



APT Approved Provider #22-665

Nurture Play Therapy and Training



Child Centered Play Therapy Training

Date: 15/10, 22/10 & 29/10/2022 (Sat)

Time: 9:00am-4:00pm (HK)

Venue: Live Webinar

Language: Cantonese (supplement with English handouts)

Fee: HK\$5,000

HK\$4,000 (early-bird on or before 30/9/2022)

Program presenter(s): Cora Ho

(RPT-STM #S2420, RSW, Founder of Nurture Play Therapy and Training)

CE Hours: 18 Live Webinar CE Hrs

(RPT Application)/Non Contact CE Hrs(Renewal)

NOTE: This workshop meets APT definition of "Live Webinar"

Online application

Enter the link or scan the QR code



<https://forms.gle/rFhYL4j17qFxZpuZ9>

Enquiry: nplaytherapy@gmail.com

Course Description:

Child-Centered Play Therapy (CCPT) is a non-directive play therapy approach for children who have emotional and behavioural difficulties. CCPT is acknowledged to be one of the historically significant theories in the field of play therapy. The efficacy of CCPT for children had been well established by research from different countries over many years.

The purpose of this three-day skills training workshop is to provide participants a comprehensive introduction to the CCPT Model and to teach participants the principles and techniques for conducting all aspects of CCPT with children, from intake through termination. The workshop emphasizes the building of participants' therapeutic skills through a process that combines lecture, video demonstration and presenter roleplay with participants, and participant practice in dyads via the use of virtual "breakout" rooms.

Target Participants:

Social workers, counsellors and other mental health professionals who work with children and families. It provides practitioners with the knowledge and skill need to conduct Child-Centered Play Therapy effectively.

Content and Learning Objectives:

1. Describe the basic knowledge of the history, key concepts and the theory behind the use of CCPT
2. Describe the 8 foundational principles of Virginia Axline underlying the CCPT Model
3. Identify who CCPT is and is not recommended for and the different types of play we see in Play Therapy
4. Discuss in detail and apply 4 essential play therapy skills of CCPT
5. Describe how to apply the 3-step limit-setting process used with children in play therapy
6. Identify 4 stages in CCPT process
7. Identify the main categories and range of toys and materials that are recommended in CCPT, and how to set up a therapeutic playroom
8. Explain the importance of the therapeutic relationship in the CCPT
9. Identify the important of involving parents regularly in the treatment process and how to explain the concept of play therapy to parents
10. Describe the qualities of being a CCPT therapist
11. Distinguish among the 5 ways of measuring children's progress in the CCPT therapy process
12. Explain how CCPT can be conducted in conjunction with other forms of play and family therapy
13. List the contemporary research on CCPT

Cancellation and refund:

Refund is available only 20 days prior to a course or workshop.

No refunds are available less than 20 days before a course or workshop for any reason.

Nurture Play therapy and Training reserves the right to cancel a course, conference or workshop at any time due to unforeseen circumstances.



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Trainer Introduction:

Ms Ho Pui Ching, Cora

- Founder of Nurture Play Therapy and Training
- Registered Play Therapist-Supervisor (RPT-S™ #S2420)
- Registered Social Worker
- AutPlay service provider
- MA SocSc (Behavioural Health)
- BSW

Ms Cora Ho has over 20 years of clinical experience in child, counselling, play therapy, family therapy and parenting work.

She is expertise in working with child and family with her school stationing(primary and secondary school), Integrated Child and Youth Center (ICYC) and Integrated Family Service Center (IFSC) experiences .

She received her training in play therapy since 2011. With solid training, practice and supervision, she gained her credential as Registered Play Therapist-Supervisor (RPT-S™) in 2019. Her training is based on Child Centered Play Therapy (CCPT) and has extensive training and experience in using various approaches to work with children and families.

In recent year, she was invited to provide play therapy staff trainings to different social service settings, e.g. School Social Work Service-Kindergarten, School Student Guidance Service (Primary School) and IFSC. She had also provided play therapy sharings to different University and College for social work students (Year 4).