



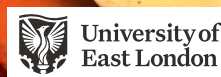
The Institute for Arts in Therapy & Education

Prospectus

Full member of the United Kingdom Council for Psychotherapy,
Academic Partner of University of East London, member
organisation of the Health and Care Professions Council and
British Association of Counselling and Psychotherapy



THE INSTITUTE FOR
ARTS
IN THERAPY & EDUCATION





Full list of courses

Level One

Level One forms the first year of the clinical trainings in Integrative Arts Psychotherapy and Integrative Child Psychotherapy

Postgraduate Certificate in The Therapeutic Arts (University award)

University of East London validated. One day a week attendance (Thursday or Friday) for one year or two years over weekend days

Diploma in the Therapeutic Arts (internal award).

One day a week attendance (Thursday or Friday) for one year or two years over weekend days

Clinical Trainings

Postgraduate Certificate in Counselling Using the Arts

University of East London validated. Monday attendance for one year and one term (after completion of Level One) (Eligible to apply for BACP registration)

MA in Integrative Arts Psychotherapy (also leading to HCPC accreditation and UKCP registration)

Monday attendance for two years, then once a month for the final qualifying year. Some weekend/additional components (after completion of Level One)

MA in Integrative Child Psychotherapy (also leading to UKCP registration)

Tuesday attendance for two years, then once a month for the final qualifying year. Some weekend/additional components (after completion of Level One)

Diploma in Child Counselling (eligible to apply for BACP registration)

Two years part time. First year over weekend days. Second year Tuesdays plus occasional weekend days (Eligible to apply for BACP registration)

Diploma in Child Psychotherapeutic Counselling (leading to UKCP registration)

Three years part time. (first year over weekend days) Second and third year Tuesdays plus occasional weekend days

Diploma in Counselling Teenagers (eligible to apply for BACP registration)

Two years part time. Route one: Year one Level one (internal or external) see above.

Route two: Year one Diploma in Trauma and Mental Health Informed Schools and Communities plus a short counselling course. Route three: one year for qualified counsellors (but insufficient hours for BACP Reg)

Over weekend days. Occasional weekday (Eligible to apply for BACP registration)

Adult to Child Psychotherapy Conversion Course: Diploma in Integrative Child Psychotherapy (UKCP reg)

Tuesdays over two years, with a few additional days

Other courses

Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner status)

11 weekend days over two terms. This training is run all over the (UK) see www.traumainformedschools.co.uk. Some are on line, some blended and some live

University validated Certificate Trauma and Mental Health Informed Schools and Communities (Practitioner status)

University of East London validated. 12 weekend days (blended)

Online Certificate in Child and Adolescent Mental Health

Online Certificate in Child and Adolescent Counselling Skills

Online Certificate in Art therapy skills

Online Advanced Certificate in Therapeutic Group Work with Children, Teenagers and Adults

Online Certificate in Neurodiversity – Understanding, Diagnosis and Developing Practice

Internal counselling qualifications



Why train at The Institute for Arts in Therapy and Education?

If you train at the Institute, you can be assured that you have chosen an inspirational training organisation. We are passionate about recovery from painful and traumatic life experiences through therapeutic relationship, and about social change and social justice. All our trainings embrace the power of the creative unconscious (imagery and the arts) in the healing process.

The Institute is a fully accredited Higher Education College with an excellent reputation in the field. It is Academic Partner of University of East London, member organisation of the United Kingdom Council for Psychotherapy and British Association of Counselling and Psychotherapy. Our Master's Degree in Arts Psychotherapy is also accredited by the government's Health and Care Professions Council.

The Institute has over 30 years' experience of delivering both University and internally validated trainings in counselling and psychotherapy for children, teenagers and adults. Many of the trainings lead to national recognised registration as a qualified counsellor or psychotherapist.

We have a teaching faculty of over 70 highly experienced staff. Many are leading authors and clinicians in the field of mental health including senior psychotherapists, clinical and educational psychologists, psychiatrists and expert academics in psychology, mental health and neuroscience. We adopt a psychodynamic and integrative approach in all we offer.

