

NACC NEWSLETTER

JULY - SEPTEMBER 2017

Editorial

Good news! Since launching our Certificate in Lay Christian Counseling course in January this year, we have now tweaked this course to enable participants to complete the training in two years. In essence, we have added a 4-week Family Counseling Course to help participants understand basic genograms, nuclear family emotional system, multigenerational transmission process and some fundamental goals and techniques for family therapy. Should your church be keen to host some of our programmes especially the Basic Counseling Course, please do not hesitate to contact us. Looking forward to your partnership as we seek to strengthen the counselling ministry of the Malaysian church.

NACC
Malaysia

NACC CALENDAR for 2017-2018

	Description	Date	Speaker	Track	Contact Hours	Remarks
1	Motivational Interviewing - the 7 features of Jesus' effective counselling	Jan 7	Dr Jeff Sim	Elective	2	
2	Regional Conference at Ipoh	Feb 17-18	Various	Conference		
3	Basic Counselling Course	March 11 – May 13	Patrick Cheng	Core Subject	16	
4	Workshop on Walking Alongside People with Trauma	May 6	Dr Yeo Pei Li	Crisis & Disaster	2	Coincide with AGM
5	Workshop on Understanding Addictions	June 24	Chris Sekar	Addiction	2	
6	Workshop on Child Centred Therapeutic Play	Aug 12	Lee Sook Huey	Life Stage	2	Focus on Children
7	2 nd Asian Christian Counseling Conference	Oct 11-14	Various	Chiengmai	20	For more information www.asiancca.com
8	Basic Counselling Course	Mid Sept – Mid Nov	Patrick Cheng & Vincent Lim	Core Subject	16	Venue to be confirmed.

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Council of Reference 2017-2018

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National Association of Christian Counsellors Malaysia

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	Description	Date	Speaker	Track	Contact Hours	Remarks
9	Workshop on Mental Health Issues	Oct 28	Dr Vincent Wong	Elective	2	Focus on Depression and Bipolar Disorder
10	Workshop on Helping those with Same-sex Attraction	Dec 2	Rev Tryphena Law	Sexuality	2	
11	Workshop on Suicide: Prevention, Intervention and Postvention	Jan 20*	To Be Advised (TBA)	Crisis	2	
12	Family Counselling	March 2018	Dr Yeo Pei Li & Patrick Cheng	Core Subject	8	
13	Workshop on Integration between Theology and Psychology	April 28*	TBA	Elective	2	Coincide with AGM
14	Workshop: Sexual & Pornography Addiction	June 30	Patrick Cheng	Addiction	2	
15	Understanding Adolescent Development from Biblical & Psychological Perspective	August 25	Peter Soo	Life Stage	2	Focus on Adolescents
16	Annual Conference	September*	TBA		10	
17	Basic Counseling Course	Mid Sept – Mid Nov	Vincent Lim	Core Subject	16	
18	Mid-life Crisis and Transformation	Dec 8	Sew Yin Yin	Life Stage	2	End of 2018 = 56 contact hours

*Dates are tentative depending on availability of speakers

REPORT ON WORKSHOP ON **ADDICTION COUNSELING**

About 40 participants attended the Workshop on Addiction Counselling and Treatment Plan conducted by Bro Chris Sekar on 24 June 2017. Even though it was an introduction to addiction intervention, participants were able to gain further insight and a deeper understanding of the various issues. Chris, who practises as an Addiction Therapist, also discussed the concepts and dynamics that are involved in the treatment and counselling process. Chris has more than 30 years of counselling experience ranging from substance and behaviour addiction abuse to family issues. He also shared from his personal experiences. Participants, which included pastors, church workers, and lay leaders, were also challenged and encouraged by his many testimonies.



NACC NEXT BIMONTHLY WORKSHOP ON CHILD-CENTERED THERAPEUTIC PLAY:

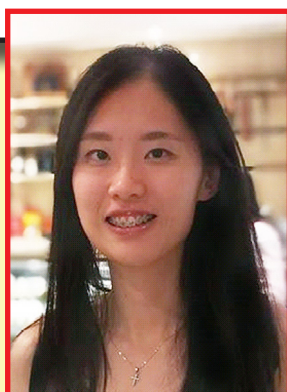
FACILITATING CHILD'S GROWTH AND EXPRESSION THROUGH PLAY

Play helps children to express and work through emotions and experiences. Facilitative responses play an essential role in facilitating therapeutic growth and experiences for children. This workshop will introduce child-centered play therapy and allow participants to practice the skills to respond therapeutically to child's play.

Objectives:

1. Participants will learn about different therapeutic elements of Child Centered Play Therapy (CCPT) including the principles and objectives.
2. Participants will learn about the types of play materials to include during therapeutic play. Participants will learn and practice the use of facilitative responses during child's play (e.g. structuring, tracking, reflecting feelings, limit setting)

Date : 12 August 2017 (Sat)
Time : 9 am - 12 noon
Venue : NACC Office, 2-2B, Block K, Jalan PJU1/3A, Sunway Mas Commercial Centre, 47301 Petaling Jaya



Speaker:

Lee Sook Huey is a Clinical Psychologist who is currently practicing at KIN & KiDS Marriage, Family and Child Therapy Center, where she does both psychological testing and therapeutic interventions with children and adolescents. Sook Huey has received graduate-level training in play therapy that is accredited by the Association of Play Therapy, USA. She is also a psychology lecturer at Methodist College Kuala Lumpur.

Target Audience:

Open to parents, church workers and anyone who wish to be more effective to work more effectively with young people through play.

