



[risevanfleet.com](http://risevanfleet.com)



**Family Enhancement & Play Therapy Center, Inc.  
International Institute for Animal Assisted Play Therapy®**

## **ONLINE COURSE CATALOG**

This catalog describes the online courses available through [www.risevanfleet.com/shop](http://www.risevanfleet.com/shop). Most of the courses are eligible for continuing education credits for mental health professionals, and those that are not are noted as such. Some of the courses require the purchase of additional textbooks or a CD. The courses are all self-paced and can be accessed at any time after purchase. The passwords change each year, so purchases made in the last quarter of the year can be extended at no cost into the next year.

After you purchase one of our online courses, the course material will be sent to you automatically. If you don't get it, please contact Dr. VanFleet's at [rise@risevanfleet.com](mailto:rise@risevanfleet.com). Some of the courses have rather large attachments (over 10 MB), so if you do not receive the course information within a few hours, please check your spam or junk folders, and then contact Dr. VanFleet at the email above.

### **Continuing Education Statement:**

The Family Enhancement & Play Therapy Center, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. The FEAPT Center maintains responsibility for these programs and their contents. The Family Enhancement & Play Therapy Center is an NBCC-Approved Continuing Education Provider (5732) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The FEAPT Center solely is responsible for all aspects of the program. It is also an Association for Play Therapy (APT) Approved Provider 95-014. This program has been approved by a number of state social work boards (please contact us for this information or check with your board). The British Association of Play Therapists has approved the FEAPT Center/Risë VanFleet as a provider of continuing professional development in the past. To earn CE credits/clock hours for the online courses, you must earn an 85% or higher on the CE exam for the course. You must take the entire course, as partial credit cannot be given. Each course below specifies the number of CE credits/clock hours that are awarded.

### **Webinars:**

We periodically offer live webinars, but these are not included in this catalog.

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### Note:

Online courses can be purchased directly at [www.risevanfleet.com/shop](http://www.risevanfleet.com/shop).

In-person courses are described at [www.play-therapy.com](http://www.play-therapy.com) (play therapy related), and at [www.iaapt.org](http://www.iaapt.org) (Animal Assisted Play Therapy® related).



## Child-Centered Play Therapy

### Description

Child-Centered Play Therapy (CCPT) is a very effective and frequently used form of play therapy in its own right, and it has been applied with a wide range of child and family difficulties. CCPT also serves as the foundation of Filial Therapy, and the specific skills of CCPT are valuable when using more directive forms of play therapy as well. CCPT is sometimes referred to as Non-Directive Play Therapy, and is considered a foundational form of play therapy, and is actually much more complex than many people believe. We often suggest that this is a great course to start with for those who have not had much in-depth play therapy training.

This 10-hour course includes a PowerPoint, detailed handout, and video of the instructor explaining the concepts and uses of CCPT, as well as session videos. It includes the following topics: theory and rationale, goals, toy selection, specific play session skills and methods, recognition of play themes, interpretation, special issues, how to involve parents, timeframes, and application to a variety of problem areas. Numerous case studies are provided showing how the process works. Video footage includes an entire CCPT session to illustrate concepts and methods. Registration fee includes the PowerPoint (in PDF format), links to all the video segments, and the CE administration. A required course text is additional.

**CE Credits Available:** 10

**Required Text (sold separately):** VanFleet, R., Sywulak, A.E., & Sniscak, C.C. (2010). *Child-Centered Play Therapy*. NY: Guilford.

**Instructor:** Rise VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

**Learning Objectives:** Participants will be able to...

1. Describe the 8 principles of Virginia Axline that are the foundation of CCPT.
2. Explain the theory behind the use of CCPT.
3. Identify the main categories of toys that are needed, and how they should be arranged in the CCPT playroom.
4. Describe in detail and apply the 4 primary skills used by the therapist in CCPT.
5. Conduct CCPT play sessions under supervision (for those without other CCPT training).
6. Describe 3 factors that indicate that the child is playing in a "thematic" way in CCPT.
7. Develop alternative hypotheses for the meaning of children's play in context during CCPT.
8. Involve parents regularly in the overall treatment process while conducting CCPT with their children.

