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| A blue and purple hand prints  Description automatically generated | **The British Association of Play** **Therapists** |
|  |  |   |
|  | Tel: | 07955 204068  |
|  | Email: | info@bapt.uk.com |

**Portfolio Application Log – 2023/24**

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|  | Surname: |  |
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|  | First Name(s): |  |
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|  | Title: |  |  |  |  |  |  |  |  |  |

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|  | Previous Surname, if any: |  |  |  |

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Please give evidence of your capacity to meet the following areas.

1. **Relevant Experience**

Has 5 years of relevant practice experience in a related profession.

First qualification in relevant profession (e.g. SW Clinical Psychology; Ed Psych, Teaching, Nursing, Accredited Counselling e.g. BACP, UKCP).

**Indicators:** Personal Statement, Career Record, Evidence of Qualifications

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1. **Knowledge and Understanding**
	1. **Child Development**

An understanding of some of the key theories of healthy child developmental processes within the context of familial and social diversity; and an ability to discuss these in relation to observed behaviour.

Indicators:

* Relevant professional training which includes taught assessed element on child development.
* Completion of child observation course / demonstrate child observation skills through reflective journal.
* Demonstrates experience of working with a diverse range of service users.

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* 1. **Knowledge of Development Psychopathology**

Knowledge and understanding of Clinical needs of specific groups of children owing to interrupted development - knowledge of attachment, mental health, social & emotional wellbeing, disability, trauma. Knowledge & understanding of the emergence of psycho-pathology within human development.

Indicators:

* Other professional training qualification/ experience.
* Completion of relevant courses.
* Evidence of relevant reading, article writing.
* Case study.

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* 1. **Knowledge of Impact of Social Policies and Societal Structures**

Demonstrate an understanding of how the wider systems of family, community, culture and social / government policy impact on children young people and families; ability to integrate systems thinking and analysis into their practice with individuals.

Indicators:

* Other professional training qualification/ experience.
* Completion of relevant courses.
* Evidence of relevant reading, article writing.
* Case study.

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* 1. **Theory & Practice of Play Therapy**

To demonstrate an understanding of the theory and practice of Play Therapy, including humanistic child centred approach. Understanding of process models of Play Therapy.

Indicators:

* Completed training in play therapy or related creative therapies.
* Demonstrate understanding of coherent model of play therapy practice.
* Can demonstrate evidence of supervised practice of play/ creative therapies.
* Completion of CPD short courses.
* Demonstrate their understanding of play therapy practice through case study/ written reflection.
* Anonymised case study of recent practice which integrates theory of play therapy.
* Written articles in the field.
* Presented training. Conference presentations.

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* 1. **Different Models of Play Therapy**

Demonstrate knowledge, understanding and ability to integrate different models of Play Therapy including directive, non-directive and developmental approaches.

Indicators:

* Completion of CPD courses in specific approaches.
* Completion of professional training.
* Demonstrate understanding through case study/ written reflection.
* Personal statement.
* Practice description.

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* 1. **Theories of Play Development and Functions of Play**

Knowledge and Understanding of Theories of healthy play development & role of play; use of play as a therapeutic metaphor; including psychopathology of play.

Indicators:

* Relevant training courses including short CPD courses.
* Professional training.
* Relevant reading & preparation of reading.
* Case study.
* Personal statement.
* Practice description.
* Child Observation.

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* 1. **Legislation & Policy**

Knowledge & understanding of current Legislation & Policy relating to the practice of Play Therapy in the context of health, education and social care in the UK, both public and private sectors. Including child protection and safeguarding

Indicators:

* Professional qualification.
* Evidence of knowledge and competence from case study/ reflective journal.
* Evidenced from practice experience.
* Written articles. Papers.
* Training in relation to legislation and policy.
* Involvement in policy consultation.
* Practice description.

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* 1. **Anti-Discriminatory Practice**

Knowledge & understanding of principles of anti-discriminatory practice in relation to children, young people and their families within the context of a diverse society.

