

Master of Arts in Creative Psychotherapy (Humanistic & Integrative Modality)

Advanced Entry to 3rd year for Play Therapists

This is the first accredited programme of its kind here in Ireland to offer advanced entry to qualified play therapists who wish to undertake advanced studies in psychotherapy with a major emphasis on the practice of play therapy, to complete professionally validated psychotherapist training, and to gain an internationally recognized academic MA award. Our focus on younger clients is unique in a humanistic and integrative psychotherapy training, as is our intense focus on utilising creative, action methods that bring neuroscientific learning and interpersonal neurobiological concepts into the heart of developmentally appropriate clinical practice. Each learner is facilitated in developing their own individual practice style based on the integration of theories that allows them to be most authentic in their work.

It is an IAHIP recognised course - the only child and adolescent training to achieve this status. IAHIP ([Irish Association of Humanistic and Integrative Psychotherapy](#)) is a section of the [Irish Council for Psychotherapy](#) so members will be eligible to receive the European Certificate in Psychotherapy through the ICP.

CTC is an Association for Play Therapy (APT) approved provider of play therapy training – the only one approved in Ireland. The MA is awarded by Quality and Qualifications Ireland (QQI). The HETAC/QQI course code is 9M11905. QQI replaced the National Qualification Authority of Ireland (NQAI), The Further Education and Training Awards Council of Ireland (FETAC), and the Higher Education and Training Awards Council (HETAC) in November 2012. It also took over functions of the Irish Universities Quality Board.

Introduction to the course

Suitably qualified and experienced play therapists are eligible for advanced entry to year 3 of this four-year part-time experiential and eclectic training that is comprised of personal development, theoretical, practical and skills development components. There are clear distinctions between the professional roles of play therapists and psychotherapists, mainly linked to the fact that psychotherapists are mental health professionals. The title of psychotherapist is listed to be one of the protected titles and subject to CORU regulation and practitioner registration.

We utilise role-play, small and large group work, lectures, presentations, discussions, creative activities, etc. Great emphasis is put on personal development and experiential learning, skills development, supervised clinical practice, utilising action methods, active imagination, and on working in accordance with a clear theoretical framework. Core play therapy, counselling and psychotherapy trainers, and clinical supervisors, all meet the required standards for professional and academic training. Course content pays particular attention to humanistic and integrative approaches, the psychotherapy process with children and adolescents, neurobiology, and to trauma issues. Neurobiologically informed psychotherapists take a neuroscientific perspective and are mindful of the biology of attachment and arousal. Such knowledge is used to inform clinical decision-making. In addition to ongoing clinical training, a research project with relevance to the field of psychotherapy is completed in the final year.

Our MA programme has been designed to meet the criteria of the European Association of Psychotherapy for core psychotherapy training courses. Graduates of the MA programme are eligible for professional accreditation as a psychotherapist with The Irish Association of

Humanistic and Integrative Psychotherapy (IAHIP) and the Irish Association for Play Therapy and Psychotherapy (IAPTP) and the course is also a recognised course of the Irish Association for Psychotherapy in Primary Care (IAP PC).

Subjects

Subjects in the **MA Creative Psychotherapy** (years 3 and 4) are:

- Neurobiologically Informed Therapeutic Use of Self
- Humanistic and Integrative Psychotherapy Practice
- Trauma Informed Psychotherapy
- Creative Psychotherapy
- Research Methods and Dissertation

Year 3:

This focuses on developing a deep understanding of the counselling and psychotherapy process, coupled with developing skills and a knowledge base to work with clients, including children and adolescents (individually and in the context of their family), with challenging issues and complex life histories. Emphasis is given to counselling and psychotherapy through the mediums of play and creative media, supported by talk therapy, for clients who present with attachment disorders and/or have experienced child abuse and/or neglect. Continuing personal development (using the creative therapies) facilitates participants to process personal issues. Input is also given regarding Jungian Sandplay Therapy and integrative approaches in clinical practise, as well as an insight into other relevant approaches to psychotherapy, theories of change and human development. A neurobiological perspective is maintained to enhance intuitive practice, making therapeutic use of self, and clinical decision-making. We place very high emphasis on the integration of theory and practice and developing advanced skills in conceptualising the therapy process. Supervised clinical practice continues with clients of diverse ages, with diverse issues, and in diverse settings.

