

Training Courses Cape Town 2024

Further your academic training
in Play Therapy to become
a **PTI Certified Play Therapist!**

14-28 SEPT
2024



Play Therapy



**INTERNATIONALLY
RECOGNISED PLAY
THERAPY TRAINING**

CAPE TOWN

* COURSES ARE ACCREDITED INTERNATIONALLY BY APAC AND UNIVERSITY OF CHICHESTER IN THE UK.
LOCAL ACCREDITATION IN SOUTH AFRICA IS BEING PURSUED BUT NOT YET IN PLACE.



CONTACT@PLAYTHERAPYTRAINING.CO.ZA

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In the United Kingdom (UK) Play Therapy has in April 2013, become recognised as a distinct profession alongside Doctors, Dentists, Psychologists, Psychiatrists, and Psychotherapists etc. This presents you with an opportunity to build upon your academic training in Play Therapy to enhance your career status and increase the effectiveness of your clinical work.

The Register of Play and Creative Arts Therapists is managed by Play Therapy UK <http://playtherapy.org/> and is accredited by the UK Professional Standards Authority who oversee the regulation of the health and social care professions in the UK reporting directly to Parliament. <http://playtherapyregister.org.uk/> The Register, the first one worldwide recognised at Government level for Play Therapy, has an International section that is open to South African professionals. This section is administered by Play Therapy International (PTI) <http://playtherapy.org/> who ensures that registrants meet the required standards. These are being used as de facto standards pending the direct regulation of the profession by the South African Government. APAC the course provider is the only organisation world wide that trains to the standard required by the register.

We are pleased to confirm the following courses will be presented at :

Bell Rosen Guesthouse, Cape Town, South Africa during 2024.

Website: www.bellrosen.co.za

Students will receive 10% discount on accommodation if they choose to stay at the Bell Rosen Guesthouse.



Post Graduate Diploma in Play Therapy 14-28 Sept 2024



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Diploma in Play Therapy

Successful completion of the course and the required clinical hours leads to PTI certification as a Play Therapist.

www.playtherapyregister.org.uk

This course has been clinically accredited by PTUK and PTI.

It is also validated at venues in the UK for academic standards by the University of Chichester as part of the MA in Practice based Play Therapy programme run in a collaborative partnership with APAC.

Diploma in Play Therapy

The post graduate course is designed for those that have completed a PTUK/PTI accredited Certificate in Therapeutic Play Skills course. Participants may come from any background such as:

- Counsellors
- Psychotherapists
- Clinical Psychologists
- Primary School Teachers/Assistants
- Nurses
- Nursery School Teachers/Assistants
- Social Workers
- Play School Teachers/Assistants
- Care Home Staff
- Adoption/Foster Agency Workers

The course has been designed to:

- Enhance your career/professional skills
- Become registered as a Certified Practitioner in Therapeutic Play Skills on the Register of Play and Creative Arts Therapists, accredited by the Professional Standards Authority
- Increase your satisfaction in working with children
- Give you the skills to help children develop their emotional literacy
- Give you the skills to alleviate behaviour and mental health problems
- Assist your own personal development
- Provide you with the [Profession Structure Model competencies](#) defined by PTUK to work with individual children who have moderate to severe problems and groups.



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The Diploma course is the second part of a programme leading to an MA in Practise Based Play Therapy. It is at stage 3 of the [PTUK four stage training model](#)

An enlightened approach to dealing with children's difficulties

The course is unique in integrating both non-directive and directive approaches to play therapy. The programme content is based upon the theory and practice of 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 John Bowlby, Margaret Lowenfeld, Donald Winnicott, Rachel Pinney etc. It also places importance on the spiritual aspect of human development. Opportunities of all forms of creativity will enrich the contents of the course.

You will be exploring ways of integrating the child as the centre of a social system, which includes schools, families, and team of support.

The main items in the Play Therapy Tool-Kit covered in the Certificate in Therapeutic Play Skills are re-visited at a greater level of competence and converted into skills to be used with therapeutic groups. You will also learn how to deal with more difficult problems and using the PTDM as an assessment tool.