Indicators:

* Professional qualification.
* Awareness of Equalities legislation and policies.
* Awareness of Children's rights.
* Case study/ reflective log.
* Previous assignments/ papers.
* Hypothetical discussion paper.
* Evidence of Previous experience with diverse range of service users.

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* 1. **Maintaining Knowledge of Contemporary Research and Practice**

Be able to demonstrate knowledge and understanding of contemporary practice & research in play therapy.

Understanding of evidence-based practice principles.

Indicators:

* Research articles.
* Research qualifications.
* Peer review activity.
* Professional qualifications.
* Personal statement.

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1. **Personal Development**
	1. **Complies with the Personal Qualities Statement for a Play Therapist**

Able to demonstrate identified personal qualities as a play therapy practitioner to promote public protection and ethical practice.

Indicators:

* Professional qualifications.
* Personal statement.
* Practice description.
* Articles.
* Reflective log.
* Supervision log & references.

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* 1. **Ethics and Values**

Knowledge and understanding of Ethical practice relating to Play Therapy to ensure protection of children young people and families and the public - as detailed in Ethical Basis for Good Practice in Play therapy 3rd Edition.

Conforming to the required standards for clinical governance laid out by BAPT membership.

Indicators:

* Case study.
* Reflective log - discussion of dilemmas in practice.
* Supervisor statement of support.
* Evidence of reading/ writing articles.
* Professional body membership - awareness of code of ethics.
* Personal statement.

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* 1. **Maintains and Makes Use of Clinical Supervision Relationships**

Use of clinical supervision to promote and ensure ethical play therapy practice and the protection of the public.

Use clinical and/ or managerial supervision to review and consider own strengths and limitations; to operate and practice efficiently within own levels of competence and within limitations of role.

Indicators:

* Clear record of regular clinical supervision.
* Enhanced DBS/PVG of less than 3 years old.
* Personal indemnity & public liability insurance.
* Supervisors’ details and report/reference.
* Personal statement.
* Evidence of reading.
* Case study/reflective log.
* Practice description.

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* 1. **Utilise Personal Therapy and Support**

All portfolio applicants will need to submit a Reflective account of their experience of personal therapy within their portfolio and to demonstrate how their experience of personal therapy has impacted on their professional practice as a Play Therapist.

Demonstrate ability to be self-reflective and to integrate learning into therapeutic practice to ensure effective and ethical standards of practice and promote public safety.

In addition to the above, the following ratios will be used as a guide for the minimum amount of personal therapy required of potential applicants, according to their level of post qualifying experience. This requirement reflects the importance which BAPT attaches to personal therapy as a core element of therapeutic training for all members.

* 0 – 2 years – evidence of 60 hours personal therapy, with confirmation from therapist
* 2 – 5 years – evidence of 30 hours personal therapy, with confirmation by therapist.
* 5 years plus – evidence of 15 hours personal therapy with confirmation by therapist

Indicators:

* Practice description.
* Confirmation of personal therapy history.
* Case study.
* Supervisor statement.
* Personal statement.
* References

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* 1. **Maintains Continued Professional Development (CPD)**

Demonstrate a commitment to maintaining Continued Professional Development in accordance with BAPT requirements for promotion of high standards of Play Therapy practice.

Indicators:

* CPD log.
* Attendance of courses.
* Evidence of reading/ writing.
* Involvement with BAPT.
* Consultation/policy development.

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1. **Practice Skills**
	1. **Engage and Facilitate Therapeutic Relationship**

Be able to demonstrate effective engagement and facilitation of the therapeutic relationship with clients and significant others: forming a successful therapeutic alliance.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.

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* 1. **Assessment of Need**

Demonstrate an understanding of and be able to undertake assessment of the emotional, psychological and social needs of clients; capacity to formulate appropriate therapeutic objectives.

