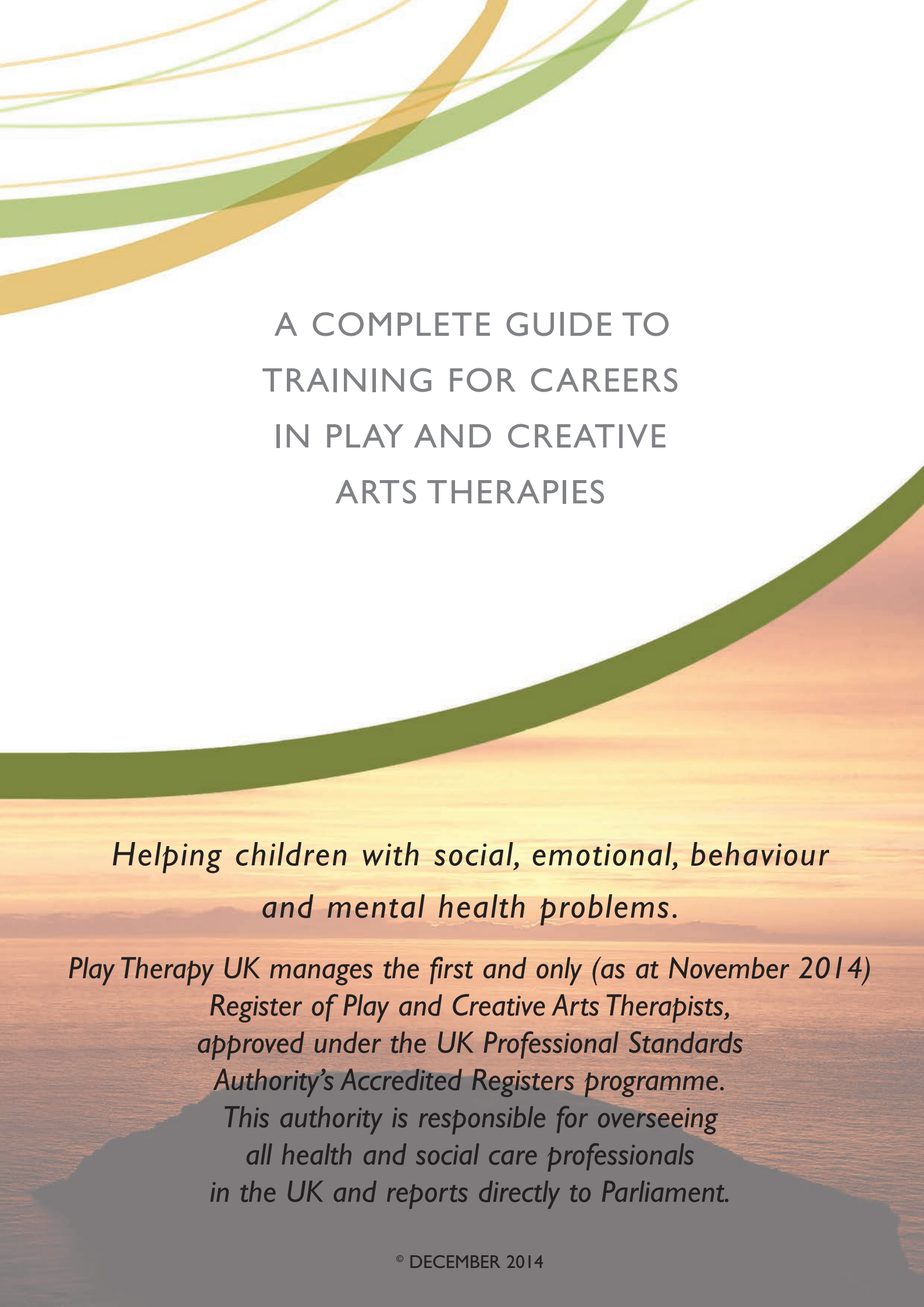


ENABLING POTENTIAL

THE ACADEMY OF PLAY AND CHILD PSYCHOTHERAPY



A COMPLETE GUIDE TO TRAINING FOR CAREERS IN PLAY AND CREATIVE ARTS THERAPIES

*Helping children with social, emotional, behaviour
and mental health problems.*

*Play Therapy UK manages the first and only (as at November 2014)
Register of Play and Creative Arts Therapists,
approved under the UK Professional Standards
Authority's Accredited Registers programme.
This authority is responsible for overseeing
all health and social care professionals
in the UK and reports directly to Parliament.*

We hope that this brochure, and the accompanying material, provides sufficient information for you to make an informed choice about your future career direction to help children and the training that is available.

Don't hesitate to phone or email us with any particular issues or questions that you have.

Our Principles

The purpose of our training is to produce safe and effective practitioners of the highest standard.

- Training must be experiential and practical, underpinned by theory, not the other way round. You must experience the processes that the children will undergo, discover your inner self and any issues that might impinge on your therapeutic work
- All learning objectives are based upon the competencies required for initiating, supporting, carrying out, monitoring and management of safe and effective practice to meet the requirements of the PTUK Register of Play and Creative Arts Therapists accredited by the Professional Standards Authority.
- All of our training is rigorously monitored to sustain a high level of quality in teaching, learning, application of knowledge and clinical results
- Considerable support is provided to enable course members to obtain work and to develop their earnings potential
- We have an international and culturally diverse perspective
- We constantly develop content and learning methods to remain at the leading edge of mental health training

Play Therapy UK (PTUK) manages the first and only (as at November 2014) Register of Play and Creative Arts Therapists approved under the UK Professional Standards Authority's AR programme. **It is very important for your career that you become a PTUK Registrant.**

See www.playtherapyregister.org.uk for more details.



Only APAC courses are accredited by PTUK as meeting the necessary standards for the Register.

Acknowledgements

APAC was established in 1998. Since then it has grown to become the most successful and largest provider of play therapy training in the world operating in Africa, Asia, Australasia, as well as Europe. The founders, Monika Jephcott and Jeff Thomas, gratefully acknowledge the support given over the past 15 years by our Course Directors, specialist facilitators, course participants, the universities of Chichester, Canterbury Christ Church, Leeds Beckett, other collaborative partners, Play Therapy International, PTUK and our administrative staff.

Our mission is to extend our position as the leading provider of training for children's mental health practitioners worldwide by delivering training that enables the potential of:

- *Children by alleviating their social, emotional, behaviour and mental health difficulties*
- *Course participants to develop their careers and personalities*

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The Coach House - Uckfield, our headquarters, is a restored building over 100 years old with antique beams and lovely brickwork. Our aim is to provide a pleasant working environment for our staff, just as we provide a therapeutically sympathetic one for our course participants (see page 19).

The Opportunities - are there for you.

- Become a Registered practitioner in a number of grades
- Either as a salaried employee or an independent self employed practitioner. Some of our former trainees have built their career over a five year period to earnings of £60,000 plus a year in the UK

It takes hard work, flexible thinking and dedication from yourself as well as APAC.

The use of play and creative arts therapies, collectively known as 'play therapy' is growing rapidly throughout the world due to market demand, coupled with the effectiveness of these therapies. The demand will increase for practitioners trained to PTUK's high quality standards as approved by the UK Government's Professional Standards Authority.

The Need

One in ten children between the ages of 1 and 15 have a mental health disorder. (The Office for National Statistics Mental health in children and young people in Great Britain, 2005.)

Estimates vary, but research suggests that 20% of children have a mental health problem in any given year, and about 10% at any one time. (Lifetime Impacts: Childhood and Adolescent Mental Health, Understanding The Lifetime Impacts, Mental Health Foundation, 2005.)

The 2008 statistics published by the British Department for Children, Schools and Families (DCSF) confirms that 20% of pupils have special educational needs and these do not include those who have other emotional problems.

Therapists that we have trained are successful

Extensive research carried out by the leading professional organization Play Therapy UK (PTUK), over the last nine years and based on 10,744 pre and post therapy measures shows, that between 74% and 83% of children show a positive change after receiving play therapy from practitioners trained by APAC. The worse the presenting condition the higher the percentage of children that improve (see more details):

<http://www.playtherapy.org.uk/AboutPTUK/ResearchI.htm>

Another PTUK research project shows that 92% of pupils showed a positive change in the attributes contributing to better learning as observed by teaching staff: listening, concentration, group work and communication.

Plenty more Play Therapists needed

The demand for suitably qualified practitioners greatly exceeds the number of Play Therapists in all countries. The latest estimate for the UK is 14,300 needed, as compared to under 2000 who are currently trained to suitable standards.

Your Journey

Your play therapy career journey may be short, long or for the rest of your working life. It's up to you – what do you want to achieve? what is your starting point? what are your personal circumstances? As long as you are determined to help the children, have some experience of working with them and want to become a professional there are plenty of choices. Here are the main ones:

Start your new career or build on your existing professional skills by becoming a **Certified Practitioner in Therapeutic Play Skills** to help individual children with mild to moderate social, emotional, behaviour difficulties.

If your main interest is helping parents or families to rebuild their relationship with their children and alleviate mild problems then train as a **Certified Filial Play Coach**.

You can accomplish either of these objectives from scratch or by extending your existing professional skills, within a year.

You'll be on the PTUK Register, accredited by the Professional Standards Authority from the start of your training.

Then qualify as a **Certified Play Therapist** to work with severe problems and groups of children.

This builds naturally on your Therapeutic Play Skills Certificate training and experience.

As the next stage if you are attracted to mentoring others you could train as a **Certified Clinical Supervisor of Play and Creative Arts Therapists**. This builds on your own case experience by advising and supporting trainees and other therapists.

At least 400 hours clinical practice experience is required and successful completion of a 7-day training course

Another main option is to complete the **MA in Practice Based Play Therapy** to hone your research skills and demonstrate your ability to study at a high academic level. This will assist you to progress on salary scales and to achieve great personal satisfaction.

This is accomplished by writing a dissertation on a topic that interests you and adds to the evidence base. You'll be supported by training in research methods and academic supervision.

If you wish to maximize the number of children helped by play therapy we suggest that you progress to become a **Certified Play Therapy Trainer**. The world will open up for you to work in many places in your own country and throughout the world.

You will need at least 450 hours clinical practice experience plus qualification as a Clinical Supervisor. The MA in Practice Based Play Therapy is also an advantage.

After qualifying as a Play Therapist many go on to acquire specialist experience such as **Sandplay Therapy Skills** or **Working therapeutically with parent/carers and infants**.

These courses are run at various levels and take between 4 to 7 days.

