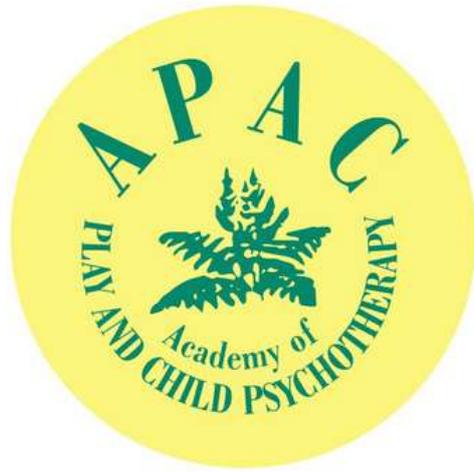


THE ACADEMY OF PLAY
AND
CHILD PSYCHOTHERAPY



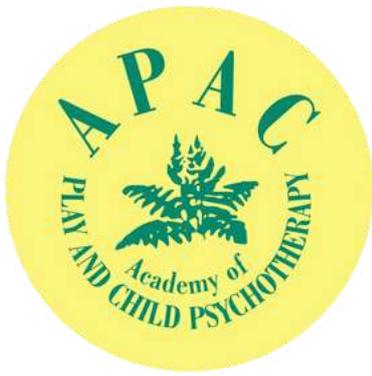
Enabling Your Potential

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The Home of Play Therapy Training



*Big Enough To Deliver,
Small Enough To Care*

APAC is the largest and most experienced and dedicated Play Therapy training organisation in the world outside the USA.

APAC offers the integrative Holistic Model of Play Therapy, which is uniquely validated through excellent clinical outcomes.

We believe this provides a solid foundation preparing students with the knowledge, skills and experience to work therapeutically with children, young people and adults using play and creative arts.

APAC courses are accredited by Play Therapy UK (PTUK) as meeting the necessary standards for the trainees and graduates to be on the Register of Play and Creative Arts Therapists accredited by Professional Standards Authority.



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 years by our Course Directors, specialist facilitators, course participants, the universities of Chichester and Cork, other collaborative partners, Play Therapy International, PTUK and our administrative staff.

www.apac.org.uk

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, building on 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. Using toys and reflecting constantly what they see the child do.

This model introduces 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.



APAC
Founders
Jeff
Thomas
&
Monika
Jephcott

APAC MISSION & PRINCIPLES



Our Principles

APAC commits to helping to develop a world where all children enjoy a happy, safe and healthy childhood, that enables them to reach their full potential. The purpose of our training is therefore to produce safe and effective play therapy practitioners of the highest standard.

- Our training is 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, and management of safe and effective practice. This meets the requirements of the PTUK Register of Play and Creative Arts Therapists accredited by the Professional Standards Authority (PSA).
- All of our training is accredited by [the University of Chichester](#) in the UK and [the University College Cork](#) in Ireland. It 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.

Our Mission

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 and course participants to develop their career and for their own personal growth.



APAC TRAINING AS A SOUND INVESTMENT

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.

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>



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:

<https://apac.org.uk/apac-courses/>

ACADEMIC VALIDATION

APAC's Certificate, Diploma and MA in Practice Based Play Therapy are run in collaboration with and accredited by [University Of Chichester](#) in the [19 venues](#) in the UK and northern Ireland. by the [University of Cork](#) 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

For our international countries, courses to the same standards. We run in courses across continents, covering 13 countries.

[Find out more here.](#)

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) ensures

international courses comply with APAC and PTUK standards. www.playtherapy.org.

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.

www.playtherapyregister.org.uk



PROFESSIONAL ACCREDITATION

The British Council for Therapeutic Interventions With Children (BCTIWC) audits the processes used by PTUK to ensure no conflict of interests for the APAC courses.

www.bctiwc.org



PLAY AND CREATIVE ARTS THERAPIES AS A CAREER

- One in six children aged 5 - 16 experience a mental health issue. (NHS Mental Health of Children and Young People in England, 2020: Wave 1 follow up to 2017 survey.)
- 75% of mental health problems start before adulthood and 50% of lifetime mental health problems start before the age of 14. (NHS Mental Health of Children and Young People in England, 2020: Wave 1 follow up to 2017 survey.)

The 2022 statistics published by Gov.uk

Special educational needs in England - Academic year 21/22, states just under 1.5 million pupils in England have special educational needs.



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!

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 play therapy.

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 but APAC is there to support you on your journey all the way.