# Introduction to Filial Therapy



## Description

Filial (parent-child) Therapy is a highly effective (evidence-based) intervention fully integrating family therapy and play therapy to address child and family problems. Filial Therapy (FT) was co-created by Dr. Bernard Guerney and his wife, Dr. Louise Guerney, starting in the 1950s. It has been researched since its inception up to the current day. The instructor for this online course learned FT directly from the Guerneys and has over 38 years of experience using it with a wide range of child and family problems.

Filial Therapy *simultaneously* addresses child problems, helps parents develop effective ways of interacting with their children, and is designed to create healthy parent-child attachment relationships. In this 10-hour video-based course, Dr. VanFleet provides an overview of the entire process of Filial Therapy. The course shows how to train and supervise parents as they conduct special nondirective play sessions with their own children, and how to incorporate family issues in a mutual problem-solving process that benefits children and parents alike. Filial Therapy has been used successfully with a very wide range of child and family problems, including anxiety, depression, oppositional behaviors, impulse control, attention-deficit problems, families with children on the autism spectrum, traumatic events, child abuse, foster care, adoption, attachment disruptions or disorders. The course includes video lecture as well as considerable footage of parents and children throughout the process (with their permission). A required course text is additional.

**CE Credits Available:** 10

**Required Text (sold separately):** VanFleet (2014). *Filial Therapy: Strengthening Parent-Child Relationships Through Play (3rd ed.)*. Sarasota, FL: Professional Resource Press.

**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

**Learning Objectives:** Participants will be able to...

1. Describe at least 2 benefits that Filial Therapy might have over both individual play therapy and more traditional parenting skills programs and therapy.
2. Describe what happens at each stage of the Filial Therapy process.
3. Identify at least 3 child/family problems for which Filial Therapy is useful and why.
4. Explain the role of therapist modeling for parents in FT.
5. Describe the role of relationship in the healing process of FT.
6. Identify the different "roles" that the therapist plays during the training phase of FT.
7. Describe the basic outcome research findings pertaining to FT.
8. Explain how FT applies to diverse clients and cultures.



## Overcoming Resistance: Engaging Parents in Play Therapy

### Description

When therapists work with children, they also work with their parents or caregivers. The relationship with parents can have a huge impact on the course of therapy. Parental resistance to play and family therapies can take many forms. Some parents expect that therapy alone will “fix” their children; others are skeptical about the entire process. This 4-hour video-based online course explores the types and sources of parental resistance to play and family therapies and provides viewers with practical methods for working with challenging families. This course includes ways to explain play therapy and Filial Therapy to parents who might be skeptical, as well as ways to handle many different forms of resistance. The course includes several video demonstrations of the methods by Dr. VanFleet.

**CE Credits Available:** 4

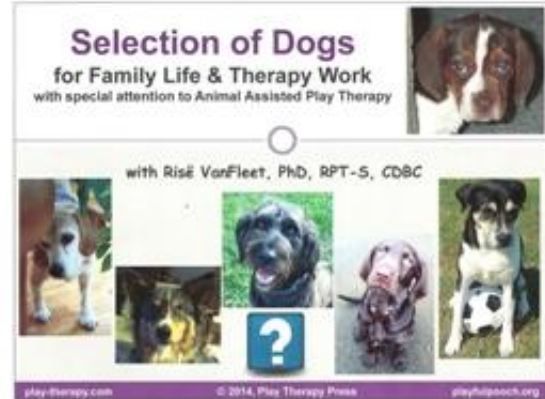
**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

**Learning Objectives:** Participants will be able to...

1. Describe why labeling parent as “resistant” might result in a less beneficial therapeutic relationship.
2. Explain what it means to look at resistance as a natural part of the process.
3. Compare and contrast an expert model vs. a collaborative model of conducting therapy.
4. Describe the value of explicitly tying client needs to recommendations.
5. Identify at least 3 different forms of resistant behavior of parents.
6. Explain the role that cognitive restructuring can play in alleviating resistant reactions.
7. Identify at least 2 things a therapist can do when parents fail to follow through.
8. Describe at least one key skill in de-escalating an angry parent.