APAC encourages you to train at your own pace, as far as possible. Most of our trainees take 2 – 3 years to qualify as a Certified Play Therapist. It then takes typically another 2 years to complete the MA, or become a Clinical Supervisor and/or Trainer. (see previous page) If you are in a hurry, we can accelerate your progress through our intensive Summer School.

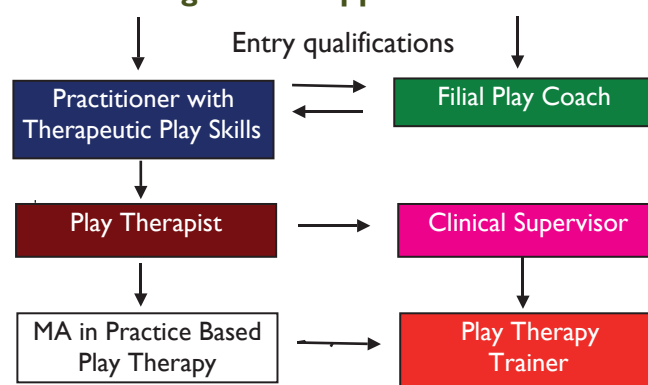
Suitable background

You may be just starting a career and have a degree in a related field such as Childhood Studies, Psychology or Social Sciences and have some experience of working with children, or you may already have a professional qualification. We have successfully trained:

• Art Therapists	• Family Workers	• Occupational Therapists	• Psychotherapists
• Counsellors	• Health Visitors	• Paediatricians	• SENCos
• Care Workers	• Dance/movement Therapists	• Police & Court Workers	• Social Workers
• Doctors	• Nurses – Primary Care & Hospitals	• Psychiatrists	• Sure Start Staff
• Music Therapists	• Nursery School Staff	• Psychologists - Clinical & Educational	• Teachers/Learning Assistants/Mentors

If you do not have a degree or professional qualification we may be able to take your work experience into account or signpost you to a suitable course.

Career Progression Opportunities



Working as a play therapy practitioner

One of the distinct features of APAC's Post Graduate Certificate course is that you are given sufficient skills during the first module to set up and start working therapeutically in a safe way.

The amount of clinical work of each practitioner typically varies from 2 to 4 sessions a day for 2 – 5 days a week, when qualified. Each session with a child is normally 40 minutes, rather less for younger children. It takes about 20 minutes to clear up, write notes and prepare for the next session. Most are based in settings where there is a permanently equipped play room but some are more mobile offering a 'play therapy service on wheels'. As Certificate trainees you will need to deliver 100 sessions over a 6 – 18 months period, typically 3 – 5 sessions a week.

Many PTUK/PTI Play Therapists work in primary schools. Others work in social services, CAMHS teams, care homes, adoption/fostering services, special needs schools, secondary schools, hospitals, primary health care and in the justice system. You will often be working alongside other mental health, teaching or social services professionals.

Each client is seen once a week. The average number of sessions per child is 15 but can be from 6 upwards. In the UK two thirds of play therapy clients are boys.

To start with you will work mainly non-directively because this is safe as well as being effective. The child leads and decides what to do in most instances. You follow the child's lead by focusing intently, keeping safe boundaries and reflecting on the activities and behaviour when appropriate. *Our training provides effective methods to select children that you can work who are appropriate to your level of skill and also to monitor your progress.*

You will be trained to communicate with the child using the media that they have chosen from a range known as the 'Play Therapy Tool-kit™'. These include:

- Art & Drawing
- Clay
- Creative Visualisation
- Masks
- Movement
- Music
- Puppets
- Sandplay
- Therapeutic Storytelling
- Drama/role play

Research by PTUK in 2013 shows that 75% of Play Therapists need at least 7 of these 'tools'.

Children with the following conditions will be helped by play therapy:

- Abuse (of any type)
- ADHD
- Anger
- Attachment Issues
- Autistic Spectrum
- Behaviour Problems
- Bereavement / Loss
- Bullied/Bullies
- Communication Problems
- Delayed Development
- Nightmares
- Physical Disabilities
- Poor School Attendance
- Divorced Parents
- Social Exclusion
- Trauma
- Unauthorised Absences
- Under Performing - (Academically, Socially)
- Withdrawn Personality

Clinical Supervision

A trainee requires one hour of clinical supervision for every 6 hours of clinical work, at fortnightly intervals. You present a selection of your cases, with any problems or difficult decisions to a small group during the course, and in separate individual meetings with a PTUK approved Supervisor for advice and support. Once you are qualified you need a minimum of one and a half hours clinical supervision per month.

Because children's social, emotional, behaviour and mental health difficulties are gaining increasing attention in many countries, and as research shows more and more the effectiveness of play and creative arts therapies, there are many short courses springing up in this field, which are not accredited professionally or academically.

As an individual or an organization you must take care that you don't waste your time and money on courses that lead nowhere and do not form a coherent part of your career plan or training strategy. A career in Play Therapy must be founded on training that meets the requirements of Government Regulation and be accredited by a recognised university.

Short courses have a role to play in CPD (Continuous Professional Development) in specialized areas once you are qualified. They are *not* the way to build a sound career foundation or provide credibility for employers or parents.

Professional Regulation of Play Therapy

United Kingdom

In 2011 the UK Coalition Government introduced a new 'Right Touch' policy for the regulation of health professions not included in existing schemes. The Professional Standards Authority developed standards and processes for this policy, assisted by Play Therapy UK (PTUK) and four other professional organisations. The programme is known as Accredited Registers (AR). In order to be accredited, organisations that hold registers must prove that they meet the Authority's demanding standards.

The public, employers and commissioners can now choose to use practitioners who are on a register that has been independently assessed and approved by the PSA. This provides assurance that the registers are well run and that they require their registrants to meet high standards of personal behaviour, technical competence and, where relevant, business practice. <http://www.professionalstandards.org.uk/>

PTUK's application to manage an Accredited Register was approved in March 2013. All practicing members must be included in the Register.

Being on PTUK's AR increases your opportunities for work and better remuneration and fees. APAC's courses are the only ones, at present, that train participants to become PTUK AR Registrants.

<http://www.playtherapyregister.org.uk>

Other Countries

The United Kingdom is the first country in the world to recognise Play Therapy as a distinct profession and the high standards of training and practice that are required. Play Therapy International (PTI) will be encouraging other countries to adopt these standards.

In the meantime all APAC trainees from countries outside the UK will be included in the PTUK register because they will have been trained to the required standards.

A Coherent and Integrated Approach

The APAC programme has been carefully constructed within PTI/PTUK's four stage training model, so that the successful completion of each course may lead to further career progression. Each course is coherent within its syllabus and within the overall architecture of play therapy practice. For more details:

<http://http://www.playtherapy.org.uk/CareerDevelopment/CareersandTraining.htm>

The Post Graduate Certificate in Therapeutic Play Skills and the Diploma in Play Therapy will provide you with a large range of skills and techniques in an integrated process, *not piecemeal as with short courses*. These skills can be applied directly to clinical practice to meet children's needs.

Academic Validation

APAC's Certificate, Diploma and MA in Practice Based Play Therapy are run in collaboration with and accredited by Leeds Beckett University in the following locations in the UK: Antrim, Barnsley, Bristol, Edinburgh, Huntingdon, Kenilworth (Birmingham), London, Manchester, Truro, Tunbridge Wells and by the National University of Ireland Galway, in Dublin and Cork. The Universities have responsibility for the quality of the academic work and issue the overall awards:

- Postgraduate Certificate in Therapeutic Play Skills
- Postgraduate Diploma in Play Therapy
- MA in Practice Based Play Therapy

Work for these courses has to be submitted in the English language.

Courses to the same standards are also run in Australia, Hong Kong, Indonesia, Malaysia, Malta, New Zealand and Singapore in conjunction with other partners.

APAC is in discussion with a number of other universities to provide our courses in other countries and languages.

Professional Accreditation

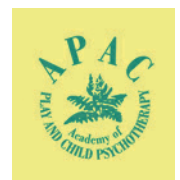
APAC courses are also accredited and recognized by a number of other professional organizations.

The British Council for Therapeutic Interventions With Children (BCTIWC) audits the processes used by PTUK to accredit the APAC courses. <http://bctiwc.org/>

International play therapy standards are ratified by PTI, through its affiliated organizations such as PTIrl (Ireland) and PTnz (New Zealand) and administers the standards on behalf of PTUK.



Certification mark for PTUK



APAC runs introductory courses, of 1 to 5 days, which are open to any mature adult. These courses are also run in-house for schools, agencies, social services and other organisations concerned with children's welfare. These courses are designed for anyone interested in using play therapy or developing their skills in working with children. Also for those wishing to make a career decision.

The 1-day course is an ideal introduction to the interventions and media used in therapeutic play together with our experiential based training methods. We also cover career opportunities and development. It enables you to decide whether you will take to the work and would benefit from experiential training. Time is set aside for personal interviews, if required by you, to discuss any personal issues.

These courses are ideal as **INSET** days for schools, or CPD training for counselling or social services agencies. They will assist organisations to develop an integrated strategy and frame objectives for delivering therapeutic services for children, young persons and families.

APAC also designs and delivers short courses to help those working with children who have special problems such as physical disabilities. **Tell us your needs!**

The courses introduce mainly non-directive play techniques based upon the humanistic model of Carl Rogers and the work of Virginia Axline, Rachel Pinney and Violet Oaklander. Participants will experience non-directive play therapy for themselves through sandplay and a dip into the main therapeutic media that we use: art, music, movement and storytelling. We will also cover employment opportunities and training requirements for working therapeutically with children. A natural progression is to the Post Graduate Certificate in Therapeutic Play Skills course.

A PTI/PTUK certificate of attendance and training is issued.

These introductory courses are at stage 1 of the PTUK 4 stage training model. Kindly note that these short courses do not entitle participants to use any professional title other than the ones in which they already have a recognised qualification.



Introductory courses give a 'taster' of the main items in the Play Therapy Tool-Kit™ through short participative exercises. From top right: Enjoyment using a puppet; a colourful therapeutic painting;; preparing questions for the facilitator; some of the musical instruments to choose from; a first sandtray.