THE DEMAND

The demand for qualified play therapists greatly exceeds the number of Play Therapists in all countries. The 2023 estimate for UK Primary School aged children is that 83,700 are in need of play therapy.

THERAPISTS THAT WE HAVE TRAINED ARE SUCCESSFUL

92% of our students that qualify using our Integrative Holistic Play Therapy Model gain employment. The reason for this is because we measure the outcomes of all the work that has been done with children.

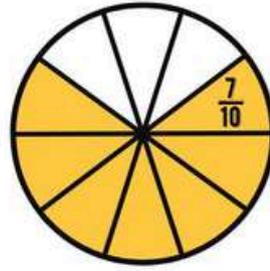
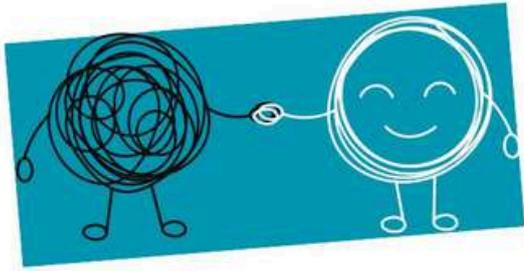
Our growing database holds 20.5-thousand completed Play Therapy case records, 72% of cases show improvement following Play Therapy. This rises to 83% in more severe cases.

School staff report that 74% of cases show improvement following Play Therapy. This rises to 87% in more severe cases. (Fortuna, data extracted 2023):

<https://playtherapy.org.uk/play-therapy-training/>

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.





The mental health and wellbeing of **7** out of **10** children improves following Play Therapy.

This rises to **8** out of **10** for those children with higher needs at the time of referral.



Positive Effects



Mental Health & Wellbeing



Positive Effects
children's perspective



The impact of play
therapy.



**PLAY THERAPY
CAN HELP
CHILDREN WITH
THE
FOLLOWING
CONDITIONS:**

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

TWELVE KEY QUESTIONS

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.

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?

2) Is the programme comprehensive?

3) Is the content balanced?

4) Is the programme coherent?

5) How consistent is the programme?

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

7) How effective are the learning methods?

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

9) Professional and Academic Accreditation
[Click here for full information](#)

10) How well is the quality of the programme managed?

Data from our annual monitoring report is available upon request.

11) How experienced in play therapy training is your provider?

12) What is included in the fees?

12

[Click me to get the answers to the 12 questions](#)

- 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

FAQ

[Click Me](#)

*Still Haven't Found
What You're Looking
For?*



For further questions or information we are happy to help.

contact us



01825 761143



contact@apac.org.uk

PLAY AND CREATIVE ARTS THERAPIES AS A CAREER

APAC encourages you to train at your own pace, as far as possible. Most of our trainees take 3-4 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.



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 stage of training 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 18 month period, for a maximum of 4 sessions

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. For PTUK the gender client ratio is 58% male and 41% female (discounting 9% recorded as unknown).

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.

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.

<https://apac.org.uk/clinical-supervision/>

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

LEARNING EXPERIENCE WITH APAC

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 children's mental and emotional problems.

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.

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.

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 and recorded interviews with MA graduates about their research studies. Students can also peruse the library of subject specific reports summarising the results from practice of our members, as recorded in fortuna. Members may search using various parameters to find articles, book reviews etc.

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



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 countertransference. 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

Clinical placements are an essential part of training in therapeutic play skills and play therapy. They provide an excellent opportunity for organisations working with children to assess the effectiveness of these interventions in a safe way and at little or no cost.

They are not intended as a low cost way of funding services over a longer period.

[Click here to see current placement opportunities](#)



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

- 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
- The Good To Know Monthly newsletter
- Examples of best practice and research findings. Use the latter to create openings for you.
- Active social media across all platforms
- 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



Our Courses



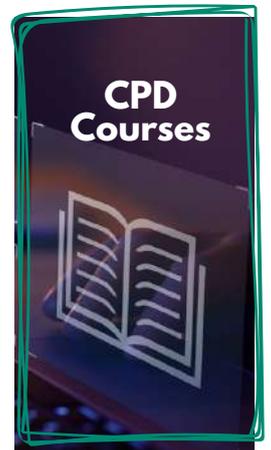
APAC offers three routes to train to become a qualified Play Therapist
* see important information below



Funded / Self-funded

Self Funded

Employer Levy



LEARNING JOURNEY

Level 5
Diploma

Qualification/Grade:
No Grade
You can work with:
SDQs xx, work in schools



Cert Stage 1

Qualification/Grade:
Certified Practioner in Therapeutic Play
Skills
You can work with:
SDQs xx, work in schools

