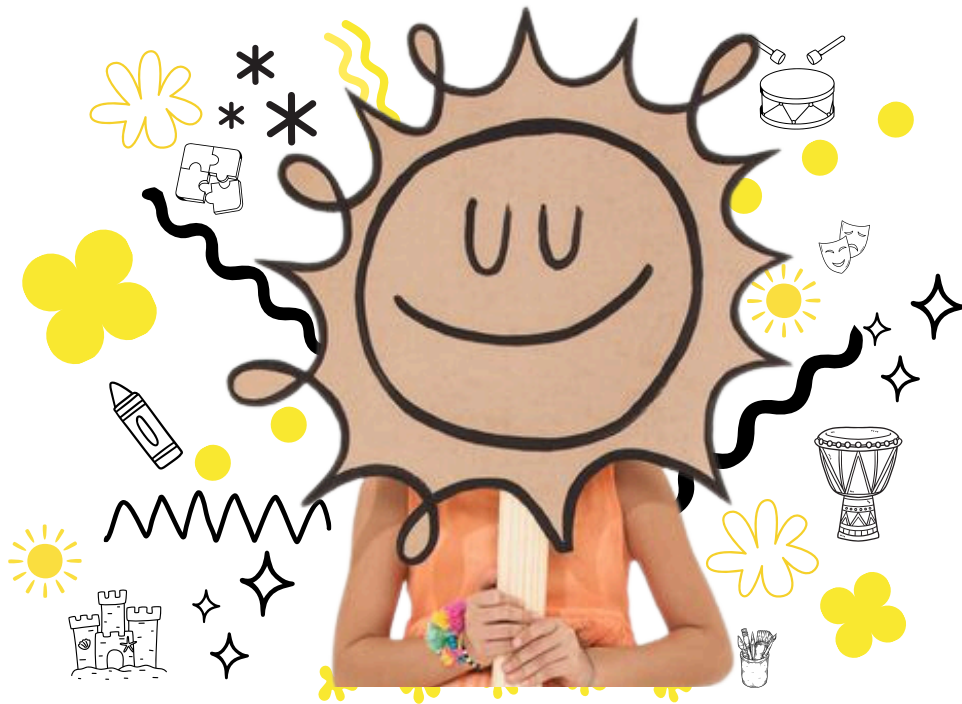


INTERNATIONALLY RECOGNISED PLAY THERAPY TRAINING
PHILIPPINES

POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY



DATES

November 6-12, 2025
May 2-9, 2026



LOCATION

Cebu Philippines



INVESTMENT

Email To Inquire



DATES

November 2026



LOCATION

Manila



INVESTMENT

Email To Inquire



PLAYTHERAPYPHILIPPINES@GMAIL.COM
PLAYTHERAPYPHILIPPINES.ORG



**PLAY THERAPY IS A GROWING AND WELL
RECOGNIZED PROFESSION IN MANY OTHER
DEVELOPED COUNTRIES. SADLY, AS IN MANY
OTHER AREAS, PHILIPPINES IS LAGGING THE
REST OF THE WORLD IN THIS RESPECT AND
THE PROFESSION DOES NOT ENJOY THE SAME
RECOGNITION AND SUPPORT LOCALLY.**

TWO AREAS IN PARTICULAR ARE OF CONCERN:

**1. THE LACK OF AVAILABLE TRAINING OPTIONS
FOR INDIVIDUALS LOOKING TO ENTER THE
PROFESSION.**

**2. THE LACK OF A REGULATORY BODY THAT
GUARANTEES SAFETY, QUALITY AND ONGOING
DEVELOPMENT OF THE PROFESSION.**

**OUR OBJECTIVE IS TO ADDRESS THESE GAPS
WITHIN THE PHILIPPINE CONTEXT AND
FURTHER THE MISSION OF PLAY THERAPY
INTERNATIONAL.**



UNDERSTANDING THE PLAY THERAPY INTERNATIONAL JOURNEY



POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY

You will need to attend the 15 days of training where you will learn the theory about child necessary development and play therapy, as well as have the chance various to tools used experience in Play the Therapy yourself, with other students on extremely your course. valuable This part is an of the learning experience. After this, you will have a year to complete a portfolio of written work studies (which and includes assignments) case as well as 100 hours of practical hours of children at therapeutic a venue play of with your choice.



POSTGRADUATE DIPLOMA IN PLAY THERAPY

You will need to attend the 15 days of training. This course builds on the knowledge and skills acquired through the PG Certificate course. It aims improve to enable therapeutic students to decision taking based on deepening skills and use therapy of advanced interventions playwith children who have more severe problems, therapeutically introduce with working groups of children and integrate the therapeutic toolkit with research and practice. After this, you will have a year to complete a portfolio of written work studies (which and includes assignments) caseas well as 100 hours of practical hours of at pplay a venue therapy of your with choice; children 6 of which will be completed through groupwork with children.