In our treatment model, both the relationship per se and the conversational act, are informed by a synthesis of insights on the human condition from (a) selective contributions from over 100 years of psychoanalytic and psychotherapeutic theory and practice, (b) studies on the neuroscience and psychology of relationship, emotions and human development, (c) literature and the arts.

By supporting the personal and professional development of all our students in their learning with inspirational trainers, so many of our graduates go on to fulfil their dreams and get top jobs in the field.



Postgraduate Certificate in the Therapeutic Arts

(University validated route)

Diploma in the Therapeutic Arts

(Internal route)



Syllabus overview

- **Postgraduate Certificate in the Therapeutic Arts (University of East London award)**
- **Diploma in the Therapeutic Arts (internal award)**

Practical sessions and clinicals skills practice

- The therapeutic application of: Art, Clay, Drama, Poetry, Sandplay, Music, Dance/Movement and Bodywork.
- Working with the arts as collaborative sense-making to address mental health issues.
- Core competencies in psychotherapy using the arts.
- Key facilitation techniques for trauma recovery using the arts.
- Empathy, active listening and imagining in.
- Working with image, symbol, metaphor to access the creative unconscious and alleviate core pain.
- Self-supervision techniques using the arts.
- Key relational skills in arts psychotherapy.
- Working with difference and diversity in psychotherapy.
- Group process and group dynamics.

Integrative Theoretical Perspectives

- The role of the arts in communication and transformational change: Integrative theoretical perspectives.
- Art as medicine: different theoretical perspectives.
- Psychoanalytic, Integrative, and contextual perspectives on the human condition.
- The neuroscience and psychology of mental health and ill-health/trauma and trauma recovery.
- Panksepp's genetically ingrained emotional systems in the brain.
- Attachment theory in relation to relational wellness and unwellness.
- Theories of mind and theories of transformational change/ alleviation of mental health problems.
- Child development and preventing intergenerational transfer.
- The centrality of working with emotion to change emotion (emotion focused therapy).
- Transactional Analysis.
- Gestalt Psychotherapy Theory.
- Mentalization-based interventions.
- Dyadic Development Psychotherapy.
- The therapeutic relationship and meeting relational deficit in counselling and psychotherapy.
- How people change people for better or worse.
- Social injustice: impact on quality of life and mental health: live research.

Overview

An extraordinary, often life changing, training on the use of the arts in therapy. It brings together the integration of seven art forms with the spoken word, which powerfully brings access to the world of the unconscious. Students experience this for themselves in order to feel confident in being able to facilitate others. The experiential part of the course is supported by fascinating psychoanalytic and psychotherapeutic theory on the human condition, the impact of painful life experience on brain, mind and body and research on transformational change. The training is also the entry requirement for the clinical trainings.

Course dates

Weekend training: April – July (15 months)

Thursday training: September – July (10 months)

Friday training: September – July (10 months)

Course content

Theoretical Course Units (25% of course content)

The theoretical course units adopt frameworks and concepts from Humanistic and Integrative Psychotherapy, Psychoanalysis and Affective Neuroscience.

Practical Course Units (75% of course content)

The Therapeutic Application of: Art, Drama, Sculpture/Clay, Poetry, Sandplay, Music, Dance/Movement.

Time commitment

Teaching days are held on Thursday or Friday (the day of the week is chosen by students) with approximately 8 weekend days commitment for core lecture, all spread across three academic terms. Alternatively, there is a weekend route spread over 15 months.

- Weekday training hours run from 9.30am-5.30pm
- Weekend training hours run from 10am-5pm or 5.30pm

There is weekly personal therapy from the start of the training programme (minimum 40 hours).

What qualification will I obtain on completion?

Postgraduate Certificate in the Therapeutic Application of the Arts (UEL VALIDATED).

or Diploma in the Therapeutic Arts (Institute for Arts in Therapy and Education VALIDATED).

Can I practice as a therapist or counsellor after this year?

No this year as a stand-alone training is not a clinical training (You do not see clients under clinical supervision in this first year).