This course is designed for anyone with experience of working with children or adolescents, and who wishes to work therapeutically with them including:

- Adoption/Foster Agency Workers
- Arts Therapists
- Care Home Staff
- Clinical & Educational Psychologists
- Counsellors
- Dance/movement Therapists
- Music Therapists
- Nursery School Teachers/Assistants
- Nurses
- Occupational Therapists
- Paediatricians
- Play School Teachers/Assistants
- Primary School Teachers/Assistants
- Psychiatrists
- Psychotherapists

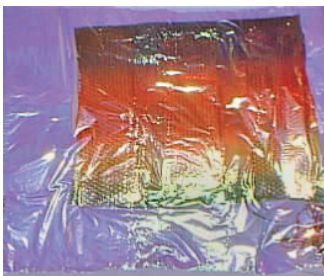


Successful course participants in France and Malaysia

The Post Graduate Certificate in Therapeutic Play Skills is the starting point for therapeutic work with children using play and the creative arts. The course has been designed to:

- Enhance your career/professional skills
- Meet the requirements of registration as a health professional through a register recognised by the Professional Standards Authority
- Increase your satisfaction in working with children
- Provide you with the skills to help children develop their emotional literacy
- Provide you with the skills to alleviate behaviour and mental health problems
- Assist your own personal development
- Provide you with the Profession Structure Model competencies defined by PTI/PTUK to work with individual children who have slight to moderate problems

When taken at Leeds Beckett University accredited venues, the Certificate course is the first part of the programme leading to the MA in Practice Based Play Therapy.



These pictures illustrate some of the caring methods that we use, early in the course, to overcome initial fears and lack of confidence. No-one is compelled to do any exercise, but the deeper you participate in the experiential exercises, the more you will learn and benefit the children.



Top: 'The Saboteur' - a course member's collage.

Bottom: A Course Director helping participants in a movement observation exercise.

An Enlightened Approach To Coping With Children's Difficulties

Our core model, which is integrative holistic, has evolved since 1998 from more traditional and less effective models. It makes the course unique in integrating: non directive and directive approaches; working with both conscious and unconscious processes; the use of a wide range of creative arts media and the integration of research with practice.

The programme content is based upon the theory and practice of neurobiology, humanistic psychology, particularly that of Virginia Axline ("Dibs In Search of Self"), and Carl Rogers and the Gestalt play therapy approach of Violet Oaklander. It recognises contributions made by others in the 20th century such as Barnes, Bowlby, Erikson, Freud, Jung, Lowenfeld, Mahler, Piaget, Pavlov, Vygotsky, Donald Winnicott, etc. It also places importance on the spiritual aspect of human development. Opportunities for personal reflection and all forms of creativity will enrich your experience of the course.

Our model offers a child the opportunity of making choices and taking responsibility for them; expressing him/herself freely; being accepted unconditionally; having his/her deepest feelings respected and accepted. For these reasons their play is not interpreted and no judgements are made.

Such freedoms may only be obtained within the provision of a strong framework. Therefore the adult takes responsibility for the safety of the child, themselves and the environment. Within these constraints, the child has complete freedom to choose.

Time boundaries are also considered to be very important thus adding a sense of security by adhering to beginnings and endings.

In our model the non directive approach is complemented by other approaches. These are introduced at appropriate points. The main items in the 'Play Therapy Tool-Kit™' are taught and put into practice.

The overall purpose of the course is to enable participants to practice safely and effectively using therapeutic play skills in a variety of settings, to provide emotional support for individual children.

The course commences with an orientation to setting up play therapy practice using non-directive play which enables you to work straight away on a one to one basis with children who have slight to moderate social, emotional and behaviour difficulties.

During the Certificate course you will learn how to use symbolic play therapy tools and metaphor safely, building upon knowledge gained through teaching and practice. You will acquire a sound working knowledge of ethical principles, child protection issues, child development, neurobiology and attachment theories that underpin practice.

Assessment is based on a careful balance of a growing mastery of the theoretical perspectives that the programme offers, the development of greater professional confidence, and the application of competencies in practice.

It's serious learning - but you'll have a great deal of fun as well!



Reflecting on a group experiential exercise in a relaxed environment during the Summer School at the La Mouline Centre in France

Duration

15 days normally over a 6 to 9 month period, divided into 5 blocks of 3 days, in the UK and Ireland. (Fridays, Saturdays, Sundays).

In other countries and for in-house training, a schedule tailored to suit the organisation such as, 3 x 5 day blocks may be used. The summer schools at La Mouline and NUI Galway are run as continuous 15 day courses.

Awards

Leeds Beckett University with 60 credits or National University of Ireland Galway Post Graduate Certificate of Therapeutic Play Skills with equivalent credits.

PTI/PTUK registration as a 'Certified Practitioner in Therapeutic Play Skills'.



Play therapy is also about letting the children have some fun, as a part of the healing process. Our Programme Director leads the way.



You don't have to have any artistic talent to work with children who want to draw, paint or make things, but you will find that you have unexpected creativity. Two puppets made out of paper bags by course members in Sydney NSW.

Learning Methods

Participants will learn through working with other members of the cohort as well as during their practice with children, about the roles and responsibilities of the therapeutic relationship. There will be tutorials on theory, but formal teaching and lecturing will be kept to an essential minimum.

Learning will mainly be experiential and collaborative using pair, group work, role-play and case presentations. Homework reading and other assignments will provide new information and consolidation of material from the experiential work encountered within the taught modules. See also - page 23.



Working on a 'nuts and bolts' exercise - communicating with a drum - works with children from all cultures.

PG Course Programme

The course is normally run in blocks of three days, over six to nine months. These are organised into three modules to conform to Leeds Beckett University and National University of Ireland Galway standards.

Module 1 - Orientation to Setting up play practice using non Directive Play Therapy

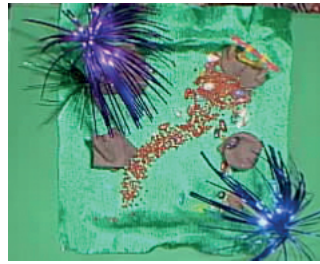
You will learn how to:

- Use non-directive play therapy skills through sandplay
- Set up a safe play room and a therapeutic play service
- Recognise and be able to develop the thinking and skills required for studying at Post Graduate level
- Successfully establish and assess therapeutic relationships
- Be able to communicate with children using music and movement therapy skills
- Analyse, present, apply and appraise the principles of the therapeutic play continuum in the context of a spectrum of needs
- Function within the essential practical, ethical, child protection and legal aspects of working therapeutically with children, including stipulated health and safety procedures
- Be able to quality assure your work to Register standards
- Start to assess the impact of current research, including your own practice data on healing children's emotional, behaviour and mental health difficulties

The module starts with an introduction to play therapy principles, the latest outcomes research and putting non-directive play into practice. In addition a thorough coverage of the course requirements and what is needed to start working safely with the children is provided including confidential record keeping, safety aspects and keeping boundaries.

Music builds upon a child's curiosity for sounds and sound-making that emerges during childhood. You don't have to have any musical skills because you will be given the music therapy skills to communicate and build relationships with your clients.

During this module you will also be given an introduction to movement therapy using the Laban analysis method to understand the body, dynamics, space and relationships that develop, and to communicate with the child during your sessions.



Various forms of art are used to process emotions buried in the unconscious. Two contrasting examples

Module 2 - Using Symbolic Play Therapy Tools and Metaphor Safely

You will learn how to:

- Incorporate the use of art (drawing, painting, collage etc), puppets, therapeutic storytelling and clay in their practice
- Demonstrate a wide ranging knowledge, application and practice in relevant aspects of child development theory
- Appraise therapeutic interventions with children who have attachment/trauma based problems eg foster care situations
- Be equipped with and have an up-to-date knowledge of child protection procedures
- Assess and successfully practise therapeutic play interventions with children who have conduct, fear, anxiety, mood, sleeping, grief and bereavement problems

A comparative approach is taken in teaching child development and attachment theory. This will enable you to relate the children's issues and their processes during therapeutic play to a theoretical framework.

Therapeutic story telling is based upon the theories of Milton Erickson and incorporates principles of Cognitive Behaviour Therapy (CBT) and Neuro Linguistic Programming (NLP). You will be taught how to compose and tell a story to achieve a particular therapeutic objective. Theoretical, as well as practical and experiential work, is undertaken so that you will be able to apply and understand work with images produced by the children in drawing, painting, clay and in sand trays.

The use and making of puppets and how to use them, for example to manage anger, is facilitated.



Above: Group Laban method observation exercise; Jeremy, our head puppet provides inspiration;
Right: We teach you how to help children express their emotions through puppets.

Module 3 - Using Expressive Arts Therapy to Reach the Unconscious

You will learn how to:

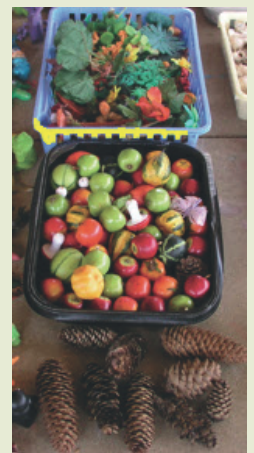
- Articulate and apply the relevant principles of neurobiology to working with children and their parent/carers
- Integrate and evaluate sandplay and creative visualisation (guided imagery) as therapeutic play interventions
- Assess and work with children who have learning and communication difficulties, attention and over-activity problems (including ADHD)
- Examine, apply and debate the necessity and impact of safe endings within therapeutic work

One of the reasons why therapeutic play is successful is that it reaches the unconscious parts of the brain, whereas talking therapies mainly address the conscious regions. The links between neurobiology and psychological theories will be explored.

This module enables students to gain an experiential understanding of sandplay therapy skills as an 'X-ray of the soul'.

Creative visualisation will help you and your clients to centre themselves and provides a technique to help children anchor, nurture and cherish themselves. Relaxation exercises are often a vital prelude to other interventions.

Basic statistical methods are introduced to enable you to present and analyse your case study, clinical governance and understand research data.



All of our training venues are equipped with an extensive collection of objects for sandplay work. Clockwise: shells and fossils, natural objects; mystical figures; people.

Post Graduate Diploma in Play Therapy

When taken at Leeds Beckett University or National University of Ireland Galway accredited venues, the Diploma is the second part of the programme leading to an MA in Practised Based Play Therapy.

Entry requirements are the successful completion of the taught modules of the Certificate in Therapeutic Play Skills and at least 50 supervised hours of clinical work with children.

The Diploma course revisits and expands upon the play therapy tools taught in the Certificate course to enable you to work with children who have more severe problems and also to work with children in groups.

New theoretical concepts are introduced including: the Embodiment, Projection and Role framework (EPR), the Play Therapy Dimensions Model (PTDM) and the neurobiology implications for specific conditions.

You will be encouraged to consider working directly as well as non-directively with appropriate clients.

You will also be exploring ways of integrating the child as the centre of a social system, which includes schools, families, and team of support. Systemic aspects are considered including your role as an advocate for children who have become part of the Justice system.

The course includes the support you need to become a fully autonomous, evidence based, reflective Play Therapist

in order to develop a new play therapy service from scratch.