# Selection of Dogs for Family Life & Therapy Work

with special attention to Animal  
Assisted Play Therapy™



## Description

This is a **non-CE course**, but it is very useful, nevertheless, in helping therapists find, socialize, and train dogs with whom they can work as partners in therapy.

Selecting a dog as a family companion as well as for therapy work is a complex process, and perhaps more complicated than many realize. Your decision will affect your family for years. If there are plans for the dog to be involved in therapy work, and especially psychotherapy or play therapy, then it is important that the dog is suitable for those purposes as well. Not all dogs are appropriate for all families or all types of work. Most people want a friendly, calm, stable dog who will fit in well with their lifestyle. Therapists need dogs who will be able to perform and enjoy the work that is asked of them.

This self-paced online course has been developed to provide practical and up-to-date information that will help you acquire a dog who is more likely to fit well with your family and work, helping you make a more informed choice. It is designed to help you determine the attributes that you want or need in the dog, and to help you look more fully for those characteristics in the puppies or dogs being considered. Information is provided about acquiring puppies from responsible breeders as well as how to adopt dogs from rescues or shelters. The following sections are included:

- Introduction
- Lifestyle Considerations
- Dog Breeds
- Puppy Mills, Backyard Breeders, & Reputable Breeders
- Rescue Dogs
- When Should I Acquire a Dog?

- Individual Characteristics of Dogs
- Observations & “Tests” – How to Evaluate the Dog
  - Observations
  - Available Assessment Tools
  - Creating Your Own “Tests”
- Selection for Animal Assisted Play Therapy & Other Therapy Work
- Selection Help from Canine Professionals
- Socialization & Training Considerations
- Keeping in Touch: Well-being & Changes
- Other Resources

This course consists of a PowerPoint presentation in PDF format. It has detailed information, photographs to illustrate, and links to articles, videos, and other resources that might be useful in selecting a new puppy or dog. This course is not designed as a continuing education offering, but the other courses in this catalog do offer continuing education for mental health and some for canine professionals.

This online course is offered as a stand-alone program. Registration fee includes all course materials.

**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC

(Licensed Psychologist, Registered Play Therapist-Supervisor, Certified Dog Behavior Consultant)







## Introduction to Animal Assisted Play Therapy®

### Description

This course provides an overview of Animal Assisted Play Therapy® (AAPT), a therapeutic approach that fully integrates play therapy and Animal Assisted Therapy (AAT), with significant contributions from several other fields. It is most often used to treat a wide range of child, adolescent, and family psychosocial problems, and it is also appropriate for groups and adults of all ages. The course provides the definition of AAPT, guiding principles and values, goal areas, required therapist competencies, animal selection and preparation, descriptions of the type of relationship between therapist and animal and how to achieve that, the types of settings used, the wide range of methods and interventions available, the welfare of animals, an overview of applications and ethics, and numerous case examples of this promising approach in action. The focus is on dogs and horses, but the principles and methods can be used with other species as well. The approach has been used by mental health, allied health, and education professionals.

This course is intended as a thorough introduction, but not as an in-depth training program. People completing the course will have a solid understanding of the possibilities and procedures for AAPT, but should not begin the practice of AAPT based upon this single course.

**Prerequisites:** There are no prerequisites for this course. This course does serve as one of the prerequisites for the 4-day live skills-building course, Animal Assisted Play Therapy®, Level 1.