Year 4:

A significant focus in the professional training element of fourth year is on developing the skills, knowledge and competencies to practice safely and ethically as a psychotherapist with a diversity of clients with complex and multifaceted needs including children and adolescents who have experienced or engage in sexually harmful behaviour. Trainees engage in clinical practice throughout the year and attend regular supervision sessions with assigned supervisors. These sessions incorporate a significant training element and will challenge and support trainees in making links between theory and practice

Supervised practice, and theoretical content, relate to working on a deep psychotherapeutic level with clients of diverse ages, and with complex needs, while making extensive use of creative approaches.

In the MA research methods blended learning module students are introduced systematically to the range of research methods used in psychotherapy and complete a research dissertation. Particular emphasis is given to formulating appropriate questions, objectivity, reliability, techniques used in research projects that are most relevant to practitioner researchers, ethical considerations, analysing data and presenting findings.

Personal Therapy

The experience of being a client is vital to developing an understanding of the therapy process in an experiential way and facilitates the self-exploration and development of increased self-awareness that is central to the practice of therapy. As extensive experience of personal therapy is required for the MA, any trainee who has not completed at least 120 individual personal therapy sessions (and 60 groupwork hours) prior to or during the course will have to bring their total to this number at least prior to graduation. There are opportunities for personal development in the course itself and through workshops, experiential activities and relationships within the group. Group psychotherapy sessions take place during course time.

The cost of individual personal therapy sessions is not included in the course fee and will be negotiated between the trainee and the psychotherapist of their choosing. An individual plan is agreed with each participant in relation to personal therapy and will take account of individual therapy undertaken during play therapy training and the need to engage in therapy while training both for personal and for accreditation purposes.

Clinical Practice and Supervision

CTC take a careful and sequential approach to clinical practice: for safety reasons there are carefully monitored stages before the work with clients will reach the level of psychotherapy. Trainees engage in play therapy sessions with children and adolescents, support sessions with parents, and counselling sessions with adults as they progress through the training until they are assessed as being ready to engage in the advanced clinical psychotherapy work that is associated with 3rd and 4th year content. Some clinical supervision (during the academic year) is included in course fee; additional privately funded supervision is also required both during the course itself and the pre-accreditation period (this varies depending on the current accreditation status of the particular participant and professional affiliations).

Our Play Therapy and Psychotherapy Awards

The QQI award for those completing the 4 years is an MA in Humanistic & Integrative Psychotherapy and Play Therapy. Advanced entry to year 3 is available for suitably qualified and experienced play therapists.

Additional Entry Requirements:

- A minimum of 2 years relevant work experience with children and/or families.
- Suitability, and aptitude, for this area of work, commitment to personal & professional development, including a willingness to engage in a self-reflective process that includes personal therapy.
- A commitment to full attendance at the course.

Psychotherapy training is demanding on students so maturity and a high level of commitment is essential.

Processing Applications

Applications are accepted throughout the year. The first stage in the application process is a review of the application form and documents. A short list of applicants are selected for interview. Interviews usually take place in April.

Venue

The venue for many of the on-site training days is in Ballymore, (near Moate) Co. Westmeath, where we have a purpose built and fully equipped and resourced training centre. Some modules are also delivered at alternative locations (generally therapy centres) including Limerick, Claremorris and Leixlip. Library facilities are available.

Trainees complete their clinical practice in their own area. Fortnightly supervision sessions take place at a variety of locations around the country.

Fees

The course fee is €4150 per annum. The additional fee for academic registration and certification with QQI is currently set by QQI at €200 and is due in year 4. Clinical seminars during term times are included in the cost of the course each year. Trainees are facilitated in making a payment plan, to suit their individual circumstances where necessary rather than being required to pay for the year in advance although the full fee is due for each person starting on the course. Students are required to be insured under the Study & Protect scheme to meet QQI and legal requirements. Course fees are eligible for tax relief under section 473A, Taxes Consolidation Act, 1997. Details available from Revenue (Revenue Leaflet IT 1 'Tax Credits, Rates and Reliefs' and IT 31 'Tax Relief for Tuition Fees in respect of Third Level education) or from www.revenue.ie.

Provisional Course Dates 2019 - 2021

The course runs for the full day on each date. Modules not in Ballymore are identified below.