A bridge from tutor-led to student-led study starts early in the Diploma course with an introduction to research methods. During the modules of the Diploma course students are required to apply these methods to projects and assignments. Opportunities for many forms of creativity will enrich your experience of the course.

Learning Methods

Participants will continue to learn through working with other members of the course, as well as during their practice with children, about the roles and responsibilities of the therapeutic relationship. There will be tutorials on theory, but formal teaching and lecturing will be kept to an essential minimum.

Learning will again be mainly be experiential and collaborative using pair, group work, role-play and case presentations. More emphasis is placed on written work including an essay, a project plan and implementation portfolio. These items are excellent preparation for an MA dissertation, if you wish to proceed to this stage. See also - page 14.

Duration

15 days normally over a 9 month period, divided into 5 blocks of 3 days, in the UK and Ireland (Fridays, Saturdays, Sundays).

In other countries and for in-house training a schedule tailored to suit the organisation such as 3 x 5 day blocks may be used. The summer school courses at La Mouline and Galway are run as one continuous 15 day course. This a popular option for those who have satisfactorily completed their Certificate work, wish to become fully qualified as soon as possible and have the ability to work in-depth for an extended period.

Awards

Leeds Beckett University and the National University of Ireland Galway Post Graduate Diploma in Play Therapy with 60 credits.

Course Programme

As with the Certificate, the Diploma course is normally organised into three modules to conform to the universities' standards and the award of 20 credits per module.

Module 4 - Working Therapeutically with Groups of Children - developing metaphorical play skills at an advanced level

You will learn how to:

- Deploy drama and role play as play therapy interventions
- Explore, apply and evaluate a variety of case-management options with individual and groups of children
- Utilise and and evaluate play therapy interventions with children who have severe problems such as emotional, physical, sexual abuse and neglect
- Demonstrate high-order skills in the use of information technology and statistical methods for the analysis and presentation of clinical, case management, clinical governance and line management data
- Use an appropriate analytical model to present cases and other information in an effective form for clinical supervision

The new theoretical concepts of Embodiment, Projection and Role (EPR) and the Play Therapy Dimensions Model (PTDM) are introduced. Particular attention is given to your ability to work harmoniously and productively within a group, as well as to run and be responsible for play therapy groups.

Role play, based on dramatherapy, is a tool that is particularly suitable for group work. The EPR framework enables the therapist to chart the dramatic development of children and their ability to enter the world of imagination and symbols.

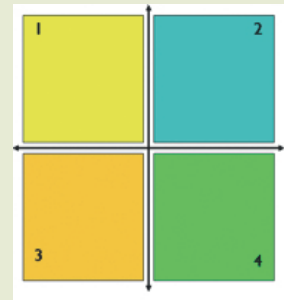
The module further develops sandplay skills to a more advanced level including its use in special situations such as with abused children.

You will be introduced to a range of research methods suitable for play therapy. Ideas about reliability, objectivity, reproduction, and the scientific status of the different models of research will be explored. Particular, but not exclusive, emphasis will be given to a range of techniques used in small scale projects to enable play therapy practitioners to become their own researchers.

The PTDM provides a framework for clinical decision making before and during sessions as well as for presenting case material for clinical supervision.



Many children enjoy dressing up.
Conclusion of a group dramatherapy exercise.



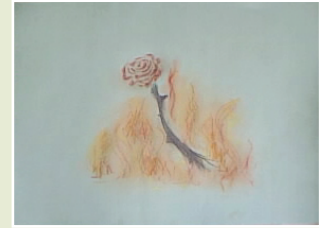
As you become more experienced you will need to know when to work more directly. We give you a framework.



Group painting exercise.



Group movement exercise.



In the Diploma course you will explore using creative arts methods for assessments. Here we see three drawings used for this purpose.

Module 5 - Therapeutic decision taking, based on deepening skills for working with more severe problems.

You will learn how to:

- Deploy and manage relevant forms of art therapy skills, including mask making, as a play therapy intervention
- Use sandplay skills in greater depth and for assessment
- Formulate and analyse a range of different clinical decisions using an appropriate framework including when to use directive work
- Apply a knowledge of neurobiology to specific conditions encountered as a Play Therapist
- Prepare and manage essential material necessary for working as a child advocate and witness in court proceedings

Art therapy skills, sandplay, analysis of drawings and mask making are used for assessment, as well as interventions for children with severe problems.

Your knowledge of neurobiology is extended to the functions of different parts of the brain and what happens when they go wrong.

The legal Court setting is covered in terms of advocacy, therapeutic support and representation of an abused child or witness. The practical aspects of managing the disclosure of child abuse is explored.



The results of a mask making session.



Using clay to resolve attachment issues



APAC believes that neuroscience is as important as psychological theory in understanding children's behaviour and emotions. We show you how the two are linked.

Module 6 - Integrating the therapeutic tool-kit with practice and research

The aim of this module is to facilitate the transition from being a trainee to becoming an autonomous, reflective, evidence based practitioner who can develop all aspects of play therapy services and serve as a worthy ambassador for the profession.

There will be a drawing together in all that has been learnt by the participants during the Certificate and Diploma Courses through a series of simulated play therapy situations.

You will acquire experience of:

- Adapting and integrating art, clay, sandplay and other skills for use in groups
- The impact of group endings
- Exploring the feasibility of establishing a new play therapy service, including funding
- Developing methods of promoting the service and your own skills
- Evaluating opportunities for play therapy research
- Acquiring and using data to manage a service

Gaining a Masters degree will add substantial weight to your credentials and often leads to a higher salary scale in the public sector. You will also be contributing to the knowledge base of an emerging profession. Play Therapy, unlike many other professions that are studied at Masters level is under-researched. There's no shortage of potential topics. PTUK/PTI encourages originality in the choice of research subject. This has contributed to a high quality of dissertations.

Perhaps, most importantly of all, it will give you a great sense of personal achievement.

The course is designed for PTUK/PTI Certified Play Therapists, wishing to receive the academic MA in Practice Based Play Therapy award from Leeds Beckett University or the National University of Ireland Galway by means of a dissertation.

The dissertation may be based upon any topic that will advance the evidence base of Play Therapy and its derivatives.

The universities award 20 credits for the production of a research proposal and a further 40 credits for the dissertation.

Course Structure & Learning Methods

The course is taught through **blended learning methods** all of which require study at home. It is structured through a series of online 'sessions' which will deliver the core material. Each session will be of indeterminate time to allow you to work at your own pace but, in general, each session will have material requiring at least 5 hours of study.

The course will be supported by a series of directed learning tasks to allow practical exploration of analysis and interpretation of quantitative, qualitative and mixed methods approaches to research. Additionally, there will be online group work, including formative presentations of research papers and case study approaches to play and creative arts therapies interventions. Participants will also have ready access to an online tutor for regular discussions and supervision.

You will be required to read around the topic before each session. Suggested texts will be given against the session content. Optional formative assessments will be used to check your knowledge as a part of progressive monitoring.

The Research Development module is followed by the double Dissertation module. These will enable you to:

- Organise research documentation to convey clearly and accurately the processes undertaken and what has been achieved
- Critically evaluate relevant literature utilising an appropriate theoretical framework and prior empirical studies
- Select and justify an appropriate research design, sample population and data collection instruments and adopt a

critical, ethically sensitive stance towards the conduct of the research study

- Summarise, analyse and interpret data using suitable statistical or other tools where appropriate
- Synthesise findings in relation to theoretical perspectives, prior empirical studies and professional practice issues

Learning methods include webinars, individual on-line tutoring, email support and online group discussions.

Academic supervision is arranged at the proposal development stage and guidelines for supervision are as per the University standard procedures. Content is self directed and supported by the supervisor, related to the research question(s).

Specialist optional advanced 3 day modules will be available

Duration

You may take one or two years to complete your dissertation. The time taken depends upon the hours that you can devote to study, research and writing and the complexity of your topic. However your dissertation must be completed within six years of the start of your PG Certificate in Therapeutic Play Skills course.

Fees are on an annual basis.

Gaining an MA opens up the possibility of studying and working for a Doctorate in Play Therapy.

Choosing a Topic

Whilst studying and carrying out clinical practice for your Certificate and Diploma courses you will gain a lot of experience that will provoke a need for you to discover more. These areas could lead to your MA topic.

- Something you are curious about
- Something you are enthusiastic about
- Something you are passionate about

It doesn't necessarily have to be about a therapeutic medium or a condition. It might be about parents, carers, families, systemic and environmental factors, market demand in a country or area, standards of service, client satisfaction, settings, practitioners, clinical supervisors or providers of services and trainers.

Whereas the practice experience needed for the PG Certificate and Diploma courses can only be acquired through experiential learning, the research skills for your dissertation are more effectively taught using e-learning methods. So that you;

- can study at your own pace, at times that suit you and in the comfort of your home
- will save the cost, time and inconvenience of being away from home

Introductory Courses

No admission or course completion requirements are needed.

Certificate in Therapeutic Play Skills

Admission Requirements

The course is at postgraduate level so applicants need to display maturity and an ability to study at this level.

A First or Second class Bachelor degree in a related subject area such as psychology, education, childhood studies, social work, or have a recognised academic professional qualification in a health, social services or education related field such as Nursing, Psychology, Social Work, Occupational Therapy, Counselling or Teaching.

In exceptional circumstances, candidates without a degree but with significant experience of working with children, who can produce a satisfactory portfolio of evidence demonstrating their ability to study at this level, may be accepted.

All candidates will:

- Have personal maturity commensurate with training as a therapist
- Have spent at least two years working with children aged between 3 and 14
- Be currently working with children or have arranged to do so in a placement before the start of the course. This will enable you to apply theory to practice from the beginning. APAC can advise on obtaining a placement, if necessary
- Have an agreed contract with an Accredited or an Approved Clinical Supervisor. APAC can advise on selecting one, if necessary
- Have a working knowledge of the basic psychological theories, including at least one child development theoretical model. APAC can provide advice in this area if needed
- Be registered members of PTI/PTUK, at the start of the course, in order that their work with children is governed by a relevant ethical framework
- Have enhanced DBS/CRB clearance for work in the UK or an equivalent for any other country
- Have an IELTS of 6.5 or above, where English is not the applicant's first language, and the course is being taught in English
- Be required to have basic computer literacy skills, have access to a PC with internet connection and able to use email - please consult APAC if you have any doubts in this area

Note for in-house courses

The Certificate course is available for delivery in-house to schools, counselling services, social services and other child welfare agencies. If the main objective is the acquisition of skills to practice and a University award is not required, then these requirements may be varied in consultation with APAC and PTI/UK.