**CE Credits Available:** 14

**Required Text (sold separately):** VanFleet, R., & Faa-Thompson, T. (2017). *Animal Assisted Play Therapy*. Sarasota, FL: Professional Resource Press. (Maxwell Award winner for best book on the human-animal bond)

**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)



**Learning Objectives:** Participants in this course will be able to...

1. define Animal Assisted Play Therapy® and describe how it differs from other Animal Assisted Therapy modalities.
2. define play therapy and how it differs from other child or family therapy interventions.
3. describe what is meant by each of the Guiding Principles of AAPT and why each one is important.
4. explain why the animal's welfare is equally important to that of the client.
5. identify five primary goal areas for AAPT work.
6. list the competencies needed by therapists to do this work competently and ethically.
7. describe the key components for preparing a dog to be involved in play therapy work.
8. describe the major forms of play therapy within which AAPT can be applied.
9. explain at least 5 different AAPT interventions.
10. explain the importance of working with horses in familiar, natural environments.
11. describe the 3 criteria that must be met for dressing up an animal in an ethical and humane manner.
12. list the sequence with which one debriefs a group after an AAPT activity.
13. list the qualities that go into a healthy therapist-animal relationship
14. describe what the 3-second rule is and how to conduct it.
15. describe why perfect behavior is not a requirement of AAPT therapy animals.
16. describe at least 2 ways in which playfulness or lightness can be incorporated into the AAPT process.





## Canine Communication in Animal Assisted Play Therapy®

### Description

Despite sharing our lives with dogs for years, it is often the case that we are unaware of the many ways that they are constantly communicating. They use virtually every part of their body to communicate, and the study of canine body language provides us with a deeper understanding of our dogs. This course is designed to help you become more aware of the ways that dogs communicate and why it is so important for you to become adept at observing and understanding what they are saying at all times, including during therapy or educational sessions in which they participate. Mental health, allied health, and education professionals must be able to communicate effectively with each other to provide quality, coordinated services. Similarly, the human-canine therapy team must communicate well to ensure that sessions go smoothly. The well-being of clients as well as the dogs depends on it! Recognition and accurate interpretation of canine communication is probably the most important skill a therapist can develop to ensure safety for all involved, to make effective decisions during therapy sessions, and to maximize therapeutic gain. Furthermore, it is valuable to help clients learn to understand some of the communication signals of animals, as they can provide a basis for strengthening empathy.

This course covers many details about dogs' body language and offers some practice opportunities to build awareness and skill in this vital area. The observation skills and the approach to interpretation covered in this course can readily be applied to other species as well, although the specific body signals can be quite different and should be mastered for each species with which one works. Successful completion of this course is a **prerequisite** for the live 4-day Animal Assisted Play Therapy® Level 1 workshop offered regularly in the US, UK, and other countries. The contents of this course are relevant for those engaging in many forms of therapy dog work, as well as for others interested in understanding their dogs better. This

course can be taken as a stand-alone program. Registration fee includes all course materials **except the textbook and CD.**

**CE Credits Available:** 10

**Required Text and CD (sold separately):**

Pelar, C. (2009). *Kids and Dogs: A Professional's Guide to Helping Families*. Woodbridge, VA: C&R Publishing.

Byrnes, C. (2008). *What Is My Dog Saying? Communication 101* (CD), Spokane, WA: Diamonds in the Ruff.

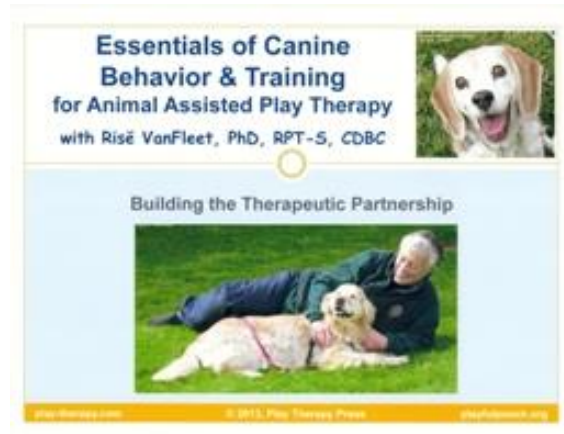
**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