So this training as stand-alone does not qualify you to work as a counsellor or therapist. It is the first year of the two year clinical training in counselling children or counselling teenagers. It is the first year of the four year training to become a registered Integrative Child Psychotherapist (UKCP) or registered Integrative Art Psychotherapist (HCPC and UKCP).

Who is the Awarding Body?

UEL – University of East London.

or Institute for Arts in Therapy and Education (see above).

Entry requirements

What qualifications or skills do I need before I can enrol?

- Anyone can apply for the IATE course. The University validated route requires a first degree but APL (Assessment of Prior Learning) can be submitted to the Academic Registrar.
- An active interest in at least one art form as means of communication and expression.
- Personal readiness in terms of self-awareness and emotional robustness.
- Applicants must demonstrate an active interest in becoming a psychotherapist or counsellor and the commitment this entails in terms of time and education.
- If you intend to progress from level one Diploma in Therapeutic Arts to a further or further years of training to become a registered counsellor or psychotherapist, you will need to have a Level Two counselling qualification (not simply Certificate of Attendance). If you don't have one, this is not a problem. This can be completed during this training or in your second year. We strongly recommend attending it in first year as it will really enhance your therapy skills. To ensure the highest standards, this will need to be a choice or one of our internal counselling trainings a) **Certificate in Counselling Skills** (teenagers and adults) 4 weekend days live at IATE or b) **Certificate in Child and Adolescent Counselling Skills**: 6 weekend days (online). See internal counselling trainings on our website for details.

Expected prior knowledge

- Warmth, openness and ability to take feedback non-defensively.
- Empathic therapeutic presence.
- Self-awareness and capacity for introspection.
- The ability to stay stable under stress.
- The ability to create with ease both mental and artistic images.

Financial costs and payment

<https://artspsychotherapy.org/iate-general/course-training-fees>

Additional costs include:

University registration fee (if choosing the University route).
Personal therapy.

Is this course eligible for the Bursary?

Bursary funding is available to part-fund this course and part-fund one successive year of our clinical trainings. Please check our website for eligibility criteria.

Employment opportunities and typical employment pathways

This course facilitates progress to our clinical trainings which in turn lead to employment opportunities in counselling and psychotherapy in the NHS, private practice and the third sector.



MA Integrative Arts Psychotherapy

Syllabus overview

Clinical skills in art psychotherapy therapeutic interventions

- Art therapy clinical skills.
- Mentalization and art psychotherapy practice.
- Using animation and film to explore embodied story-making and empower service users who have experienced trauma.
- Response art, supervision and evidence-based practice: using research to inform our work.
- Using the arts to explore negative transference and ruptures in therapy.
- Stories from the Body: Using the arts to develop autobiographical artworks.
- Embodied communication and presence in the therapeutic relationship.
- Self-care: strategies for managing the challenges of working as a therapist.
- The therapeutic journey & the arts: working with clients over time.
- Managing transitions – staying creative.
- Using art therapy with patients who suffer from dissociation and psychosis; self-harm & suicidal ideation; addiction; eating disorders; sexual offending and acting out.
- Advanced skills in online therapy and dilemmas arising in online practice.
- Creative Process in both personal and professional life.
- The impact of traumatic early relationships. Trauma-informed art therapy.
- Exploring and drawing our family stories through genograms.
- Environmental art therapy and the impact of climate change and environmental concerns on our work.

Psychotherapy/art therapy: theory into practice and research

- History of art therapy and contemporary practice in the UK and abroad.
- Our approach to integration. Using the 'Six Relationships' in therapy and facilitation practice.
- Evaluation: outcomes in psychotherapy – theoretical and philosophical debates concerning the aims, function and purpose of psychotherapy (incl. monitoring and appraisal). Theories of change.
- Psychometric and creative approaches to evaluating the impact of art therapy practice.
- Endings and creative reflections.

Ethics and Professional Practice

- Values and ethics.
- Therapy contracts: boundaries of our practice and thinking about short, medium and long-term work with individual clients.
- Setting up and managing a private practice/ therapy business: managing boundaries, issues and dilemmas.
- Reviewing different types of practice: working in person, on telephone and online.
- Professional skills for the workplace: Undertaking a clinical audit.
- Service users' engagement with assessment, co-design, evaluation & research.