Course Completion Requirements

In order to successfully pass the course you will need to complete:

- 100 clinically supervised sessions with children, within 20 months of starting the course
- A Process Diary

- A Powerpoint presentation showing the effectiveness of play therapy
 - Four written and creative assignments, resulting from your training - equivalent to a total of 6000 - 8000 words
 - A case study of a client (4000 words)
 - A satisfactory report from a clinical supervisor or equivalent
- APAC's teaching faculty will be guiding, advising and checking on your progress throughout the course, if you need any help with the written or clinical work.

Diploma in Play Therapy

Admission Requirements

Successful completion of the taught part of APAC's Certificate in Therapeutic Play skills and at least 50 supervised clinical sessions with children.

Course Completion Requirements

In order to successfully pass the course you will need to:

- Complete 100 clinically supervised sessions with children, within 20 months of starting the course
- Submit a satisfactory Process Diary
- Write an in-depth essay on aspects of play therapy (3000 words). This could be the basis of your MA dissertation
- Submit a case study of a child that you have worked with for at least a year (3000 words)
- Submit a written case study of a group of children that you have worked with for at least 6 sessions (3000 words)
- An assessment of a series of 3 sand trays as produced by one of your clients, showing your understanding of your learning
- A written analysis and assessment of a series of 3 child's drawings
- Produce a portfolio and commentary upon a project for developing a play therapy service in a new setting (equivalent of 4000 words)
- Obtain satisfactory reports from a clinical supervisor or equivalent and your placement
- Satisfactorily complete the experiential exercises

MA in Practice Based Play Therapy

Admission Requirements

Successful completion of the taught part of APAC's Diploma in Play Therapy and a total of at least 200 supervised clinical sessions with children.

Course Completion Requirements

In order to successfully pass the course you will need to complete to the University's / PTI/PTUK standards:

- A detailed research proposal of 4000 words
- A dissertation / project report of 12000 words

Other Requirements

Clinical Supervision

You are required to present your work with the children to clinical supervision. 5 hours of group supervision are included in the Certificate and Diploma courses. You will need to source about another 17 hours per course. The cost of this is typically £35 per hour.

Course Attendance

85% attendance is required. A theme cannot be missed entirely.

Personal Therapy

Personal therapy is NOT REQUIRED because of the experiential nature of the course. **If however, personal issues arise, that in the opinion of the Course Director, or your Supervisor prevent safe working with the children, then personal therapy will become mandatory.**

Parents can, indeed should, play an essential role in alleviating the emotional and behaviour problems of their children. It is impractical and unethical for parents to carry out play therapy or filial therapy with their own children. However it is highly desirable that they do use child-centred, non-directive play, as a part of their parenting skills.

This course is an ideal starting point for anyone working with families and children who wishes to acquire non-directive play skills. Applicants must have experience of working with children or parents or families.

'Certified Filial Play Coach' is a Registered grade on the Professional Standards Authority's Accredited Register managed by Play Therapy UK.

Course Design

The purpose of the course is to provide practice based training to enable participants to coach and/or mentor parents/carers to use filial play effectively with their children. The course is designed to cater for a wide range of participants such as Counsellors, Care Home Staff, Health Visitors, Nursery Staff, Teachers and Social Workers, with or without experience of therapeutic play.

Course Requirements

Participants are required to:

- Complete 40 hours of filial play coaching within 12 months of the start of the course, with outcome measures
- Write one case study of 1500 words
- Submit a process diary
- Attend a follow-up day a year later

Award

Certificate in Filial Play Coaching, awarded by PTI/PTUK.



Filial play involves coaching parents and others to build a relationship with their children using non-directive play and very simple materials and objects. 1 - Coaching parents to make 'toys' from scrap materials; 2 - An exercise to demonstrate the concept of 'attachment' to parents; 3- 'Look what I found!' - we encourage parents to use play with natural objects.

Learning Objectives

The learning objectives are based upon the competencies required to become registered as a PTUK Certified Filial Play Coach.

The competencies required are divided into three main groups of skills: Using and teaching parent/carers the effective use of non-directive play; Coaching skills; Assessment, measurement and setting up

Learning Methods

The learning methods are based upon those used for APAC's Post Graduate Certificate in Therapeutic Play Skills course:

Presentations of theoretical and practical material: Demonstrations by facilitators: Experiential exercises by course members: Supervision of practice – in this case working with parents/carers

Course Duration

The course is delivered in two ways according to your experience:

For PTUK Registered Certified Play Therapists: 4 days

For others: 7 days, usually in two modules of 4 days and 3 days, with an opportunity to put your skills into practice between modules.

For in-house courses four 2 day modules may be used.

Certificate in Counselling Children and Young People

We all know that young children do not often use talking as a way to resolve their issues, but as they grow older this changes. This course is designed for Certified or Accredited Play Therapists who wish to extend their skills to use talking therapy with children and young persons as well as creative arts media.

Course Design

A 7 day course to enable qualified Play Therapy practitioners to extend their skills to use with, and respond to verbal communication within the Play Therapy room when working with children and young people, and to integrate this with the use of creatively using the 'Play Therapy Tool-Kit™'.

The course will look at a variety of underpinning theories and primarily focus on Axline's fourth principle, namely that, 'The therapist is alert to recognise the feelings the child is expressing and reflects these feelings back in such a manner that the child gains insight into his/her behaviour.'

Learning Objectives

- To enhance participants' ability to work with children and adolescents (7-16 yrs)
- To relate the use of counselling skills to workplace and agency settings
- To raise awareness of the legal and ethical issues
- To enhance participants' professional and personal development

Course Duration

The course is delivered in two parts – the full course of 7 days plus a follow-up day one year later.

Course Requirements

Participants are required to fulfil the following:

- A Case Study – (3000 words)
- A Reflective Statement – (2000 words)
- A Book review - (1000 words)
- Full attendance on the course
- Successful completion of an oral viva on the last day of the course and write up of this
- Satisfactory completion of 50 hours of counselling practice
- Submission of a process diary
- Attendance of a 1 day follow up

Award

Certified Counsellor of Children and Young People



The role of clinical supervision has become crucial in assuring the quality of therapeutic work with children to meet the standards required by the Professional Standards Authority's Accredited Register managed by PTUK. Becoming a Clinical Supervisor of Play and Creative Arts practitioners is a natural career progression for Certified or Accredited Play Therapists. It builds upon your clinical experience and theoretical knowledge through giving support and advice upon a large variety of situations to a number of supervisees. Clinical supervision experience is essential if you wish to become a Certified PTI/PTUK Play Therapy Trainer.

The rapid growth of play and creative arts therapies is creating a big demand for Clinical Supervisors in all countries. For every six trainees one Clinical Supervisor is required.

Course Design

The purpose of the course is to enable participants to develop a model of clinical supervision that builds on their existing skills and experience to deliver safe and effective support and advice to their clientele of supervisees.

Learning Objectives

The learning objectives are based upon the competencies required by PTI/PTUK to become a Registered Certified Supervisor of Play & Creative Arts Therapies. The competencies required are divided into four main groups of skills:

- Communication skills for supervision - giving and receiving feedback
- Definitions of supervision - the boundaries, transference and counter-transference in supervision
- A process model of supervision
- Developmental stages in supervision

Learning Methods

The learning methods are a blend of experiential exercises based on actual supervision scenarios, presentations and guided reading upon informing theory.

Course Duration

The course is normally delivered in two parts:

7 days, plus 1 day a year later for consultation on experience, update and revision.

The course is also available for in-house delivery.

Award

- Post Qualifying Certificate in Clinical Supervision of Play and Creative Arts Therapists



*A client's sand tray. What advice would you give your supervisee?
We provide you with a model to work out some answers.*

Course Requirements

Admission Requirements

The course is open to PTI/PTUK Registered Certified or Accredited Play Therapists with a minimum of 400 hours clinical practice.

Applications will also be considered from other experienced Counsellors, Psychotherapists, Psychologists and mental health practitioners.

Course Completion Requirements

You will need to fulfil the following criteria:

- A presentation to your cohort of a case history showing your work with a supervisee over 6 sessions. An audio recording of your choice to be presented, transcribed and annotated to explain the reasons for your interventions. A 10 minute extract with those parts which best represent your style of working to be produced in the post training viva. Your comments must show a clear integration of theory and practice.
- Satisfactory completion of a Process diary
- Satisfactory continuous evaluation of course work contributions and ability to work with group dynamics
- Post training viva demonstrating your understanding of the course content and its integration into your own practice
- 3 book reviews from the reading list, showing evidence of analytical and reflective study
- Evidence of regular supervision as a supervisor, a minimum of 1.5hrs a month as the PTIPTUK Standard of Practice requires
- Full attendance on the course
- Total of further 40 hours of supervision with supervisees. Evidence to be produced.
- A personal statement of your philosophy of supervision. Between 800-1000 words

Training to become a Certified Trainer of Play & Creative Arts Therapies

Once you have qualified as a Clinical Supervisor and have completed 400 clinical hours you may then train to become a PTI/PTUK Certified Trainer.

Your training is provided free of charge, starting with 15 days at the Summer School in France, but you will have to pay for your travel and accommodation, whilst training as a trainer. This training, which is mainly hands-on, consists of a number of briefings, supporting the Programme and Course Directors in

delivering the Certificate & Diploma courses and being shadowed in the sessions that you deliver until you show competence and confidence.

You will then be offered work by APAC, PTI or their collaborative partners to deliver the APAC Certificate and Diploma courses or in-house courses in the UK and other countries.

Sandplay therapy skills may be used with adults, adolescents and families as well as children. Many therapists have found that clients who have difficulties in verbally expressing their real emotions or who have adopted a defensive position, move on a stage when using sand. Sand is an ideal medium to integrate with many talking therapies modalities. It may be used with clients of all ages and cultures.

Sandplay has been termed an 'X-ray of the Psyche'. You can see the changes in the clients' processes and progression.

You can become a Certified Sandplay Therapy Practitioner by means of a three stage programme that covers the Jungian and Kalfian approaches - a programme that integrates theory, experiential work and practice.

Course Design

This course is designed for two main groups of participants:

- Play Therapists who wish to deepen their knowledge of this powerful tool taught on the Certificate in Therapeutic Play Skills and the Diploma in Play Therapy courses.
- Counsellors, Psychotherapists, Psychologists and Psychiatrists who want to augment their 'talking therapy' skills with a powerful creative arts technique. This course is an excellent first stage in developing a creative arts therapies tool-kit to reach clients' unconscious as well as conscious processes.



