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| <p>Easy as ABC: Creating an Amazing Bibliotherapy Collection</p> <p>Danielle Budash, Psyd, RPT-S Megan Fiore, Psyd, RPT-S</p> <p>Friday, January 27, 2017 9:00 am - 4:30 pm</p> | <p>Ecstasies and Agonies in Case Supervision: Advanced Skills for Play Therapy Supervisors</p> <p>Eric Green, Phd, LPC, RPT-S</p> <p>Saturday, January 28, 2017 9:00 am - 4:30 pm</p> |
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Register NOW for the 2017 Winter Workshop

**January 27th & 28th, 2017
Glen Allen Cultural Center,
Glen Allen, VA**

Register at <http://www.virginiaassociationforplaytherapy.com/>



Clinical Supervision

Mullen, J.A. (2015). Play therapy supervision. In K.J. O'Connor, C.E. Schaefer, & L.D. Braverman (Eds.), *Handbook of Play Therapy* (pp. 549 - 560). Hoboken, NJ: John Wiley & Sons, Inc.

Clinical supervision is a supportive professional relationship that provides opportunities for personal and professional growth. Like play therapy, supervision is a relationship that is grounded in trust and respect that has the power to stimulate growth and change (Mullen, 2015).

The goals of supervision include “monitoring, evaluating, and refining the supervisee’s clinical skills and repertoire while also addressing the client’s needs and welfare” (Hoffman et al., 2005).

According to Mullen, Luke, and Drewes (2007), the discrimination model of supervision highlights three specific roles of a supervisor, teacher, counselor and consultant



Supervision can be conducted a number of ways:

| Face-to-Face Supervision | Phone Supervision | Video Conferencing |
|--|---|--|
| <ul style="list-style-type: none">• Can be individually or as a group• Can roleplay parts of sessions, practice new techniques, client and supervisee verbal, nonverbal, and paraverbal communication can be processed.• Limitations - Challenges in finding a supervisor within traveling distance, and finding workable times for supervision | <ul style="list-style-type: none">• Useful if supervisor and supervisee do not reside in the same area• Allows for easy scheduling• Limitations - Loss of some relational and communication benefits of face-to-face supervision, less opportunity for in vivo teachable moments, and difficult to demonstrate parts of sessions | <ul style="list-style-type: none">• Allows for the benefits of both phone and face-to-face supervision• Limitation - This form of supervision has not been studied extensively |

Issues in Supervision

Beginner Supervisee Anxiety

Many beginning supervisees who have just entered the field of play therapy can go through a cycle of feeling unsure one moment and feeling confident the next. Many experience high levels of anxiety when at the beginning stage of training and supervision. If not addressed, this cycle and subsequent anxiety can create tension in the supervisory relationship.

According to Mullen (2015), play therapy supervisors can overcome this challenge by:

- Assessing the developmental stage and needs of supervisees
- Providing high levels of encouragement, support, and feedback
- Having a highly-structured supervision relationship

As the beginner supervisee gains more experience their supervision needs will change. New play therapists are more likely to focus on the mistakes they made and ask questions related to those perceived mistakes. Intermediate and advanced play therapy supervisees often shift their focus to case conceptualization and unique challenges (Mullen, 2015).

Parallel Process

Parallel process often comes up as an issue that arises in supervision when supervisees “unconsciously present themselves to their supervisors as their clients have presented to them” (Mullen, Luke, & Drewes, 2007). This phenomenon occurs when the supervisee identifies with some aspects of the client and re-enacts this during supervision. This is brought into the supervisory relationship as the supervisee’s presentation is similar to the style of the client. Working through parallel processes is essential in the supervisee’s professional development as it can interfere with the growth process.

Supervisors can approach this issue with their supervisee by:

- Look beyond content - recognizing the parallel process by comparing the supervisee’s report of the client’s behaviors to the supervisee’s presentation in supervision
- Make the supervisee aware of the similarities
- Provide the supervisee with new skills and serve as a model for how to deal with the client or therapeutic relationship.
- Utilize role play, expressive arts techniques, and sandtray to directly address parallel process through nonverbal means

Parallel process can also become a part of the play therapy supervision process when exploring multicultural concerns when the supervisee and client are from different cultural backgrounds. Research suggests that 47% of play therapy clients are from racial minority groups (Ceballos, Parikh, & Post, 2012). This study also found that the more a supervisee works with minority clients, the more supervision needs to address multicultural concerns (Thomas, 2015). Engaging in self-awareness regarding attitudes, beliefs, and biases can stem from addressing the parallel process.

Playful Supervisory Interventions

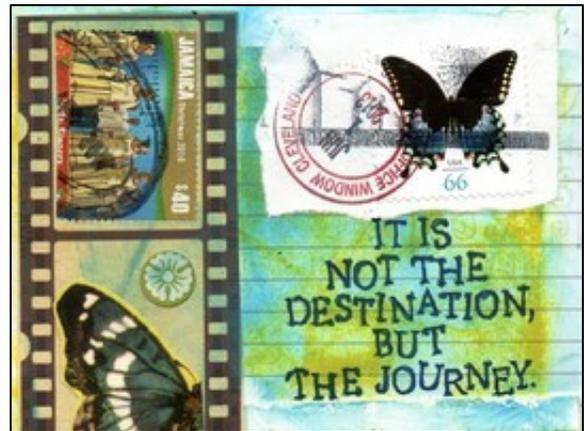
Mullen, J.A., Luke, M., & Drews, A.A. (2007). Supervision can be playful, too: Play therapy techniques that enhance supervision. *International Journal of Play Therapy*, 16(1), 69 – 85.