**Learning Objectives:** Participants in this course will be able to...

1. Describe at least 2 reasons it is important to learn to read canine body language when involving dogs in the responsible, ethical practice of child/family/play therapy, other mental health therapies, allied health interventions, and educational programs.
2. Identify at least 10 different canine stress or calming signals therapists might see in Animal Assisted Play Therapy® or AAT and what they might mean.
3. Explain the importance of context in interpreting canine body language.
4. Observe and respond to stress signals in order to ensure the safety of clients in AAPT.
5. Intervene appropriately when dogs show significant levels of stress during sessions.
6. Explain the connection between canine body language and the development of empathy in children within AAPT sessions.
7. Explain the difference between “tolerance” and “enjoyment” in dogs’ interactions with people, how to tell the difference, and the implications of that for AAPT and AAT.



# Essentials of Canine Behavior & Training for Animal Assisted Play Therapy®



## Description

This self-paced course has been created to provide the practitioner of Animal Assisted Play Therapy™ or other Animal Assisted Interventions with a solid background in canine behavior and training. It is likely to be useful to others who wish to learn more about canine socialization, behavior, and training, and how these relate to our relationships with dogs as well as to the work we ask them to do.

Included lessons are as follows: (1) the therapeutic partnership; (2) the nature of dogs; debunking the myths; (3) socialization; (4) overview of dog training; (5) learning principles (theory); (6) positive training concepts; (7) dog training applications; (8) more training applications and resources; (9) the dog's welfare. The course consists of a PowerPoint presentation, links to supporting documents, video presentations and examples, and detailed examples of how to train a number of key behaviors. Successful completion of this course is a **prerequisite** for the live 4-day Animal Assisted Play Therapy® Level 2 workshop offered regularly in the US, UK, and elsewhere.

**CE Credits Available:** 10

**Required Text (sold separately):** Dennison, P. (2015). *You CAN Train Your Dog: Mastering the Art & Science of Modern Dog Training*. Blairstown, NJ: Shadow Publishing.

**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

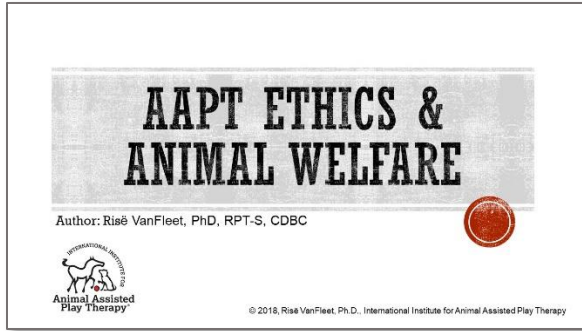
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**Learning Objectives:** Participants in this course will be able to...

1. Explain why the therapist-canine relationship is so important to Animal Assisted Play Therapy®.
2. Identify key features of a therapy partnership with a dog.
3. Define the basic principles of classical conditioning.
4. Explain the four quadrants of operant conditioning.
5. Describe what is meant by socialization and why it is so important for play therapy dogs.
6. Define the following terms: luring, free shaping, capturing, marker training, play training, DRI.
7. Give at least 3 reasons why it is critical to use nonaversive methods in training dogs for therapy work.
8. Distinguish collars and harnesses that are appropriate and inappropriate for managing dogs' behavior.
9. Apply training principles and ideas to teach their dogs at least 3 useful behaviors for AAPT work.
10. Monitor their dogs for stress during therapy sessions and respond appropriately when they see it.





## Animal Assisted Play Therapy® Ethics & Animal Welfare

### Description

Animal Assisted Play Therapy® is a complex form of therapeutic intervention that requires knowledge and skill competencies from several different fields. Whenever live animals are involved in therapy, there are a number of special ethical and welfare considerations that differ from those in other forms of therapy. It is not nearly enough for therapists to take their “nice animals” to work with them, nor is it sufficient to take one online course and begin practicing. There are scope of practice issues that are important for any therapist considering the involvement of an animal to consider. Nonhuman animals are sentient beings whose needs must be attended to carefully. The welfare of animals involved also relates directly to the quality of experience for clients, therapeutically as well as in terms of risk management.