Cost:

RM30 for NACC members, RM60 for non-members

Payment:

1. Crossed cheque in the name of "National Asso of Christian Counsellors" and send by post to the NACC office (address above)
2. Online registration at www.nacc-malaysia.org

Website: www.nacc-malaysia.org

Email: office@nacc-malaysia.org Tel: 03-78035088

Contact Hours Awarded: 2 hours

ARTICLE:

RULES FOR PARENTS DURING PLAY TIME:

A CASE FOR FILIAL PLAY THERAPY

By: BRITTNEY S. GEORGE, M.A.

The Association for Play Therapy recently celebrated its annual International Play Therapy Week. A time used to educate and advocate on both local and global scales, the APT took care to put out videos, hold trainings, and fill various social media outlets about the often overlooked evidence-based practice. It is a pivotal time in the association's history, considering it will commemorate its 35th year as an organization this year.

An essential concept of Play Therapy is its collaborative nature; both with the children serviced and the caregiver/parental figures. Play Therapy seeks to assist and educate parents in the areas of limit setting, emotion regulation, establishing healthy attachment, and with any other presenting problems with which the child struggles.

There are already specific sects of play therapy dedicated to the integration of psycho education for parents and play. For example, Garry Landreth, Ed.D., LPC, RPT-S, a well-known contributor to the mental health field, established the Child Parent Relationship Therapy model (CPRT) (Landreth, 2012). This is considered a type of Filial Therapy, where the therapist trains the parent to use child-centered play therapy techniques with their own children within the home setting. This can be especially empowering for parents who often bring their child to the therapist struggling with feelings of detachment, as well as burn out related to the child's presenting problem.

The therapist guides the parent by teaching special skills, such as empathetic listening, healthy communication, and limit setting (Van Fleet, 1994). If successful, the parents can learn

to better understand their children, establish greater empathy, and foster safety and healthy attachment within the parent-child relationship (Van Fleet, 1994). Additional benefits for Filial Therapy modalities include an increase of trust and confidence between child to parent, as well as decreased frustration in families (Van Fleet, 1994).

Often, parents may feel judged or misunderstood by mental health workers when it comes to their established parenting styles and personal philosophies. However, someone who is trained in these modalities are better equipped to work to maintain a nonthreatening environment for the parents to be educated (Van Fleet, 1994).

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One particular play therapy blog, Growing Play, was one of the first to discuss the following four rules for parents to remember when engaging in play time with their child:

1. Turn off all cell phones.

One of the goals of Filial Therapy is for the child to be heard and understood by their parents (Van Fleet, 1994). Daniel Goleman, author of the book Focus: The Hidden Driver of Excellence, believed that rapport between two people – particularly child and parent – involves a shared focus and requires joint attention. He adds that a powerful synchrony occurs when the child and parent/adult are fully engaged with other, which generates a good feeling and fosters a better learning environment for the child (Goleman, 2013). A parent focused on their cell phone, rather than their child, cannot fully engage. Therefore, the child will struggle to maintain their self-confidence or learn to fully trust their parent.

2. Follow the child's lead.

Simply, this involves allowing the child to decide the structure and materials involved in play time. Much of their lives are controlled or guided by the parents, so it will feel natural for both child and parent for the parent to take the lead. However, a parent choosing the follow – without criticizing or judging – sends a powerful message to the child that their feelings matter. It encourages the use of increased creativity in the mind of the child, as well as the child taking responsibility for themselves.

3. Play at the child's level.

Similar to the second rule, placing the child at the center of the play creates a safe environment for the child. Getting on the child's level may involve the parent engaging with the child at their eye level. For example, if the child wants to play with their matchbox cars on the floor, then the parent will join them in play on the floor. This sends an important message to the child that, when appropriate, everyone can be a leader.

4. Do not have a plan.

It is a synonymous belief in mental health that modeling is an essential component of parenting (Heffner, 2014). Modeling is defined as presenting healthy behaviors that you would like for the child to adopt, which is unlike the usual "do as I say, not as I do" mantra often used by parents (Heffner, 2014). Engaging improvisational play models for the child that there is space to think outside of the box, be spontaneous, and not stick to a routine or a schedule. Often parents find it difficult to veer away from a schedule, but it is important for the child's development that they have this be a regular part of their childhood. Aforementioned play guru, Garry Landreth (2012) purports that this type of play helps the child learn self-control and self-direction. A child's play is, by nature, spontaneous. Therefore, when a parent encourages this environment for the child, their play can develop on its own terms.

It is exciting to note that various types of mental health providers across the globe are using play therapy interventions in sessions. From individual lay counselors, school-based counselors, to larger community services boards, there is a growing interest in mental health workers to engage in research, receive and give trainings, and implement play therapy into their list of regularly used modalities.

If you would like to know more about Play Therapy, please visit the Association for Play Therapy's website: www.a4pt.org.

Brittney George, M.A., is an outpatient therapist for her area's community services board, working daily to help bring healing and empowerment to

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children, teenagers, and their families. Having a wide range of experience with people of the entire life span, Brittney is well known among her friends, family, and colleagues as an avid play therapy enthusiast and desires to obtain her Registered Play Therapy credential after

achieving state licensure this year. She is married to her college sweetheart, Nick, and they have two beautiful kids, Naomi and Noah. Brittney works (and plays) in the heart of Central VA.

Used with permission <http://www.aacc.net/2017/02/27/rules-for-parents-during-play-time-a-case-for-filial-play-therapy/>