MASTERS IN PRACTICE BASED PLAY THERAPY

The final section of the MA in Practice-Based Play Therapy course, following the Certificate and Diploma awards. The MA course is 18 months long; giving 9 months for the production of a Research Proposal and a further 9 months for data collections and the write up of the dissertation. The first 6 months have one online Workshop each (one per month), on Saturdays, for 1.5hours. These Workshops are compulsory to attend, as part of the course. The exact timing of the Workshop depends on the mixture of time-zones each cohort of students are spread across. Most usually they run at 12 noon UK time. By the start of the 3rd Workshop, all students will have been allocated their own specialist Academic Supervisor. The Dissertation must also be completed within 10 years of starting your PG Certificate course.

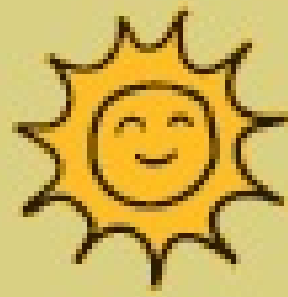


POST QUALIFITING CERTIFICATES

POST-QUALIFYING CERTIFICATE IN CLINICAL SUPERVISION
POST-QUALIFYING CERTIFICATE IN FILIAL PLAY COACHING
POST-QUALIFYING CERTIFICATE IN CREATIVE ARTS AND PLAY
THERAPY COUNSELLING OF CHILDREN AND YOUNG PEOPLE
POST-QUALIFYING CERTIFICATE IN PLAY AND CREATIVE ARTS
COUNSELING WITH ADULTS



POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY



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 Philippine 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 Philippine 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:
Cebu Philippines



POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY

Overview

In the United Kingdom (UK) Play Therapy became recognised as a distinct profession alongside Doctors, Dentists, Psychologists, Psychiatrists, and Psychotherapists etc. in April 2013.

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Successful completion of the Post Graduate Certificate in Therapeutic Play Skills course provides the title ‘Certified Practitioner in Therapeutic Play Skills’ on the PTUK register of Play and Creative Arts Therapists.

This course has been clinically accredited by PTI and PTUK.

It is also validated in venues in the UK for academic standards by University of Chischester as part of the MA in Practice Based Play Therapy programme run in a collaborative partnerships with APAC.

POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY


Synopsis

The lives of children in the present day are highly regulated and controlled. Non-directive play therapy 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.

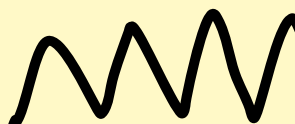
Such freedoms may only be obtained by the provision of a strong framework. Therefore the adult takes responsibility for the safety of the child, themselves and the environment. Within these constraints, the child has complete freedom to choose. Time boundaries are also considered to be important thus adding a sense of security by adhering to beginnings and ends. In this way the time within a session becomes timeless and the child's imagination is set free to explore and recreate his/her experiences and to create and make his/her own world.

There are, however, a number of cases where the non-directive needs to be complemented by other approaches. For example working with terminally ill, bereaved, autistic children in organisational settings and short term work.

The main items in the Play Therapy Tool-Kit are taught and put into practice. 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 for meditation and all forms of creativity will enrich the contents of the course.



POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY



An enlightened approach to dealing with children's difficulties

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It also places importance on the spiritual aspect of human development. Opportunities for meditation and all forms of creativity will enrich the contents of the course.



POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY

Is it for me?

The course is designed for anyone with experience of children or adolescents, who either works or intends to work therapeutically with them including:

- 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 of Therapeutic Play Skills on the International Register of Play and Creative Arts Therapists, accredited by the UK 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 behavioural 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 slight to moderate problems

The certificate course is the first part of a programme leading to a MA in Practice Based Play Therapy. It is stage 2 of the PTUK four stage training model.

It may be undertaken as a standalone course.

POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY

Objectives

The overall purpose is to enable participants to practice safely and effectively using therapeutic play skills 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:

- A sound understanding of the principles underlying play therapy and the appropriate use of techniques the play therapy tool-kit**
- Practical skills for running therapeutic play sessions with individual children**
- An ability to assess children's needs and organise the provision of therapeutic play facilities**
- An appreciation of the ethical issues**
- Increased confidence in using therapeutic play with children and adolescents**
- The counselling, therapeutic and practical skills to enable you to carry out therapeutic play**
- An understanding of the ethical considerations**
- Awareness of your own process and development**
- Theoretical Knowledge of child development and child psychology**

POSTGRADUATE CERTIFICATE IN THERAPEUTIC PLAY

Content

Module 1

Course Introduction; Starting to Work Therapeutically With Children; The Therapeutic Play Continuum; Creative Visualization; Setting Up to Practice; Pharmacology

Module 2

Music Skills for Working With Individuals and Attachment Theory

Module 3

Storytelling & Puppetry Skills for Use With Individual Children; Comparison of Theoretical Models of Psychotherapy

Module 4

Sand play skills for working with individuals and related theory; the Use of Natural Materials; Child Development Theory (1); Art Therapy for Individuals

Module 5

Dance and Movement skills for working with individuals; Student presentations; Endings

The course is divided into 5 modules some of which will gain a CPD certificate in its own right for the skills learnt.

