of her writing is saturated with an interpersonal richness, because the presence and deep seeing of the therapist lie at the core of her work.

Some thoughts from Helen Boy, Minnesota APT Treasurer

I downloaded a copy of your book to my Kindle and love it so far! I am about one-third of the way through it but I want you to know it is wonderful and you discuss so many aspects that are familiar to me and very applicable to clinical work. Great work!

An Update from the Book Release Party!

Mindfulness-Based Play-Family Therapy: Theory and Practice by Dottie Higgins-Klein

W. W. Norton & Company, 2013

This book presents a new and comprehensive framework for helping children through play therapy within the context of the family. This experience-based therapeutic model respectfully derives from the best roots of traditional family therapy and play therapy modalities. It incorporates principles of mindfulness, interpersonal neurobiology, early childhood development, and family dynamics into a system that can use either spontaneous play or directed play according to need. In addition to a solid theoretical framework, this book also gives a practical description of the full range of stages from intake to closure. It provides principles and examples of effective intervention, and uses a detailed case study to illustrate essential attributes of therapeutic engagement.

Mindfulness-BasedPlay-FamilyTherapy.com ...or simply MBPFT.com