Indicators:

* Relevant training courses including short CPD courses.
* Professional training.
* Relevant reading & preparation of reading.
* Case study.
* Personal statement.
* Practice description.

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* 1. **Planning and Contracting for Play Therapy Practice**

Be able to formulate clear, meaningful and appropriate therapeutic contracts, including therapeutic aims, objectives, boundaries and rules.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.

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* 1. **To Intervene and Provide Direct Therapeutic Service**

Be able to intervene and provide Play Therapy to achieve identified therapeutic objectives: to be able to monitor and evaluate effectiveness of Play Therapy intervention.

Demonstrates an ability to adapt their skills and techniques to a diverse range of children, young people and families.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.
* Anonymised pre & post measures.
* Client statement/referrer evidence.
* References.

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* 1. **Initiate and Plan Ending**

Be able to provide planned and coherent opportunities to enable work to end with clients in a therapeutic manner.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.

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* 1. **Ability to Utilise Agents/Processes of Change**

Be able to implement and use agents/ processes of change to effect therapeutic movement. Work in depth with the process of the play to meet defined aims and goals.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.

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* 1. **Maintain Rules and Boundaries**

Demonstrates an ability to maintain clear professional, personal and therapeutic boundaries to promote change.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.
* Personal statement.

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* 1. **Maintain and Uphold Confidentiality and Privacy**

Demonstrates recognition of the limitations of confidentiality in relation to Safeguarding children and vulnerable adults.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.
* Demonstrating current / regularly updated safeguarding training.
* Training on legislation.

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* 1. **Clinical Recording and Writing Skills**

Be able to communicate effectively in writing through clinical records, written assessments and reports progress of therapeutic process.

Indicators:

* Practice description.
* Case study.
* Anonymised case recording/report.

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* 1. **Works Effectively with Different Client Groups**

Demonstrates an ability to work in an effective anti -discriminatory way with a diverse range of children, young people and families, considering the individual's identity and cultural needs.

Demonstrate ability to work within current Equality legislation and social policy Indicators:

* Practice description.
* Case study.
* Supervisor statement.
* Personal reference.
* Work history / service user history.

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* 1. **Use of Communication Skills**

Be able to communicate effectively, through non-verbal and verbal expression, with clients and significant others.

Be able to use a range of therapeutic person-centered skills, including active listening, empathic responding, questioning, paraphrasing, tracking, reflection, summarising.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.
* Personal statement.
* References.

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* 1. **Promoting Inter Personal Communication Through Creative Media**

Be able to promote and facilitate a range of verbal, non-verbal and symbolic communication using a variety of play and creative media with children, young people and families.

Indicators:

* Practice description.
* Case study.
* Supervisor statement.
* Personal statement.
* References.

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* 1. **Develop and Maintain Effective Inter Professional Relationships**

Be able to collaborate and communicate with other professionals; Demonstrate effective Inter Professional working for the benefit of children young people and families.

Demonstrate ability to work within Agency policies and procedures and to work effectively as part of a team around the child, young person and family.

Indicators:

* Practice description.
* References.
* Case study.
* Personal statement.
* References.
* Employment history.
* Professional qualification.
* Evidence of designing policies and procedures.

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* 1. **Work Effectively in Different Settings**

Be able to contribute effectively to the work of organisations, demonstrating understanding of agency functions and priorities.

Consider the dilemmas of integrating Play Therapy practice within organisational contexts.

Be able to work independently, set priorities, plan and manage own workload and organisational tasks efficiently.

Indicators:

* Practice description.
* References.
* Case study.
* Personal statement.
* References.
* Employment history.

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* 1. **Applying Evidence based Research to Play Therapy Practice**

Be able to identify and critically evaluate relevant current research evidence and integrate into Play Therapy practice; to ensure Play Therapy practice is informed by contemporary evidence based research.

Indicators:

* Practice description.
* References.
* Case study.
* Personal statement.
* References.
* Employment history.

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