The illustrations on this page show the power of sandtray work by adults. Memories may have been submerged in the unconscious for many years. You will be able to help their healing process by providing a safe, supportive, therapeutic environment and gradually coming to an understanding of your clients' issues.

Experiential Work

Doing one's own sandplay work is essential, so the second stage of the programme is a 7-day experiential course (52 contact hours).

In order to engage in the medium of sandplay with a client, the therapist must experience the movement of his or her psyche by the same means. We must know what we do about the symbolic process and the profound significance of being a witness to that work. The experience of one's own sandplay process is a critical part of the therapist's psychic participation in the process.

The 7-day experiential training course is in two parts: A four day course, enabling you to start practice, followed later by a further three days.

These courses are facilitated by an experienced Sandplay Therapist and are held in therapeutically sensitive environments in the North and South of England.

Clinically Supervised Practice

To complete the programme and to obtain the award, 'Certified Practitioner in Sandplay Therapy Skills, you will require 50 hours of practice with adults, families, adolescents or children, and a minimum of 20 hours clinical supervision with an approved Sandplay Supervisor. The Supervisor's reports are used as part of the assessment of your progress. You will also need to complete a satisfactory process diary and submit evidence of good practice, showing that you are applying the competencies as taught on the course.

What You Will Learn & How

Theory

It is vital that sandplay therapy practitioners have an embedded knowledge of the underlying theoretical principles, preceding the experiential work. This is taught as a one-day module.

We include material based on the work of contemporary, as well as historical theoreticians including: John Bowlby, Katherine Bradway, Erik Erikson, Sigmund Freud, Anna Freud, Geri Grubs, Dora Kalf, Martin Kalf, Barbara McCoard, Erich Neumann, Jean Piaget, Barbara Turner, Estelle Weinrib and D W Winnicott as well as Carl Jung. The relationship of theories to sandplay is clearly shown.

Successful completion of the theoretical training is required for completion of the programme. It may be undertaken before (preferred way) or after the experiential training.

The post-natal period is vital to optimising the later mental health of children, and the quality of the parent-infant relationship during the first few years of life impacts significantly on the infant's developing brain.

Research shows a link between healthy functioning and secure attachment which operates as a "buffer" against the psychological stress response. Attachment disruption, however, is strongly associated with later aggression, anti-social behaviour, negative affect, anxiety, passive withdrawn behaviour and dissociation. Secure attachments are protective against failure to thrive and lower rates of mental illness in adulthood.

Course Design

This course is designed to train professionals in an evidence-based reflective approach to working with parents and infants at low to moderate risk, where an early therapeutic intervention is deemed to be effective.

Designed For

Professionals who have access to families to facilitate therapeutic groups of parent/carers and their infants from late pregnancy to three years, with families and children in their home environment including:

- Family Counsellors
- Health Visitors
- NGO staff
- Nurses
- Occupational Therapists
- Social Workers
- Midwives
- Children's Centre Teams

Course Structure

The course has two routes:

Route A for those registered as Certified Practitioners In Therapeutic Play Skills or as Certified Play Therapists. Three days continuous teaching followed by 40 hours of supervised practice with parents.

Route B for professionals with experience of working with infants and families, such as Health Visitors and Social Workers, but with no training to use creative arts approaches therapeutically. Six days – two blocks of three days - teaching followed by 40 hours of supervised practice with parents. The teaching blocks will take place not more than three months apart.

The course is based upon PTUK's set of professional competencies for this role.

Award

Play Therapy UK 'Post Qualifying Certificate in Working Therapeutically with Parents and Infants'.

You will be able to:

- Improve the quality of the child parent/carer relationship specifically in attachment terms
- Encourage sensitive and attuned responses to babies' social and emotional cues
- Promote early bonding processes
- Help parents and carers recognise and manage the difficult feelings that their babies arouse in them
- Plan, design and conduct small therapeutic groups for parents/carers and their babies
- Coach and support parent/carers in the effective use of gentle, playful therapeutic techniques including the use of appropriate resources
- Use the ORIM model to coach parents in the necessary reflective parenting skills
- Demonstrate a clear understanding of the relevant theory and research evidence and use this to inform practice
- Use and report on appropriate outcome measures and clinical progress.

Learning methods

Presentations, discussion, demonstrations, experiential exercises, assessed placements and supervised practice.

Course requirements

Participants are required to:

- attend 100% of the teaching days
- complete the course reader and a written theory test
- pass the assessed practical session
- successfully complete 40 hours of therapeutic work with parents/carers and infants within 12 months of the start of the course
- write one case study of 1500 words showing integration of theory with practice – based on their practice
- write and submit a short process diary

Route B students are also required to write four book reviews each of 1000 words from the published reading list. This list covers working therapeutically with groups of parents and very young children and creative arts therapies and techniques.



Because you will be working hard and processing your emotions, some of which may be painful, it is important that the training environment is therapeutically sensitive.

This means having quiet and restful places in which you can retreat during breaks and after the formal day has ended, not institutional surroundings. We also try to make the teaching rooms more like play rooms than classrooms.

Most of our venues have spacious, lovely grounds in which you can relax, meditate and process your personal issues in peace. Many are restored, fine old buildings.

Our aim in the UK is to have a venue within two hours travel time of 90% of the population. Because we are expanding, we are constantly adding new venues. Please check our separate 'APAC Venues' brochure.

We also provide at least a two course hot lunch, with choices, as well as tea and coffee, included in the course fee. At La Mouline you will experience traditional French cuisine using vegetables and fruit grown on site and have the use of a heated swimming pool.

In addition to therapeutic considerations, all facilities are approved by the appropriate university as being suitable for postgraduate level learning.

Comparing Models of Play Therapy

There are two main models used throughout the world: The **traditional** model - developed in the United States by pioneers such as Axline, Landreth, Schaeffer and O'Connor and represented by the Association for Play Therapy (APT). This model is suited to the US health care policies and the licensing of counselling practice by the State legislature rather than at a national level.

The **evolutionary integrative holistic** model as represented by PTI and PTUK. This extends the traditional model, harnessing the work of Violet Oaklander and Mark Barnes in Canada, and subsequently developed further in the UK and internationally led by Monika Jephcott and Jeff Thomas. This model includes a number of additional therapeutic tools. It also takes into account the elements needed to establish Play Therapy as a distinct profession in countries with varying economic, social, health, cultural, religious and political situations.

There are nine comparative factors:

1. **Professional reach** - our approach has evolved beyond just the mental health service delivery channels to encompass education and social services.
2. Recognising a spectrum of needs and the important preventative role that Play Therapy has, our approach has evolved to include several levels of skills such as that of 'Practitioner in Therapeutic Play Skills' as well as 'Play Therapist'.



Our very special centre, La Mouline, in the South of France.

3. **Clinical governance** - our model has moved the profession forward by making quality management mandatory. This is a vital element in gaining Government recognition.
4. **Geographical coverage** - PTI's development of play therapy is across the world - not focussed in one country.
5. **Ethical basis of practice** - this has evolved from a code of ethics to a set of principles that empowers the therapist. It is more suitable to the variety of conditions existing in different countries.
6. **Training - the basis and methods** - accreditation of training is founded on evidence-based competencies and as a standardised coherent programme, as opposed to a piecemeal approach.
7. **Standards - qualifying hours of practice, trainers and clinical supervision** - PTI's 'Right Touch' standards take into account different countries' needs.
8. **Evidence of the effectiveness of training and practice** - our proof of standards has evolved through extensive continuous programme evaluation based on clinical outcomes.
9. **Research policy** - PTI's research policies have evolved to embrace quantitative and qualitative methods and have moved beyond the problems and limitations of RCTs and meta-analysis studies.

Please ask for our paper 'A Comparative View of the Two Major Play Therapy Models', if you require more details.

Government regulation of Play Therapy places a responsibility upon schools, children's centres, CAMHS teams and other services concerned with children's emotional welfare and well-being to ensure that they employ practitioners whose work is quality assured to high standards. The best way of achieving this is to use therapists who are on PTUK's Accredited Register of Play and Creative Arts Therapists.

APAC's courses are available for in-house training to enable their staff meet these standards.

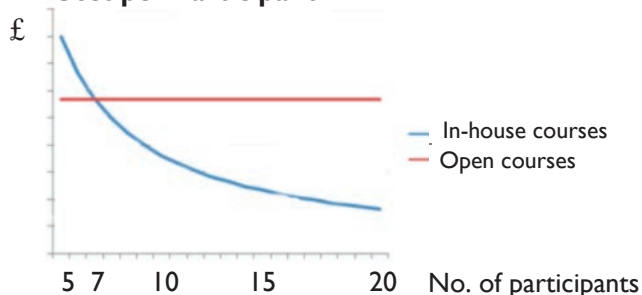
- CAMHS teams
- Care homes
- Counselling services
- Nursery schools
- Orphanages
- Police departments
- Primary schools
- Secondary mental health services
- Social services
- Special needs schools
- UNICEF

Advantages

The advantages of in-house training are:

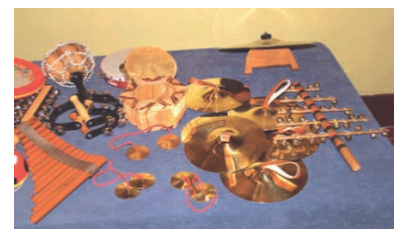
- *Meeting the requirements of Government Regulation* to reduce the risk of unsafe or ineffective work
- *Speed* - you can get a programme up and running quickly – participants can start to work therapeutically with the children after the first five days of training
- *Investment in people* - provides opportunities for staff and career development, that are aligned to your organisation's needs
- *Relevance* - the learning objectives can be tailored to meet your organisation's objectives, priorities and client population (the children's needs)
- *Convenience* - learning takes place at a pace that suits employee and employer. The training can be scheduled for the organisation's and participants' convenience eg at periods which suits work commitments, holidays etc
- *Joint Practice Development* – because the learning takes place in groups in a familiar environment where members have similar objectives, in-house courses provide a more specific focus encouraging collaboration and team work
- *Motivation* - much less personal disruption – less travel and no over-night stays away from home. The training day can be timed to suit participants' domestic commitments
- *Very cost effective* – A group of 14 costs per participant only half that of sending staff on an open course. With a group of 24, the maximum number that we would recommend, the cost per participant falls to 30% of a public course

In-house Courses - Economies of Scale - Cost per Participant



You provide the venue - APAC provides the rest:

- Course design will marry the needs of your children to the competencies required to work therapeutically with them
- Trainer/coaches who have considerable experience as practitioners and clinical supervisors as well as trainers using experiential methods
- All the special training materials and equipment required for therapeutic play
- Course documentation including the necessary forms for setting up and evaluating your service
- PowerPoint presentations for your staff to inform their colleagues about the service



Each in-house course is tailored to the school's, agency's or service's needs and the resources that are available such as: finger puppets, drums, clay, old clothes and props for dressing up and musical instruments.