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 course.

Reasons 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 the children a wide range of creative and play activities.



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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 play-room 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 over burdening 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 fast start. You will be able to start working therapeutically with children as soon as you have successfully completed the first module.

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. 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.



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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

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 (working towards getting play therapy regulated in Philippines)
- 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. We are working towards achieving recognition for this discipline in Philippines but until that point, the course and qualifications meet the high standards of relevant authorities in the UK.

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 the course 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 on-line 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, awaiting adoption, have problems in foster care or have been abused.

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.

1. This is achieved in three main ways: Independent monitoring by the British Council for Therapeutic Interventions With Children (BCTIWC) www.bctiwc.org
2. 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 a minimum of 18 hours of supervision, which you need to fund separately, but many students make use of more than 18 hours of supervision to complete their 100 clinical hours.

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 and specialist facilitators of art, career development, clay, ethics, masks, movement music, puppets, research, sand and therapeutic storytelling.

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.

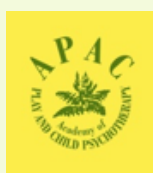
Play therapy is an emerging profession in the UK and Philippine. We will help you to demonstrate the professionalism that is needed to secure the good quality services that the children deserve. You will be able to build a personally satisfying and financially rewarding career with our help.

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 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.



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10. More Items Included in the Cost

The course fees include:

- Tuition and facilitated exercises using a wide range of equipment and materials
 - Professional organisational membership to Play Therapy International for the first year
 - Complementary copy of The Healing Path book written by Mark Barnes
 - Coverage of a very comprehensive Tool-Kit TM of methods
 - Hundreds of pages of training material
 - Access to 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. 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 2 course meal) 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 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.*

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 10,000php must be sent to
- playtherapyphilippines@gmail.com 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 playtherapyphilippines@gmail.com
- Full payments to have been made prior to the start of the course.



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FREQUENTLY ASKED QUESTIONS

CAN I DO THE DIPLOMA COURSE OR MUST I COMPLETE THE CERTIFICATE COURSE FIRST?

The Certificate in Therapeutic Play Skills is the first main step in qualifying and practicing as a Play Therapist. On its own, this qualification allows you to work with children with less severe difficulties, in your current role; so if you want to enhance your practice as a counsellor or social worker for example, you may just wish to complete this phase of the training. In order to qualify and register as a Play Therapist, however, it is necessary to complete the second phase of the training, namely the Diploma in Play Therapy. This allows you to work with more severely affected children as well as groups of children, and to practice independently. These two steps are completed separately, with time in between to do the necessary practical hours and written assignments.

CAN I DO THIS TRAINING ONLINE/BY CORRESPONDENCE/DISTANCE LEARNING?

No. The strength of this training course is that it is experiential in nature. This means that during your training days, you will have the opportunity to use the various elements of the Play Therapy “Toolkit” (sandtray, art, music, clay, etc) yourself. This will give you a much deeper understanding of your own process, which is very important as a therapist, as well as helping you to understand the process of your future clients, once you begin to practise.

WHAT IS THE DIFFERENCE BETWEEN A PRACTITIONER OF THERAPEUTIC PLAY SKILLS AND A PLAY THERAPIST?

After completion of the Certificate in Therapeutic Play Skills course, you can register with PTI as a Practitioner of Therapeutic Play Skills. This will enable you to use therapeutic play skills in your current capacity or role (such as a teacher or social worker) to enhance your understanding and support of the children with whom you work. You will also only be able to work with children who have mild to moderate mental health difficulties. After completion of the Play Therapy Diploma, you will be able to register and practice as a Play Therapist, working with children who have moderate to severe mental health difficulties, as well as with groups of children.

WHAT DOES THE TRAINING CONSIST OF?

You will need to attend the 15 days of training in Cebu Philippines, where you will learn the necessary theory about child development and play therapy, as well as have the chance to experience the various tools used in Play Therapy yourself, with other students on your course. This is an extremely valuable part of the learning experience. After this, you will have a year to complete a portfolio of written work (which includes case studies and assignments) as well as 100 hours of practical hours of Play Therapy with children at a venue of your choice.