Objectives

The overall purpose is to enable participants to practice safely and effectively using play therapy in a variety of settings to provide emotional support to individual children for slight to moderate problems. Upon successful completion of the course each participant will have gained:

- The competencies to work with all children (individual and group) with all problems where Play Therapy is suitable and with children and young people with mild to severe problems
- To make assessments incorporating the PTDM
- A sound understanding of the principles underlying play therapy and the appropriate use of techniques
- The competencies required for running play therapy sessions with groups of children as well as individuals
- An ability to assess children's needs and set up a play therapy services unit
- An ability to make decisions taking into account the ethical issues concerning all parties involved
- Increased confidence in using play therapy with children and adolescents and communications with referrers, parents and guardians and other professionals
- The counselling, therapeutic and practical skills to carry out effective play therapy
- Awareness of your own process and development
- A comprehensive theoretical knowledge of child development and child psychology



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- An ability to use the taught play therapy skills as assessment tools
 - The ability to use a full play therapy tool-kit
 - A basic understanding of play therapy research issues and methods

Course Content

This course builds on the knowledge and skills acquired through the PG Certificate course. It aims to enable students to improve therapeutic decision taking based on deepening skills and use of advanced play therapy interventions with children who have more severe problems, introduce working therapeutically with groups of children and integrate the therapeutic toolkit with practice and research.

The following topics are covered in the course:

- Introduction to Working with Groups
- Developing Metaphors for Group Working
- Play Therapy Dimension Model
- Clay
- Masks
- Mandalas
- Art
- Introduction to Research Methods
- Developing Expressive Arts Skills
- Music
- EPR
- Developing Symbolic Play Skills
- Sand Play - Advanced Skills
- Working with Metaphors
- Endings
- Court Work



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Learning Methods

Participants will learn through working with other members of the course 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 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 weekends.

It is essential that participants are working with children whilst the course is in progress. 100 supervised hours need to be completed before the Diploma can be awarded. The situations and problems that you encounter in real life outside the classroom together with their solutions are an essential part of the learning process.

Award

The Post Graduate Diploma in Play Therapy will be awarded, on the basis of:

- ❖ A project which evidences the establishment of a play therapy service in a new setting, supported by a critical commentary of the process and learning.
- ❖ A written assessment of a series of 3 children's sand trays taken from your own clients, showing your understanding of your learning
- ❖ A written assessment of a series of 3 child's drawings of your own clients.
- ❖ An essay on aspects of play therapy which could be a possible basis for research or practice innovation.
- ❖ A case study of a child that the student has worked with for at least one year. This study will provide an in-depth consideration to relevant theoretical constructs
- ❖ A written case study of a group of children that the student has worked with for at least 6 sessions.
- ❖ Satisfactory reports from the student's clinical supervisor, Course Director and Placement Manager.
- ❖ Evidence of the completion of 100 hours of clinical practice with all the required documentation including clinical governance data and process diary covering client work and clinical supervision.



Duration

15 days consecutively

Award

Post Graduate Diploma in Play Therapy.
Successful completion of the Post Grad Cert and Post Grad Dip allow you to take the MA in Practice based Play Therapy the University of Chichester in the UK . However you need to achieve a merit or distinction in all your academic assignments.

Venue:

Bell Rosen Guesthouse,

116 Kommissaris Street,

Welgemoed,

Bellville

Cape Town

Students will receive 10% discount if you choose to stay at the guesthouse.

www.bellrosen.co.za

Faculty/Facilitators

Selected from APAC's faculty.

Provider

www.apac.org.uk

Fees

July 2024

Early Bird SPECIAL: R49 500.00 (paid by 1 July 2024)

Normal Course Fee is: **R54 500.00 (paid by 15 Aug 2024)**

A deposit of 10% is payable upon application to secure your place on the course.

Your deposit is refundable (-R500 admin fee) if you are not accepted onto the course or are unable to attend.

Dates

14-28 Sept 2024 (Application deadline 6 August 2024)

Dates are correct at the time of publishing but may be subject to change so please confirm with the office at contact@playtherapytraining.co.za.



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Reason's why The PTI/APAC play therapy courses are so successful and are the best value:

1. Superior Content

Comprehensive

The programme is the most comprehensive play therapy training course available anywhere. Its theoretical framework is integrative and holistic. It is based on non-directive principles but integrates directive working where appropriate. You will be working with both the conscious and unconscious processes of the child and integrating research with practice.

The programme has not been designed on the basis of one or two trainers' opinions. It is built around the competencies required to be a safe and effective practitioner, as specified by an international panel of experienced practitioners and subsequently validated by research. They are updated regularly, recently for example, to include knowledge of neurobiology research, its integration with psychological theory and its application to play therapy.