Awards

- PTI/PTUK Certified Practitioner in Therapeutic Play Skills
- PTI/PTUK Certified Play Therapist (Diploma Course)

Everyone attending the training and practising with children needs to be registered with PTI/PTUK to protect the children, the parents and your organisation.

International Programmes

Because of our close links with Play Therapy International (PTI) the APAC faculty has considerable experience of running training programmes in different countries, for different cultures, children of different religions and living in different environments including:

- Aboriginal, Australasian, Chinese, Ethiopian, European, Indian, Inuit, Korean, Malay, Maori, North American
- Buddhist, Catholic, Hindu, Islamic, Jewish, Protestant, Sikh
- From deprived inner city to bush, to desert, to arctic wilderness

APAC has run courses in and trained practitioners from over 50 countries.

We are able to deliver courses in French, Spanish, Portuguese German and a number of other languages as well as English.

In setting up a new training programme in a country we work closely with Play Therapy International to ensure that adequate standards and a professional infrastructure are in place. This includes:

- Adapting the course content and methods of delivery to the local culture
- Making recommendations about the design and sourcing of culturally appropriate toys, objects and materials
- Establishing clinical supervision arrangements
- Making course documentation available for translation
- Using facilitators who are experienced at presenting material using an interpreter
- Planning the capacity building of indigenous trainers

Cultural, Ethnic and Religious Issues

Many countries' populations are becoming increasingly diversified in terms of cultures and ethnicity.

Our Diploma and Filial Play Coaching courses include models for understanding and coping with cultural and ethnic differences.

Because the parent is an agent of change it is vital in play therapy practice and filial play coaching to take into account ethnic and religious factors. We help you to develop cultural literacy - understanding the values, beliefs and symbols of other cultures and how they are reflected in assumptions and behaviours.

Spirituality and religion can be critical components of a child's mental well-being offering a source of strength and hope in difficult circumstances. In families where faith is an important factor, children may need encouragement to feel comfortable in multi-faith settings whilst the beliefs of the parents need to be respected.

Research findings that explored the concept of spirituality with several groups of school-age children, some of whom held deep religious convictions and others who belonged to no formal religion, discovered that it is rare to come across a child who does not have at least an implicit spirituality. Even in the most resolutely secular child, evidence of spiritual sensitivity emerges. sometimes through self-contradiction, or allusive metaphor in play.

During your training you will be able to understand how spirituality may become suppressed or repressed during the process of growing-up and how therapeutic play may be used to resolve these problems.

APAC's key theoretical model is "integrative holistic" which encompasses the spiritual dimension.



View from La Mouline Training Area

Learning is getting the brain to do something it often doesn't want to do. This needs the language of encouragement and persuasion, not the language of 'work'.

APAC supports the trend to move on from the language of learning, that has Victorian industrial roots and which unwittingly makes learning appear to be a chore. This turns learning into a series of tasks that have to be completed rather than a fulfilling learning experience which is APAC's approach. Competence not completion is our goal. It's not so much 'what you know' as 'what you can do'.

We see our courses as a part of your life long learning process and career development. Is there anything more inappropriate than the job title 'Lecturer'? We prefer 'Facilitators', 'Specialist Coaches' and 'Course Directors' who are there to direct our resources to providing you with a satisfactory learning experience.

Most of us know that the straight, uninterrupted one hour lecture is a hopeless method of learning, so we use short multi-media presentations interspersed with experiential exercises. Learning by doing, observing and reflecting. You can make mistakes, as we all do, in a safe, supportive environment before you put what you have learnt into practice with the children.

Our assessment methods do not use the language of fear and failure. Assessment is continuous and progressive – not exams and tests that are a red pen culture - pass or fail but an opportunity and encouragement to try again, overcome and succeed. Very, very few participants have failed the courses and in all cases this has been because they ignored advice again and again.

APAC's learning methods include four of the most powerful factors that enhance learning as shown by education research:

- Metacognition
- Reinforcement through positive feedback
- Challenging goals
- Innovation

Another name for *metacognition*, which is developing knowledge about your own thinking and the factors that influence your thinking, is *reflection*. After each exercise and experiences in working with the children you record your reflections in a process diary, which is monitored by our Course Directors.

Reinforcement through positive feedback. We do not use many formal tests or provide over-prescriptive directions. We use summaries of your case work and assignments in the form of practical projects of working with the children and their environment. This helps us to understand how and what you have understood or misunderstood and what direction we both need to take to improve.

Challenging goals. You are set learning and practice objectives that will stretch you, within reasonable limits. We help you to achieve these through advice and knowledge through group supervision where you share experience with peers.

"For the things we have to learn before we can do them, we learn by doing them" - Aristotle



A relaxed revision session to reinforce the previous day's learning, helped by your peers, as well as by the facilitators.

The courses are challenging, combining the convergence of theory, research and practice, together with the demands of self examination and openness to personal and emotional growth. The aim is to develop creative and reflective practitioners of play therapy who are committed to developing the integrative approach to dealing with childrens' mental and emotional problems.

Innovation. Course participants and our faculty respond well to constant change. It maintains interest levels and motivation. Each year we introduce new methods of teaching and 'top ups' of course material, without departing from the accreditation standards. We will be introducing more blended learning using online methods to enable you to study at your own pace, self testing your progress at home.

Comprehensive course materials and a strong network support system are developed to complement the group meetings. Students who initially are not competent with IT are encouraged to develop skills before and during their first module. There is considerable e-mail contact amongst participants between meetings, use of internet sources to scan and discriminate amongst play therapy and related material. All written work for assessment will be required to be submitted electronically.

We use advanced forms of delivery and many expressions of therapeutic play values in action. Our facilitators combine teaching and individual work with care for group process and development.

Undertaking play therapy training requires a considerable commitment and investment of time, personal sacrifice and money.

You have a choice in deciding which play therapy training provider best suits your needs. It is not a decision that should be taken lightly. Here are twelve key questions to help you to make your choice.



Which questions are more important to you than others?

Weigh the evidence carefully and then make your decision.

1 Will the course enable you to become registered?

Being on the PTUK Accredited Register of Play and Creative Arts Therapists is essential for enhancing your career prospects. APAC's courses meet these requirements.

Check if any other Play Therapy course provider can offer this. None do as at November 2014.

2 Is the programme comprehensive?

The programme design is based on the competencies required to be a safe and effective practitioner, as specified by an international panel of experienced practitioners and subsequently validated by research, not on one or two people's opinions. The programme includes training for advancement to senior level in the profession as well as for your initial qualifications

The 'Play Therapy Tool-Kit™' method that is taught will enable you to work with all dimensions of the holistic child. It includes: art & drawing, clay, creative visualisation, dramatic role play, masks, movement, music, puppets, sand tray, therapeutic story-telling. *We know from continuing research that this is what the children use.*

Your impact on the children is more likely to have a lasting benefit, rather than a purely short term effect, which usually results from ad hoc training.

Check in detail exactly what other programmes include.

3 Is the content balanced?

The courses contain the optimum balance of 30% theoretical and 70% practical and experiential work that is needed for safe and effective practice. There is as little theory as possible, but as much as necessary.

You should be able to feel fully confident about tackling any issue, problem or action in the play-room that you are likely to encounter. Then you can reflect using your theoretical knowledge, after the sessions.

Employers are interested in what applicants **can do** in terms of helping the children - the competencies, skills and experience - rather than what theoretical knowledge they possess.

Compare the balance of content - what proportion is experiential and practical as compared to theory?

- **We don't just teach theory - we show you how to apply it effectively.**
- **We don't just run training courses - we provide a learning experience**
- **We don't just give you a certificate - we give you a new career**
- **We don't say 'goodbye' - we're always here to support you**

4 Is the programme coherent?

The APAC training programmes are fully coherent - they are not a series of disjointed ad hoc events. Each course is coherent within itself and within the overall programme. There is a natural progression from the first module, which provides sufficient skills to start working therapeutically with children.

Look at the overall architecture of other course designs.

5 How consistent is the programme?

The competencies acquired through the APAC programme are standardised across the world. The same course content, faculty, learning and assessment methods are used in every location.

Employers will know that wherever an applicant has completed APAC training there is a consistent standard.

This provides every participant with flexibility in the choice of location of their training.

In how many locations are other courses run? Does this give you sufficient long term flexibility?

6 To what extent are key aspects of safe and effective practice addressed?

One of the most distinctive features of the programme is the high proportion of experiential work. These exercises go deeper into process than scenario based role playing. You will understand the processes of the children by undertaking the same experiences yourself - this is essential for safe and effective practice.

Is experiential learning at the heart of the course or is it tacked on to lectures in the form of role play?

7 How effective are the learning methods?

The PTI/APAC programmes employ a variety of learning methods: presentations, seminars, tutorials, practical exercises, experiential exercises and, above all, clinically supervised practice.

We believe that participants should be able to put into practice, closely monitored, what they have learnt. In this way they will soon realise what else they need to know. Problems encountered in practice may be discussed with the teaching staff, supervisors and peers.

- You'll learn more quickly
- You'll be putting what you learn into practice immediately
- You'll be able to learn safely from any initial mistakes

By the end of the course - you'll already have good clinical experience, not be just about to start.

How much practice experience do other courses include?

8 How can you be sure that you'll be successful?

The APAC play therapy training programme is the only one worldwide, (as at July 2013) validated by carefully measuring the clinical outcomes of course participants' work. At present the results, based on over 10,000 measures, show that between 74% and 83% of the children who have received play therapy from APAC trained practitioners show a positive change. Although we cannot guarantee that every single course participant will attain this degree of success we can promise that overall, each year's cohorts will reach this level.

- This should give you confidence that your training will enable you to obtain very good outcomes from your practice. No other course can provide this.
- It will add substance to your CV/Resume.

To what extent do other courses substantiate their effectiveness?

9 Professional and Academic Accreditation

It is important, for your professional credibility, that the courses that you complete are validated by a university for academic quality and accredited by an established professional organisation for clinical and practice aspects.

Academic validation The Post Graduate Certificate, Diploma and MA in Practice Based Play Therapy courses are validated for academic quality in the UK by Leeds Beckett University and in Ireland by the National University of Ireland Galway. In other countries validation is by higher education institutions at Post Graduate level.

Clinical accreditation - is provided by Play Therapy UK in accordance with the Professional Standards Authority's Accredited Register standards.