This online course highlights the key factors that one must learn and bear in mind when involving animals in their professional AAT and AAPT work. It includes sections on professional ethics, principles of practice, therapist competencies, boundaries of practice, relationships, natural environments, animal welfare (including discussion of the Five Freedoms, animal consent, equipment, and animal choices), therapist awareness, and risk management processes. The course offers a variety of exercises and tools for therapists to assess their own progress and areas for future development. It also pulls together elements of other courses within an ethics and welfare context.

### CE Credits Available: 6

**Prerequisites:** This course will be more meaningful if you have already taken the *Introduction to Animal Assisted Play Therapy*® online course (and the text for this course is the same as for that one). Although the reading for this course uses only sections from the required text, it is advisable that you first read the entire book (which you do in the Intro to AAPT course). This course is required for those interested in becoming AAPT supervisors and instructors, as well as for certified therapists as a continuing professional development course.

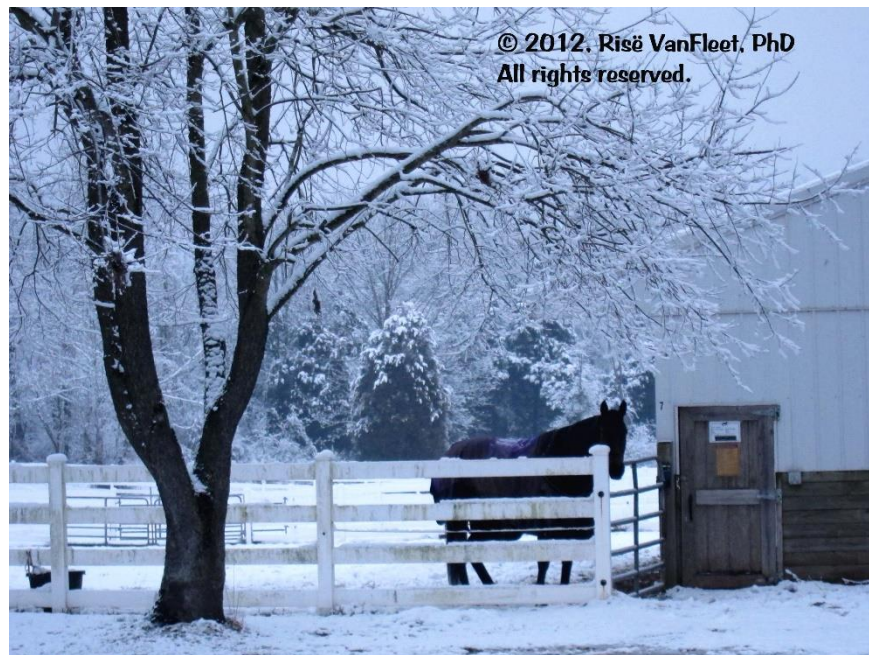


**Required Text (sold separately):** VanFleet, R., & Faa-Thompson, T. (2017). *Animal Assisted Play Therapy*. Sarasota, FL: Professional Resource Press.

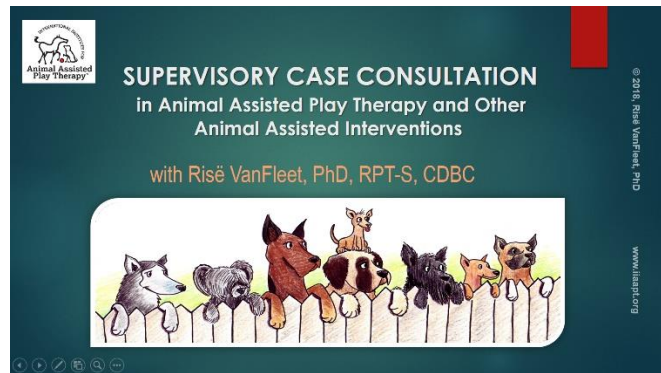
**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