The Tool-Kit TM method that is taught will enable you to work with all dimensions of the holistic child: physical, communication, understanding, social relations, emotional, moral/spiritual, creativity and caring for self, communicating using the medium that the child has chosen.

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.

You will become highly skilled able to cope with a wide range of children's emotional, behaviour and mental health difficulties.

You will learn more play therapy modalities and use of different creative arts media than on any other course.

The programme is also the most comprehensive, in the world, in terms of the techniques that are taught at Certificate and Diploma levels. The Tool-Kit TM includes: art & drawing, clay, creative visualisation, dramatic role play, masks, movement, music, puppets, sand tray, therapeutic storytelling.

One of the most important principles of non-directive play therapy is that it is child led with the therapist following and communicating using the child's chosen medium. You will be able to offer



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the children a wide range of creative and play activities.

Balanced Content

The course contains the optimum balance of theoretical, 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 playroom that you are likely to encounter. And you can reflect using your theoretical knowledge, after the sessions.

Most potential course members wish to become practitioners first and theorists secondly. The course enables this right from the beginning by providing the skills and techniques without overburdening participants with theory.

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

Coherent Courses

The PTUK/APAC training programme are fully coherent courses - they are not a series of disjointed ad hoc events. Each course is coherent within itself and within the overall programme. The Post Graduate Certificate course enables participants to work with individual children who have problems of slight, mild and moderate severity. The Post Graduate Diploma enables participants to work with children who have severe problems and also with groups of children. There is a natural progression from the first module, which provides sufficient skills to start working therapeutically with children.

The programme provides all the skills that you need to work successfully. You will not need any other course. You can get off to a good start and you will be able to work therapeutically with children when all of the required checks have been completed.

A Consistent Course

The PTUK/APAC programme is consistent across the world. The same course content, faculty, learning and assessment methods are used in every venue.



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

This provides every participant with flexibility in the choice of location of the training. Someone who has completed the Certificate in Australia could complete the Diploma in France or the UK, knowing that all other participants will have received the same training at the Certificate level.

Addresses the key aspects of safe and effective practice

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 experiencing the same ones yourself - this is essential for safe and effective practice.

Unlike some other courses, personal therapy is not required, unless a participant finds difficulties in coping with their issues or being unable to practise safely with the children.

Although it is a training course, not a therapy group, all participants will undergo considerable personal development due to the exercises and the support provided by the Course Directors, all of whom are experienced play therapists, psychotherapists or counsellors.

You will be able to build effective therapeutic relationships because you will be equipped with an understanding of how and why the children feel during therapy sessions.

2. The Most Effective Learning Methods

The PTUK/APAC programmes employ a variety learning methods: presentations; seminars; tutorials; practical exercises; experiential exercises and clinically supervised practice. We believe that participants should be able to put into practice, which is 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 both the teaching staff 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 your initial mistakes
- By the end of the course - you'll already have good clinical experience, not just about to start



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3. Validation Through Research

The APAC play therapy training programme is the only one worldwide, validated by continuous practice based research. The clinical outcomes of course participants' work are carefully measured. At present the results of the research, based on over 10,000 children, show that between 73% and 83% of the children who have received play therapy from APAC trained students show a positive change.

- 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.
- This gives the course the highest credibility with employers and clients.

4. Professional and Academic Accreditation

It is important, for credibility, that Play Therapy training courses:

- Meet the requirements of Government regulation
- Are validated by a university for academic quality
- Accredited by a relevant professional organisation for clinical and practical aspects

Government regulation of Play Therapy in the United Kingdom has, since April 2013, been provided by Play Therapy UK's 'Register of Play and Creative Arts Therapists' www.playtherapyregister.org.uk approved by the Professional Standards Authority (PSA) under the Accredited Register programme. The Register assures parents, employers and commissioners of services of the quality of Registrants' therapeutic work.

The Register includes practitioners living and working outside the UK. The PSA approved Play Therapy UK standards are used as de facto standards in countries where there is no national government regulation of the Play Therapy profession and are administered by Play Therapy International (PTI).

It would be, in our view, irresponsible to employ anyone who is not registered through a Professional Standards Authority programme to work with the emotional, behaviour and mental health needs of children, a particularly vulnerable client group. The APAC Certificate, Diploma and MA courses fully meet the requirements of the Register, starting at trainee level.