Year 3 2019: 20th–22nd Sept, 18th – 20th Oct (Claremorris), 22nd – 24th Nov (Limerick), 13th – 15th Dec, 18th – 19th Jan (Limerick), 15th – 16th Feb, 21st – 23rd March (Limerick), 2nd – 3rd May. Case Presentations 23rd - 25th May.

Year 4: Dates are not yet set for 2020-2021. Dissertation due in May 2021. We strive to make some of the 4th year dissertation modules accessible for distant learning.

Throughout year 3 and year 4: Peer group meetings, personal therapy, clinical practice, and clinical supervision sessions take place between the modules. There is also an online learning site for each group plus online courses. An online learning site for Reference Material and for Academic Writing support is also provided.

See www.childrenstherapycentre.ie for details of upcoming course dates as they are set

Safety Provisions

It is necessary for participants be vetted by An Garda Síochána and to be covered by professional insurance cover prior to undertaking direct work with children. To be eligible for professional insurance cover (details available), each participant must be a member of a suitable professional body (e.g. the Irish Association for Play Therapy and Psychotherapy, www.iaptp.ie) and act in accordance with suitable Codes of Ethics (i.e. IAHIP, IAPT)

Programme Aims: MA Creative Psychotherapy (Humanistic & Integrative Modality)

Includes the aims of the Postgraduate Diploma in Play Therapy plus the following:

- Build on prior clinical training and supervised practice to equip the learner to extend their client base, which may already include children, adolescents and adults, to include practice with more complex referral issues including trauma.
- Provide learners with the knowledge, skills and competence to initiate and manage the professional delivery of creative psychotherapy services and implement new models of practice through an advanced ability to compare and critique a range of models and integrate relevant theory and clinical practice.
- Critically evaluate and reflect on the effectiveness of their practice, including the relevance of their own personal process within the therapeutic relationship.
- Provide learners with opportunities for personal development that will facilitate increased self-awareness, and an understanding of the process of healing through the medium of person-centred and humanistic and integrative psychotherapies utilising creative mediums.
- To enable learners to carry out, analyse and present research with relevance to the field of psychotherapy.

Objectives

- To develop the trainees' person-centred counselling skills, enhance the ability to develop therapeutic relationships, and become skilled in responding therapeutically to the client's play, words, and non-verbal communications.
- To introduce the trainees to a range of models of psychotherapy and play therapy, and the use of expressive arts in the therapeutic and developmental process.
- To develop the trainees' understanding of the principles underlying play therapy and psychotherapy and develop skills in utilising play and creative mediums including music, movement, storytelling, symbolism, metaphor, art, drama, and sand play in their work.
- To facilitate the personal and professional development of the trainees both through the group process and by providing other opportunities for increased self-awareness and growth in maturity.
- To develop the trainees' ability to assess the client's therapeutic needs and provide appropriate services and/or refer onwards as appropriate.
- To equip trainees with clinical skills to engage confidently in child and adolescent psychotherapy sessions, utilising play therapy and the creative arts, and in support sessions with their adult carers.
- To facilitate trainees in understanding and critically reflecting on lifespan development, psychotherapy, and associated relevant theoretical frameworks, including newly emerging knowledge, to enable the use of theory to inform professional practice.
- To enable each trainee to discover the integration of theoretical frameworks and practice models that works best for them as a therapist in enabling them to be authentic in their relationships with clients.
- To raise the trainees' awareness of the relevant current legal and ethical frameworks.
- To facilitate trainees in developing an understanding of the relevant research issues and methods.

We aim to provide trainees with opportunities for personal development that will facilitate increased self-awareness, and an understanding of the process of healing through the medium of person-centred and humanistic and integrative psychotherapies utilising creative

mediums. This will assist each trainee in the integration of any unresolved issues, facilitating emotional development and the attainment of greater maturity, thus preparing them to provide safety and containment in therapeutic relationships with children, adolescents, and adults. In combination with our focus on safe working practices, ethical considerations and skills development, this will contribute to providing a secure foundation for therapeutic work with clients of all ages.

We pay particular attention to working in respectful, non-intrusive ways that respect the clients' potential to direct their own healing, at their own pace, within a therapeutic environment and within the context of a therapeutic relationship with a congruent, accepting, non-judgemental, therapist. The utilisation of play and creative approaches is seen as central in activating true creativity and spontaneity – the freedom to be oneself.