**Learning Objectives:** Participants in this course will be able to...

1. Describe at least 2 reasons why scope of practice issues matter in AAT/AAPT.
2. Identify and define the 8 key competencies therapists must develop.
3. Describe at least 2 reasons why it is important that therapists develop fluency in reading the body language of each species with whom they work.
4. Give 2 examples of how therapists can offer choice to their animal partners.
5. Define what is meant by “goodness of fit” when applied to the practice of AAT/AAPT.
6. Give an example of each of the “five freedoms” as applied to AAT/AAPT.
7. Identify how you would handle it if a child client grabbed the tail of a dog, cat, or horse.
8. Describe 2 factors that might cause an otherwise nice dog to snarl or bite.
9. Identify how you would handle clients picking up cats and small dogs.
10. Practice with lower risk and higher quality in the fields of AAT/AAPT.
11. Understand the need to learn a great deal about animals.
12. Describe at least 4 features of an excellent therapist-animal relationship.
13. Describe what is meant by & why it is important to work within the animal’s natural environment.
14. Describe the 3 criteria that should be applied to decisions about dressing up animals.



# Supervisory Case Consultation in Animal Assisted Play Therapy™ & Other Animal Assisted Interventions



## NOTE ABOUT THIS COURSE:

*This course is available only to those who have (a) achieved certification in Animal Assisted Play Therapy® as a therapist, (b) practiced post-certification for at least a year, (c) held a supervision credential in their primary field for at least two years, and (d) provided at least two years of supervision in their primary field. Because of these requirements, this course is not listed in our online store. Those who are eligible for it gain access through other avenues.*

## Description

This online course is designed for professionals who are already supervisors and certified in AAPT and who wish to become AAPT supervisors. This course is taken in advance of the AAPT supervision apprenticeship that involves participation in a supervision group with a highly experienced supervisor. This entire experience is designed to ensure fidelity to the AAPT model and the skills required to supervise therapists as well as their animals during client sessions.

This course has a more specific focus than many other supervision courses. It includes the many facets of AAPT supervision, which require attentiveness and supervisory guidance with animal ethology, behavior, and body language, as well as the ethical involvement of animals that includes full respect for their welfare at work and at home. Clinical supervision/case consultation and interactions are also included as they relate to the specialized practice of AAPT.

The course includes sections on ethics codes, competencies, confidentiality and formats, core AAPT concepts, VanFleet Collaborative Supervision Model and other models, relevant topic areas covered in supervision, case presentations and use of videos, what to look for, the animal aspect, feedback guidelines, goal focus, common key issues that arise, use of questionable practices, technique ideas, relationship supersedes techniques, case follow up, professional development plans, considerations for online supervision, structuring group supervision sessions, and case examples.

**CE Credits Available:** 10

**Instructor:** Risë VanFleet, PhD, RPT-S, CDBC, Licensed Psychologist (PA)

**Learning Objectives:** Participants in this course will be able to...

1. Explain at least 2 reasons why a positive focus of supervision is important.
2. Describe in detail and conduct supervision using the VanFleet Collaborative Model.
3. List at least 5 competencies needed by supervisors in AAPT.
4. Outline all the steps of the supervision process.
5. Conduct supervision with individuals or groups in their chosen field (mental health or allied health).
6. Use the *APA Ethical Principles of Psychologists and Code of Conduct* as a reference.
7. Provide straightforward feedback and follow-up to help other professionals develop their AAPT competencies.
8. Provide feedback on animal body language, therapist-animal relationship, and actual conduct of AAPT to supervisees.
9. Provide feedback that emphasizes the positive while using strengths to assist with weaker areas that need development.
10. Assist supervisees in developing their own Professional Development Plans and help them achieve their objectives.
11. Refer supervisees to appropriate resources pertaining to the animal species with which they work.
12. Include consideration of therapeutic and AAPT principles at all times during supervision.
13. Articulate their rationale behind all feedback that is given.
14. Encourage and empower supervisees as they develop their competence and confidence in the conduct of AAPT/AAT.