1

Dip Stage 2

MA Stage 3

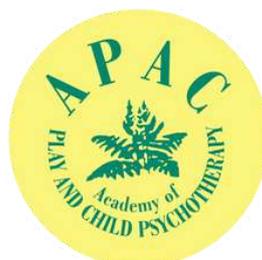
Qualification/Grade:
Certified Play Therapist
You can work with:
SDQs xx, work in schools and set up your
on your own

2

PQ Courses

Qualification/Grade:
Supervisor, Coach etc
You can work with:
SDQs xx, work in schools

3



TRAINING VENUES

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 areas in which you can retreat during breaks and after the formal day has ended, rather than 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.

In the UK we currently have venues within 1.5 hours travel time of 90% of the population.

As we are expanding, we are constantly adding new venues.

[Click the map to check out our full list](#)

We also provide at least a two course hot lunch, with choices, as well refreshments included in the course fee.



INTERNATIONAL PROGRAMMES & CULTURAL ADAPTATION

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 30 countries.

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.

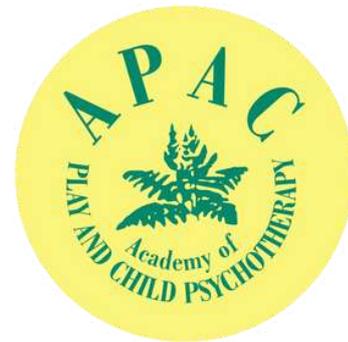
Spirituality and religion can be critical components of a child's mental well-being offering a source of strength and hope in difficult circumstances. In families where faith is an important factor, children may need encouragement to feel comfortable in multi-faith settings whilst the beliefs of the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

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

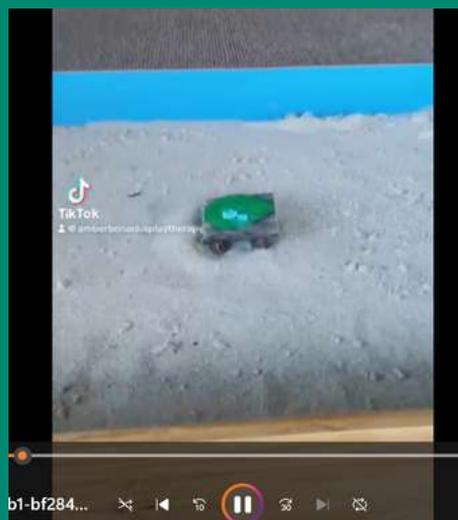
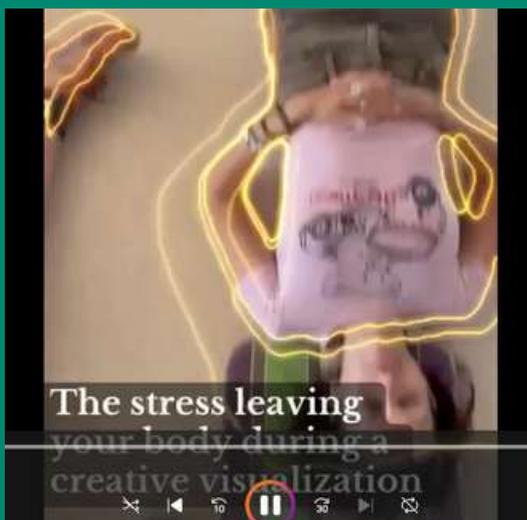
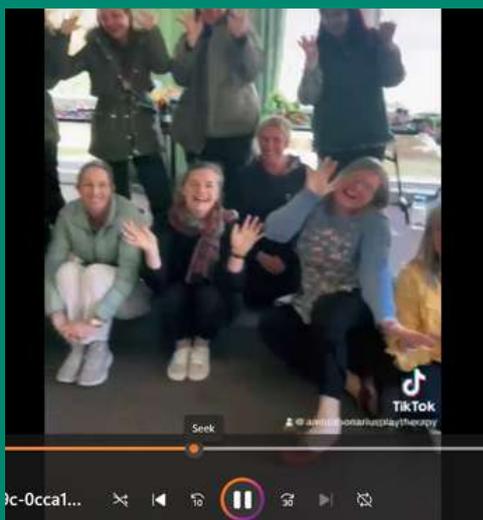


LEARNING EXPERIENCE WITH APAC



See for yourself what we get up to on our courses and what our students think

Certificate courses



Diploma courses