Although supervision has historically been dependent on the verbal interaction between supervisor and supervisee, research has shown that play therapy techniques can be used in the supervision process. Using playful techniques as a part of the supervisory relationship can enhance communication while increasing risk taking, reflective thought, and self-awareness. They can also help the supervisee develop a playfulness that is important for treatment, supervision, and consultation.

A Visual Representation of Supervisory Needs

Goal: To understand the supervisee's learning style

For some supervisees, it can be difficult to articulate what they want out of supervision or what they need from the supervisor. This intervention allows play to be used as a catalyst for the supervisees development. At the beginning of the supervisory relationship, the supervisee is provided with various art material, sandtray miniature, puppets, and storytelling material. The supervisor directs the supervisee to create a metaphoric representation of what they want out of the supervisory experience. This can be done in individual and group supervision.



A Supervisory Play Genogram

Goal: Skill acquisition



This is an adaptation of Eliana Gil's play genogram. The supervisor instructs the supervisee to select figures from the playroom that represent the client and their presenting issue. He/she is then asked to select objects that represent the supervisee and the supervisor in relation to the client. Together, the supervisor and supervisee process the visual/tactile representations and associative thoughts and feelings about the figures selected. The supervisee can then add more objects to represent the relationships between the client,

their problem, the supervisee, and the supervisor.

A Playful Way to Gain Perspective

Goal: To use the supervisee's experiences to improve clinical work

This intervention is useful when the supervisee needs to gain perspective on the big picture that the child in play therapy is trying to communicate. The supervisor instructs the supervisee to choose a title that represents the body of play therapy work to date. Together, the supervisor and supervisee discuss the rationale for the title and any insight that has been gained in the process. Next, the supervisor invites the supervisee to use the playroom or sandtray miniatures to tell the story the supervisee believes the child is communicating. During this part, the supervisee is not allowed to communicate verbally. This is so that the supervisee can experience the power of other communicative mediums. A photo may be taken of the supervisee's creation and used at a future supervision session. The visual and kinesthetic experience of the supervisee should then be processed with the supervisor.

A Letter to "Play Therapy"

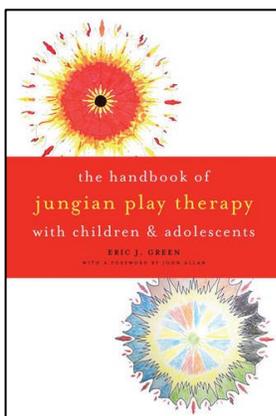
Goal: To help supervisee come to terms with professional identity as a play therapist

One technique that helps focus professional identity concerns is to have the supervisee write a letter to "Play Therapy." The letter should be written as if "Play Therapy" is a person. After the supervisee has written the letter (within or outside of the supervision session), the supervisor can invite the supervisee to read it aloud in supervision. Reading the letter aloud and hearing one's own voice makes for greater impact. The supervisor or the supervisee can then write back as "Play Therapy." Together, the supervisor and supervisee can process the complicated interplay between the supervisee's personal and professional selves.

Resources for Professionals

The Handbook of Jungian Play Therapy

By Eric J. Green



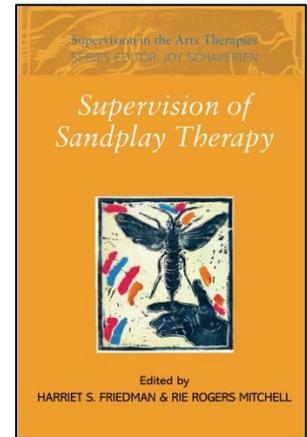
Child and family psychotherapist Eric J. Green draws on years of clinical experience to explain his original model of Jungian play therapy. The empathic techniques he illuminates in *The Handbook of Jungian Play Therapy with Children and Adolescents* can effectively treat children who are traumatized by abuse, natural disasters, and other losses, as well as children who have attention deficit and autism spectrum disorders. Designed for master's level and doctoral students, as well as school counselors, play therapists, and private practitioners, the book covers the theoretical underpinnings of "depth psychology" while highlighting easy-to-understand case studies from Green's own practice to

illustrate Jungian play therapy applications at work.

Supervision of Sandplay Therapy

By Harriet Friedman & Rie Rogers Mitchell

Supervision of Sandplay Therapy, the first book on this subject, is an internationally-based volume that describes the state of the art in supervision of sandplay therapy. Recognizing that practitioners are eager to incorporate sandplay therapy into their practice, Harriet Friedman and Rie Rogers Mitchell respond to the need for new information, and successfully translate the theories of sandplay therapy into supervision practice. The book provides a meaningful connection and balance between theoretical principles, practical application, and ongoing therapeutic encounter involved in sandplay.



Play Therapy Skills Checklist (PTSC)

Center for Play Therapy, University of North Texas

www.a4pt.org/resource/resmgr/Resource_Center/Supervision_of_basic_and_adv.pdf
(the last page)

The Center for Play Therapy at the University of North Texas created the Play Therapy Skills Checklist (PTSC) to advance the supervision and training of play therapists. The PTSC assesses basic skills, strengths, and areas for growth. The PTSC is based on visual supervision of play therapy sessions through live supervision or video recording.

Playfully,
Ariel Marrero

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