



Guidance for Workshop Presenters

Iowa Association for Play Therapy

In order for your workshop to be approved by IAPT for continuing education credit as an approved provider for the Association for Play Therapy, your workshop must meet specific standards. Instructions for submitting a proposal and meeting required educational standards are below.

Instructions for Submitting a Workshop Proposal

- Read this document in its entirety.
- Read IAPT's Policy and Procedures Concerning Potential Conflicts of Interest.
- Complete IAPT's Workshop Proposal Form.
- Submit the completed Proposal Form along with all required attachments to iowaAPTtraining@gmail.com

Standards for Appropriateness of Content/Skill Level

- APT requires that all post-graduate continuing education training must build upon a completed graduate mental health degree.
- APT requires specific standards for presentation content, emphasizing content depth (as opposed to breadth) based on the following areas:
 - Current empirically-supported, evidence-based, peer-reviewed, research informed sources, materials, interventions, and practices;
 - The workshop content must be directly related to play therapy.
 - Presentations must include a discussion of the appropriate target client populations for the workshop material.
 - Presentations must include a discussion of limitations and risks to using the workshop material.
 - Presentations must include an overview of current relevant research related to the content/topic and the limitations of the research.
 - Strong theoretical foundation;
 - The proposal must include an identified guiding theoretical framework or approach.
 - The proposal must clearly connect the identified guiding theoretical framework or approach to the topic/content.
 - Legal and ethical standards of professional disciplines; and
 - Best practices in play therapy as defined by APT.

- IAPT requests that presenters and topics consider cultural and identity differences in the application of the content to the playroom. Presenters are encouraged to consider and address, as related to the topic, the intersection of the identities belonging to the play therapist, the child, and the child's family in terms of race, ethnicity, socioeconomic status, language, gender, sex, sexual orientation, citizenship status, ability, religion, etc.
- IAPT requires workshops to be designed and presented based on the targeted skill level (beginning, intermediate, or advanced) of participants. The presenter designates the targeted skill level in the proposal form based on the following guidance:
 - A beginning level training focuses on building participants' understanding foundational play therapy skills and knowledge, both practical and theoretical.
 - Beginning level trainings target practitioners just starting out in learning about play therapy, play therapists who have not been practicing long, as well as experienced practitioners who may be seeking information on a new technique, theory, etc.
 - Little or no prior knowledge of a topic is expected for this level of training.
 - Example: a beginning level training may focus on assessment techniques in play therapy.
 - An intermediate level focuses on developing an increased understanding of knowledge outlined in the objectives and the application of the content.
 - Intermediate level trainings target play therapists who have foundational skills and knowledge about play therapy. The participants' experience may be grounded in a primary theory or be eclectic in that the play therapist has a basic knowledge base about multiple approaches.
 - A basic understanding of play therapy and the underpinning beliefs (e.g. the therapeutic powers of play, etc.) behind play therapy is assumed.
 - Intermediate level trainings deepen a practitioner's knowledge and skills in a particular content area.
 - Example: an Adlerian training on using the Crucial Cs might assume that participants have a basic understanding of Adlerian theory and the training then focuses specifically on expanding participants' understanding and use of the Crucial Cs in play therapy.
 - An advanced level training focuses on advanced techniques, recent research, and anticipated directions of the play therapy field.
 - Advanced trainings assume that participants have a strong background knowledge of skills and/or theories underpinning the training content.
 - Example: a training on Child-Parent Relationship Therapy assumes participants have a solid understanding of child-centered play therapy theory and skills.
- Workshop proposals must include measureable learning objectives specific to play therapy.
 - One learning objective per hour of the presentation is required.
 - Learning objectives must be written in the following format: At the end of this workshop, participants will be able to...
 - Learning objectives should clearly describe what the workshop participant will know or be able to do at the end of the workshop, based on the content of the workshop.

- Learning objectives should include action words that demonstrate a higher level of thinking and engagement with the material. IAPT recommends Bloom’s Taxonomy for additional guidance in choosing appropriate action words for learning objectives.
 - Examples of Appropriate Action Words: list, describe, identify, discuss, explain, apply, use, demonstrate, design, utilize, create, assess, etc.
 - Examples of Inappropriate Action Words: know, understand, learn, appreciate, become familiar with
- Within the Abstract, the proposal should:
 - Provide a clear connection to a theoretical framework or approach to play therapy.
 - Describe how the theoretical framework or approach will be included in the presentation.
- High-quality citations help demonstrate the rigor and value of the presentation material.
 - APT requires at least three references within the past five years from peer-reviewed scientific journals (see below for an explanation of peer-reviewed scientific journals).
 - IAPT requires at least two citations per hour of presentation that are directly applicable to the training purpose, content, and objectives.
 - APA format is required (see OWL Purdue for APA guidance: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
 - Citations must be from one or more of the following categories:
 - Empirically-supported/Evidence-based research (research demonstrating that a technique, method, treatment, or approach works; may be qualitative or quantitative in nature)
 - Peer Reviewed (publications that require a process of evaluation by other professionals as a gate-keeping step to ensure quality of material; self-published materials are not considered peer reviewed)
 - Other credible research informed sources (i.e. a publication by the American Academy of Pediatrics, as opposed to a professional’s blog post or a Wikipedia page)
 - Foundational/seminal texts on play therapy or relevant psychological theory/practice
 - Publications related to the legal/ethical standards of professional disciplines
 - APT publications regarding practice standards
 - IAPT expects citations to be appropriately current.
 - While many publications, particularly research may be more recent, IAPT recognizes that older publications (including foundational texts/materials) may be older yet completely relevant.
 - IAPT offers guidance that the bulk of citations should be within the past 7 years.

Workshops Held for Non-Contact CE Hours (Virtual)

- Non-contact hour workshops (held virtually) require participants to complete a post-test in order to receive the CE certificate. Post-tests are not required for contact hour workshops.
- The workshop presenter is responsible for writing an appropriate post-test based on the guidance below.

- The presenter must email the IAPT Training & Small Conference Chair the post-test and answer key at least two weeks prior to the workshop.
- Participants must score at least 80% on the test in order to pass, but may take the post-test multiple times in order to achieve a passing score.
- Requirements for Questions:
 - Test questions must be written at a post-graduate level.
 - 6-8 questions are required per credit hour.
 - The majority of the questions should be multiple choice.
 - The Question Stem
 - The stem should be a question or a partial sentence (i.e. Which of the following is true about play therapy?)
 - Avoid negatively stated stems unless it is significant to the learning outcome.
 - Negatively stated stems are difficult for test-takers to understand.
 - If using a negatively stated stem, emphasize the negative element with italics or capitalization. (i.e. Which of the following is *NOT* true about Adlerian play therapy?)
 - Answer Choices
 - Typically, each question should have four answer choices.
 - All answer choices should be plausible (avoid blatantly wrong answers).
 - Balance the placement of the correct answer within the answer list.
 - Keep the lengths of answer choices similar.
 - Answer choices should be clear and concise.
 - Limit (or avoid) “all of the above” or “none of the above.”
 - Do not use complex answer choices (i.e. Both A & C, Both B & C, etc.).
 - True/False questions should be used sparingly.