FREQUENTLY ASKED QUESTIONS

SUPERVISION? WHAT DOES THIS INVOLVE AND WHAT IS THE COST?

Supervision is an essential part of being a safe and effective practitioner or Play Therapist. During your 15-day training course, you will receive 3-hours of group supervision (included in your course fees) which will help you to process your experience of the training course itself. Once you begin your practical training hours, working with children, you will be required to have regular clinical supervision. The requirement is that you receive 1 hour of supervision for every 6 hours of therapeutic work with children or alternatively every second week whichever comes first. You will be able to choose your own supervisor, provided they are trained in supervision and registered with PTI. During your supervision sessions, you will have the opportunity to talk about any difficult cases or sessions and get ideas and help on how to proceed with clients. You will need to cover the cost of your own supervision, and fees.

WHAT IS “PLACEMENT” AND HOW DO I GO ABOUT ORGANISING THIS?

This is an invaluable and exciting part of your training. As part of training to be an effective practitioner of therapeutic play skills, you will be required to complete 100 hours of practical therapeutic work with children at a venue/facility of your choice. This is your “placement”, and suitable venues include schools, shelters, hospitals, clinics etc. This will be explained to you in detail during the training course, where you will receive advice and resources to help you choose a suitable place, approach them with the idea, and get started. It can be helpful to have an idea of places you might consider, but you will be supported through the process of securing a suitable placement by your course director and supervisor once you have completed the training, so don't worry too much about this at this stage. You will not be able to charge for this work as you will be a trainee, and you will only be able to work with children who have been identified as having mild to moderate needs. This is determined by the use of a standardized assessment tool called the Strengths and Difficulties questionnaire. To ensure safeguarding of children and practitioners, trainees are not allowed to work with any child who is adopted or in foster care.

IS IT POSSIBLE TO REGISTER WITH SA/INTERNATIONAL ORGANISATIONS ONCE I HAVE COMPLETED THE COURSE?

When you join the Post Graduate Certificate programme, you will become a member of PTI and will be registered as a trainee member. Once you have achieved your Certificate in Therapeutic Play Skills, you can register as a Practitioner in therapeutic play skills, and after the next phase of the training, the Diploma in Play Therapy, you will be able to register with PTI as a Certified Play Therapist.

ARE THERE ANY BOOKS I CAN READ IN THE MEAN TIME?

Please see PTUK's website for a list of recommended books. These are not required reading for the courses, but are relevant and beneficial to your learning.

<http://www.playtherapy.org.uk/ResourcesConferencesEvents/Publications/BooksandAmazon>

For more information please follow the link below: <https://www.aschp.net>

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE REQUIREMENTS FOR ADMISSION ONTO THE CERTIFICATE COURSE?

As this is a Post Graduate Course, you will be required to have achieved an undergraduate degree. It is preferable that this be in some relevant area such as education or psychology. You will also be required to have a minimum of 2 years' work experience with children. This can be in a voluntary or paid capacity and can include things like childcare, counselling or education. If you have a degree in a non-child-related field, you can still be accepted onto the course via a Recognised Prior Learning (RPL) process. This will require that you read 3 books and do 5 written assignments. You will also need 10 years' work experience with children. Please email us for more information about this if you are unsure. If you hold a NVQ level 6 qualification in a child-related field, you will need at least 10 years' work experience with children to be able to apply for our RPL process as described above.

WHAT IS THE PROCESS FOR APPLICATION?

1. Send in your completed application form and proof of deposit (your application will first be approved by a Director of PTI)
2. We will contact you to set up an interview, which can be done in person, by phone or on Skype. If your previous qualifications are not in a field deemed to be relevant to Play Therapy, the director may require you to complete a process of Recognised Prior Learning, which involves reading 3 books and completing 5 assignments to show you have sufficient background knowledge on child development etc to be admitted to the course
3. After your interview (and if necessary completion of RPL process), you will be sent a letter of acceptance onto the course

ARE THERE ANY SCHOLARSHIPS OR DISCOUNTS AVAILABLE?

We are looking into these, but cannot promise. If you feel you are deserving of a partial scholarship, then please send us a letter to explain your situation, your heart for children and play therapy, and where you hope to practice, or what kind of children you hope to work with.

WHAT IS THE DOWN PAYMENT FOR THIS COURSE?

10,000php

ARE THERE ANY OTHER HIDDEN COSTS TO THE COURSE?

- You will need professional indemnity insurance to safeguard you in your therapeutic work.
- Clinical supervision is to be paid to your supervisor. You will need a minimum of 18 hours to Complete your Certificate course. Many students do more than 18 hours, but 18 will be the minimum. You Will have to pay your travel, accommodation for the duration of the course. Lunch will be provided on the course.
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