Whereas non-accredited courses may give you some knowledge, they will not usually be recognised by employers or clients. *Accreditation of a course helps to ensure that your time and money is not wasted. Endorsement by independent organisations is one of the measures of the quality of the course.*

It makes it easier to get work. Any potential employer will want to recognise the quality of your training as being endorsed by independent and respected professional bodies.

What amount of accreditation do other courses have? Does this include a University as well as one or more professional organisations? Will you have an internationally recognised qualification to practice?

10 How well is the quality of the programme managed?

No other play therapy training programme has better management of quality. Very few training providers, at large, take as much care in managing the quality of their courses as APAC. This is achieved in three main ways:

1. Independent monitoring by PTUK
2. Academic quality management by our university partners including moderation by an independently appointed External Examiner
3. APAC's own four level Kirkpatrick based model of training evaluation measuring:
 - Reaction - participants' responses to the training
 - Learning - through the assessment of what has been learnt

- Behaviour - what impact has the training had on changing participants' therapeutic work with the children?
- Results - what clinical results have the trainees achieved?

Data from our annual monitoring report is available upon request.

What steps do other training providers take to manage quality?

11 How experienced in play therapy training is your provider?

PTI set the world's first play therapy training standards in 1986 and, with PTUK, have led the way ever since with the Profession Structure Model based on a competency framework, updated in 2013 to meet the PSA's standards.

APAC have been running accredited play therapy training courses in partnership with PTUK and PTI since 2000. Over 100 Certificate and Diploma cohorts have been run during this time providing a unique depth of experience.

In a typical year we have over 750 students, worldwide.

Compare the length and depth of this experience with any other play therapy training provider.

12 What is included in the fees?

APAC course fees include:

- Tuition and facilitated exercises using a wide range of equipment and materials
- Coverage of a very comprehensive 'Play Therapy Tool-Kit™' of methods
- Hundreds of pages of training material including:
 - ❖ all the specialist forms required for practice
 - ❖ PowerPoint presentation material you need to set up a play therapy service or independent practice
- 5 group clinical supervision sessions (Certificate and Diploma)
- Continuous assessment of all exercises
- Review, feedback, appraisal and marking of all assignments
- Administration and submission of all participants' documentation to the relevant professional organisation and to the University for each stage award (if registered)
- A two course lunch and two refreshment breaks

ALMS: The APAC Learning Management System from where students may download their course files, the University Course Handbook and other resources related to their course.

Resources: PDF scans of all *Play For Life* journals and abstracts of MA Dissertations. Members may search using various parameters to find articles, book reviews etc.

Caerus: Software for PTUK and PTI Registrants to manage their clinical and practice data needed throughout the year and for completing their annual revalidation.

Remember that the cheapest course may not be the best value.

This is a small selection from the many kind comments participants have made about the APAC courses over recent years.

Content

'I must say I feel so impressed with this aspect (setting up play therapy). As a trainee psychotherapist it has been a constant frustration that we have not been given ideas about the nuts and bolts! Also it gives me focus and a real confidence that I'll be able to make it (the job) happen.' (Certificate 2007)

'I think learning how to use sandtrays has opened a whole window of opportunities for my clients.' 'Clay was so powerful and facilitated so gently and skilfully. It will make me a safer therapist.' 'So helpful to go through it step by step. (Therapeutic story writing).' 'Brilliant experience. Very enlightening in more ways than one. (Puppets).' (Certificate 2007)

'As I approach the finish line of compiling my Portfolio I wanted to write and thank you for creating this amazing Course! From beginning to end the course has enriched and changed my life, and continues to do so through the children I work with. It is the most powerful process I have ever done (and I have done some!!).' (Certificate 2013)

'I had the most fantastic weekend in Edinburgh and have finished the Diploma. It has been brilliant and I am sad it had to come to an end.' (Diploma 2012)

Learning Methods

'I was not looking forward to the experiential element of the course, however after completing this I realise how valuable this has been for me. I now feel much more confident in my work with children and through the experiential exercises have been able to work through issues pertinent to me and have a better understanding.' (Certificate 2008)

'I am now coming to completion of 53 Filial Coaching / Mentoring sessions – I have found using this method with our parents extremely rewarding and intend to use it frequently!'

(Filial Coaching 2013)

'Thank you for bringing such a fantastic model of therapy to Australia. I am so blessed to be working in this way.' (Certificate 2011)

Personal and career support

'You asked if I would let you know how the presentation went (to a primary school). I am thrilled to say that after only half an hour (I was there over 2 and half hours) they offered me not only the placement but named some of the children they would like me to see!' (Certificate 2007)

'I personally want to thank you for standing up for play therapy and getting the course going. Thank you for your determination! It has honestly changed my life in ways I never thought possible. ESA has been an amazing support to me as have the group, friends I know I will have for life. I hope that I can be a strong and positive advocate for play therapy here in Ireland.' (Diploma 2010).

Supporting You

You will be facing a number of challenges during your training:

- Acquiring new knowledge, some factual, some conceptual, some practical
- Putting your new knowledge into practice
- Dealing with personal issues that arise from the unconscious during training and in the playroom
- Coping with the unexpected in the playroom
- Obtaining permanent work to develop your career

Our mission to train effective and safe practitioners to help as many children as possible does not only depend upon what happens on the courses. Many types of training fail because the content cannot be, or is not, used in practice for a number of reasons. In other cases the participants find that they are not in the right environment to put what they have learnt into practice.

In order to avoid these traps we take a systemic view by constantly monitoring your learning process and how the knowledge is being converted into effective practice.

Acquiring Knowledge

You are encouraged at all times to ask questions if you don't understand something, or it's not clear to you. The only 'silly questions' are those that are not asked.

Of course it's one thing to understand new material as it's presented or as you read it, it's another to store it in your memory and recall it when it's needed. We have regular revision sessions to see that everyone has internalised and can apply the essential knowledge using their own perspectives and work situations.

Putting Knowledge Into Practice

The first stage is to help you convert your knowledge into skills through the experiential exercises which make up the majority of the course time. If you have any problems here you have help provided by your facilitators and also your peers.

The next stage is to use your newly acquired skills, in your placement, with the children. We provide easy to use assessment methods so that you can select children whose problems or conditions are within the scope of your level of skill and experience. Every participant at some stage will encounter some difficulties or problems. You may make some mistakes – but we teach you a safe way of practising so that your mistakes shouldn't harm the children. Dealing with real life problems in the playroom and correcting mistakes is one of the best ways of learning. Some would say 'the only real way'.

Support is provided through clinical supervision where you present your practice experience for supportive comment. Supervision helps you to solve problems, overcome difficulties, resolve ethical issues and rectify mistakes. All of our Certificate and Diploma courses include five hours of group supervision or tutorials where you will also benefit from peer experiences. You are also required to have individual clinical supervision with a PTI/PTUK approved Supervisor.

This will normally be with experienced practitioners additionally trained in clinical supervision of play and creative arts therapies.

Personal Issues

Our experiential training not only helps you to understand the processes that the children will undergo in therapy but will also uncover personal issues such as anger, stress, guilt and grief that may arise through transference and counter-transference. Remember you are being trained to work with unconscious processes as well as at a cognitive level. These issues will usually be observed by our facilitators or you can actively seek support at appropriate times. All of our Course Directors are experienced therapists, as well as trainers, and will be able to provide emotional support when needed. In instances, where it is observed that your safe functioning in the playroom will be impaired, you will be required to attend personal therapy to resolve the issues, before starting, or continuing to work with children.

Coping with the Unexpected in the Playroom

Our trainers are very experienced play therapists and clinical supervisors or have equivalent experience of working with clients. They have experience of a wide range of situations so that completely new situations are likely to be rare. However it's not possible to predict exactly what is going to happen in the playroom. Children can be delightfully unpredictable!

We try to instil in all course participants some simple frameworks and check lists of vital actions that you can rapidly recall from your unconscious, on the spot and without need for reference, to deal with the unexpected.

Securing Placements

One of the requirements of the Certificate and Diploma courses is that you have a placement in an organisation where you can work therapeutically with the children in place, before the start of the course. Some participants choose their place of work but others may have to find their own placement. There are plenty of opportunities in all areas and countries.

APAC and PTI/PTUK will provide you with the support that you need to do this in the form of: suggested organisations; who to contact; how to get an appointment; what to say and present in a discussion; documentation to help the organisation and yourself to implement therapeutic play professionally.



APAC places you at the centre of our constellation of activities and resources

Developing your Career

On pages 4 and 5 we have outlined your career possibilities. In this brochure we have given you details of a progressive range of courses that you can undertake.

As we've hinted elsewhere, we do not see ourselves as just training providers, but as career enablers. We believe that we have a moral obligation to help you to get a good return on the time, emotional and money investments that you make when you undertake one of our main courses. Because of our very close links to PTI and PTUK and through your membership of these professional organisations you have free access to a range of services including:

- *Career counselling* – advice upon how to marry your ambitions and career objectives with your skills and experience to decide upon a career strategy
- *Guidance and a critique to prepare effective CVs* that will have a high rate of success in obtaining interviews
- *Interview and presentation material* with advice on how to customise these to ensure that you get a positive reception, whoever your audience
- *For your organisation* – research and other material that can be used in proposals for funding and also full guidelines on implementing a play therapy service
- *Listing on the Register of Play and Creative Arts Therapists accredited by the Professional Standards Authority* – initially with trainee status. This confers professional credibility.
- *The 'Play for Life' journal*, usually published four times a year with a total of at least 128 pages. This is a full colour practitioner publication - not just a newsletter – containing the latest examples of best practice and research findings. Use the latter to create openings for you.
- *Web sites*, constantly updated, in countries and regions where PTI/PTUK is active. Use these with commissioners of play therapy services to help you obtain work as well as accessing play therapy resources.

Kindly note the small print:

APAC reserves the right to:

- Change the staffing, venue, sequence and content of courses because of the unavailability of facilitating staff for reasons beyond our control or in the interests of a cohort as a whole or for programme development reasons.
- Remove a participant from a course because of incompatibility or detracting from the learning of other course members.
- Require a participant to attend personal therapy if the Course Director or Clinical Supervisor considers that it is essential for safe practice with clients.
- Postpone or cancel a course, up to 14 days before the announced starting date due to an insufficient number of participants or other reasons beyond our control. Participants will be given an alternative date and venue or a refund of any fees paid.

CONTACTS

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The Play Therapy Register:	www.playtherapyregister.org.uk	
PTI & other national organisations:	www.playtherapy.org	
Leeds Beckett University:	www.leedsbeckett.ac.uk	
National University of Ireland Galway:	www.nuigalway.ie	

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