Academic validation and awards are provided for the Post Graduate Certificate, Diploma and MA in Practice Based Play Therapy courses, delivered in the UK, by the University of Chichester. The National University of Ireland Galway (NUI Galway) provides academic validation and awards for



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the courses delivered in the Republic of Ireland.

After successful completion of the PostGrad certificate and PostGrad Diploma you can apply for the MA with the University of Chichester. This is an online course and your qualifications can be recognised for prior learning for the MA as long as you have achieved a merit or distinction in all assignments.

Whereas non-accredited courses and those offered for CPD may give you some new knowledge, they are not sufficient to become a Registered Certified Practitioner in Therapeutic Play Skills or a Registered Certified Play Therapist. Nor are they usually recognised by employers or clients. Accreditation of a course ensures that your time and money is not wasted. Endorsement by independent organisations is one of the measures of the quality of the course.

Being on the Play Therapy UK Register of Play and Creative Arts Therapists and having successfully completed an academically and professional accredited course makes it easier to get work. It should give you confidence in your training because you are assured that the clinical content of the course meets the highest standards of play therapy practice on a regulatory par with psychologists, psychiatrists, psychotherapists and counsellors.

5. Better Career Progression Opportunities

The programme will enable you to develop your career by building on your existing skills and experience and open up new opportunities. It is ideal for professionals who are already working with children:

- Counsellors, psychotherapists, clinical psychologists, psychiatrists and other mental health professionals who wish to, or are already working with children. Therapeutic play and the use of creative arts therapies will extend your existing skills. You will be able to deal with issues in complementary ways and achieve significant results, as proven by practice based research.
- Teaching staff in primary schools, nursery schools, kindergartens or children's centres. You may add to your educational and cognitive skills to alleviate the emotional and behaviour difficulties of problem pupils. If you work in a school - you will be able to achieve better academic results and lower exclusion and unauthorised absence rates.
- Social workers, CAMHS teams, special residential care homes - add therapeutic skills to your social work skills for dealing with children and families. In social work you will be able to provide additional help for children who are in transition, have problems in foster care or have been abused.



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The APAC Post Graduate Certificate in Therapeutic Play Skills and the Post Graduate Diploma in Play Therapy are designed to be the foundation for further career progression. They fit into the PTUK Four Stage Training Model. By successfully completing these courses you may then progress, if you wish, to:

- Become a Registered Certified Play and Creative Arts Therapies Supervisor
- Become a Registered Certified Filial Play Coach
- Become an Accredited PTI Play Therapy Trainer
- or take your MA in Practice Based Play Therapy - by dissertation

The training and support provides you with the medium term opportunity to become self-employed, as an independent practitioner. It widens your career options including portfolio working.

6. Best Quality Management

No other play therapy training programme has such complete 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 the British Council for Therapeutic Interventions With Children (BCTIWC) www.bctiwc.org
2. Academic quality management by the University of Chichester and the National University of Ireland, including moderation by an independently appointed External Examiner
3. APAC's own four level Kirkpatrick based model of training evaluation measuring:
 - Reaction - participants' immediate responses to the training
 - Learning - through the assessment of what has been learnt
 - Behaviour - what impact has the training had on changing the therapeutic work with the children?
 - Results - what results (in this case clinical) has the trainee achieved

It is the quality as well as the content that makes the PTUK/APAC play therapy training programme the most effective and best value on offer.



7. Greater Personal and Career Support

Support of the course participants is provided in three ways: clinical supervision, the faculty and career development.

Clinical Supervision - once you start to work therapeutically with the children you will need clinical supervision, ideally from a Certified Play Therapy Supervisor. This is not provided as part of the course and you will need at least 18 hours of supervision, which you need to fund separately.

Faculty - APAC's is not only the largest single play therapy faculty in the world. It is the most experienced. Its 29 members have over 300 years of training experience between them. As well as their practitioner and specialist expertise, a number are highly experienced Counsellors, Psychotherapists and Social workers. This provides in-depth knowledge of most of children's emotional and behaviour conditions and also of a range of educational, health and social services settings.

You will benefit from an unequalled range and depth of knowledge a faculty that not only know their subjects - they know how to train.

The Programme Director is Prof. Monika Jephcott (IBECPT), Europe's most experienced play therapy trainer, who originated and designed the courses. The courses are run, by experienced play therapy Course Directors.

With this size of faculty there is less risk of the course suffering from the incapacity of key members of the faculty. You will learn a variety of techniques from a number of different perspectives.