Further Details: 087 6488149 childrentherapycentre@gmail.com
www.childrentherapycentre.ie Facebook: <http://on.fb.me/CTC-facebook>

Association for Play Therapy (APT) Approved Provider 11-294

MA Creative Psychotherapy (Entry to Year 3)

APPLICATION FORM FOR CTC QUALIFIED PLAY THERAPISTS

1 Personal Details

Surname
First name(s)
Address
City/Town
County
Phone No (Home)
(Work)
E-mail
Mobile Phone No

Previous Surname
Post Code

2 Education/Training (list all 3rd level and Play Therapy courses)

Name of College	Title of Course (check certificate to ensure accuracy)	Award and Accrediting Body	Course Duration From To		Level on NFQ	Results Achieved

Advanced Entry to Yr 3 of the MA is contingent on holding a suitable play therapy qualification

3. Details of Play Therapy Training Undertaken (linked to Q.2)

Including details of course duration

4. Other Relevant Training including CPD since receiving your Play Therapy award

These may include any training programmes that you consider relevant to your application. Include results if the course included an assessment component. Add additional page/lines if necessary.

Title of Course	Provider	Course Duration		Results Achieved
		From	To	

5. Relevant Work Experience (play therapy, psychotherapy, work with children/families)

Brief synopsis here - Include fuller details on CV.

6. Overview of Clinical Practice and Supervision since completion of training

Number of hours clinical practice in play therapy and details of supervision and supervisors to date (including hours of individual and group supervision). **(approximate numbers are fine!)**

Supervision Totals in Training: Group Hours: Number of Group Sessions:

Individual Hours: Clinical Group/Didactic Supervision Hours:

Training Supervisor/s:

Supervision Totals since Training: Group Hrs: Number of Group Sessions: Individual:

Supervisor/s

How busy is your current practice (monthly sessions and current supervision)?

7. Accreditation Status (incl. Association/s and category of membership)

8. Experience of Personal Therapy (Individual and group)

Number of hours attended before, during, & since play therapy and any other therapy training

9. Any other relevant information

Is there **anything else** that you are aware of that may be relevant for the course organiser to consider in relation to your participation on the course or your practice with children or vulnerable adults?

10. Name, Address and Tel. No. of 2 referees one of whom should be your supervisor, current employer or equivalent

CTC will provide you with reference forms for your referees to complete and submit

Please delete as appropriate:

1. There have / have not been, and are/are not any concerns or complaints of a professional or criminal nature that should be brought to the attention of the course
2. I am /am not aware of any reason why I should not/may not be suitable to engage in psychotherapy practice.

Declaration of undertaking:

I certify that the foregoing information is correct and I understand that any false or misleading statement made on this form, in any part of the application process, or while registered with CTC, or failure to disclose information relevant to this application or training may result in my application being rejected/registration being terminated.

Signature

Date.

Children's Therapy Centre has approval to offer students learner protection insurance. Learner Protection insurance is only in place when each student receives their Insurance Policy.

Each year of training contributes to the QQI MA award.

Please enclose a **C.V.**, **passport photo**, **copies of relevant certificates, & transcript of results** with this completed application and **forward to:** Eileen Prendiville, CTC, Tír Na nÓg, Slievenagorta, Ballymore, Mullingar, Co Westmeath, N91 CC65 **Phone:** 086 1962501, **E-Mail:** childrenstherapycentre@gmail.com, www.childrenstherapycentre.ie

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Interview arranged and attended	Date:	Attended?
Up to date C.V. Received		
Photo Received	Only needed if CTC do not have these on file	
Copy Certificates & Transcripts Received	Only needed if CTC do not have these on file	
Garda Vetting & copy of Photo Id Received		
Professional Declaration Received		
References Received (now or previously)	1.	2.
Outcome of application		

Professional Declaration

Please answer the following questions.

1. Have you ever been expelled from membership of a professional body? _____

If Yes, please explain why _____

2. Have you ever had a complaint of a professional nature upheld against you? _____

If Yes, please explain reason _____

3. Are you currently under investigation by any professional body or are you aware of any reason why you may be subject to such an investigation in the future? _____

If yes, please give full details _____

4. Do you have any criminal convictions or are you currently under investigation in connection with a criminal charge? _____

If yes, please give details _____

Name: _____ Date _____ Signed: _____

A positive answer to any of these questions is important information but need not preclude acceptance on to the course in all cases. Should you be accepted as a trainee by CTC you are required to notify CTC if answers to the above change during your training period.