Professionalism and career support - as well as learning to become a safe and effective Play Therapist you will be provided with the knowledge to become a complete professional and the support required to further your career. APAC considers that it has a moral obligation to help everyone who successfully completes the course to find the type of work that they want and to achieve realistic levels of earnings. We do not say 'goodbye - you're now on your own' once you have finished a course.

Play therapy is an emerging profession in South Africa. We will help you to demonstrate the professionalism that is needed to secure the good quality services that the children deserve.



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You will be able to build a personally satisfying and financially rewarding career with our help.

8. More Play Therapy Training Experience

PTUK is affiliated to PTI who set the world's first play therapy training standards in 1986 and have led the way ever since with its Profession Structure Model based on a competency framework, recently updated in 2006, 2011 and 2013.

APAC have been running accredited play therapy training courses in partnership with PTUK and PTI since 2000.

9. Minimises Your Risk of Wasting Time and Money

Undertaking any form of advanced and specialised training involves the investment of time and money. The risk will vary from person to person but should be considered carefully by everyone before they commit to any training programme. PTUK and APAC have minimised the risk for most applicants:

Content - if you want to work therapeutically with children the course will certainly teach you what you need to know because it is based on the competencies required to be a successful practitioner.

Learning methods - the essential method is experiential learning and this is the basis of the programme. You will learn to understand how the children feel and process their issues. You will be prepared for most events that are likely to occur in the playroom and to deal with them in a safe and effective way.

Research - we know from research based on hundreds of our students' cases that what APAC teaches works. We can accurately predict the results that a year's cohorts of our successful participants will achieve. No other course can do this.

Accreditation of any course that you undertake is important, especially with employers. The APAC courses are fully accredited by internationally respected professional and academic institutions at post graduate level and fully meet the requirements of UK Government regulation.

Career progression - by successfully completing the Certificate and/or Diploma courses you will be building a platform for subsequent career enhancement. These are not courses that do not lead



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anywhere else.

Quality management - many courses just rely on participants' questionnaires filled in at the end of the course (happy sheets). APAC goes much further in measuring what has been learnt, how it has been applied in practice and the clinical results have been obtained. There is also the advantage of independent monitoring of quality by the Universities and the External Examiner. Very few training programmes in any subject undertake this degree of rigorous control of quality.

Support - unlike many training providers, we do not leave you to get on with it after you have completed the course. We provide a bridge between the course and employment. Through PTUK you have access to advice on marketing yourself in play therapy, producing effective CVs and interview advice.

You will be able to approach the training with more assurance that you will not be wasting your emotional investment, time and money.

10. More Items Included in the Cost

The course fees include:

- Tuition and facilitated exercises using a wide range of equipment and materials
- Coverage of a very comprehensive Tool-Kit TM of methods
- Hundreds of pages of training material
- Access through ALMS, APAC's online Management resources with all the specialist forms and PowerPoint presentation material you need to set up a play therapy service or independent practice. An additional vast online resource specifically for play therapy.
- 2 clinical group supervision hours
- Continuous assessment of all exercises, and if necessary personal coaching
- Review, appraisal and marking of all written work
- Administration and submission of all participants' documentation to PTI
- A lunch (sit down in most of the venues) and two refreshment breaks

Most of the major expense items are included in the fees. You will need to allow for books, the cost of supervision*, professional organisation membership (Play Therapy International), Professional indemnity insurance as well as for your travel, B&B and evening meals.

**You will need to allow for 1hr of supervision for every 6hrs of practice or 1hr of supervision every fortnight, whichever comes first.*



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11. To secure your place:

- Upon indication of interest the application form and electronic brochure will be sent to you
- Application form and deposit of 10% must be sent to **contact@playtherapytraining.co.za**
- If accepted a pro forma invoice will be sent for the payment for the total of the fees including the deposit
- Proof of payment together with other required documents as will be indicated in the acceptance letter, should be returned to **contact@playtherapytraining.co.za**
- Full payments to have been made prior to the start of the course.
- If you have not already completed your Certificate in Therapeutic Play please note the following:
 - You will only be allowed on the course if you have completed all your academic assignments for your Certificate portfolio, and
 - You have completed a minimum of 50 hours of your clinical work required for your certificate and lastly,
 - Your course director and supervisor has to approve your application to Post graduate Diploma via written consent to PTI training SA.



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