Psychiatric assessment and diagnosis

- Using psychiatric assessment and diagnosis (DSM-5, ICD-11) and the Care Programme Approach.
- Hearing from service users and dual experience voices about therapy.
- Considering service users' perspectives.

Research

- Appraisal, analysis and critique of research.
- Research methods: qualitative and quantitative.
- Planning a research project.

Different client groups, systems and working in the NHS: Skills, theory and interventions

- Understanding and working with sexuality in psychotherapy.
- Understanding the NHS and work on practice placement.
- Working in a multi-disciplinary team: medical and psychodynamic approaches to treatment.
- Current challenges facing statutory services & the experience of being a service user.
- Using a range of clinical case material from a variety of NHS settings (in-patient, community mental health etc).

Social injustice and mental health

- The Power Threat Meaning Framework (British Psychological Society).
- Who do we think we are? An intersectional exploration.
- Culture and Difference: A critical view of 'us' and 'them': bringing embodied, intersectional awareness to our therapeutic practice.

Overview

The MA in Integrative Arts Psychotherapy is a three-year Master's degree course validated by the University of East London. On successful completion of the MA, graduates will automatically become accredited with the government's Health and Care Professions Council. This enables them to work in the NHS as a registered Art Therapist. Additionally with 450 hours of clinical practice (completed during the training and some people carry on after the training), 126 hours of supervision, graduates will be registered with the United Kingdom Council for Psychotherapy (UKCP). No other training in the country has this dual registration.

The course is designed to ensure that graduates can work as an art therapist/ arts psychotherapist/psychotherapist (generic) professionally and ethically with individuals and with groups in a variety of health, education, social services and private sector contexts.

Course start/end dates

September – July.

Course content

Year one (Module one): Fundamentals in the Theory and Practice of Integrative Arts Psychotherapy

Practice Placement

Assessments:

- Two essays (3,500 words).
- Live Arts Presentation: The Language of Symbol, Metaphor and the Imagination.
- Live Facilitation Skills & Self-Supervision.

Year two (Module two): Advanced Skills in Integrative Arts Psychotherapy

Practice Placement two

Assessments:

Transcript (5,000 words), Essay two (3,500 words). Live Case Presentation & Discussion.

Year three (Modules three & four): Practitioner Research Methods & Dissertation

Practice Placement three

Practicum: Readiness to Practice Evaluation.

Assessments:

- Dissertation (18,000 words).
- Practicum: Readiness to Practice Evaluation (Live Presentation & Interview, Clinical Log).

Time commitment

- Training sessions: One day a week (Monday) and occasional weekends. The teaching day is 9.30am to 5.30pm. In the third year, training is only approximately 16 teaching days.
- Weekly psychotherapy: No less than 40 sessions per academic year.
- Clinical placement: First year trainees are assigned a six-month placement (running from Jan-July), usually seeing two individual clients a week and with fortnightly supervision. We find you a placement.
- Second/third year trainees require a minimum of between two and four client contact hours per week.
- Supervision: With an IATE approved supervisor at a ratio of 1:4 in Year one, 1:6 in Year two/three, but a minimum of 126 hours of supervision must have been completed at the time of UKCP registration.

What qualification will I obtain on completion?

MA in Integrative Arts Psychotherapy.

Registration with the NHS as an Art Psychotherapist /Art Therapist.

What affiliated organisations will I be registered with?

On successful completion of the MA, graduates will automatically become accredited with the government's Health and Care Professions Council. This enables them to work in the NHS as a registered Art Therapist/ Art Psychotherapist. Additionally with 450 hours of clinical practice, 126 hours of supervision and an interview with a UKCP examiner, graduates will be registered with the United Kingdom Council for Psychotherapy (UKCP).

Who is the Awarding Body?

University of East London.

Entry requirements

What qualifications or skills do I need before I can enrol?

- An undergraduate degree from a British university, or its equivalent, a qualification in a helping profession or in education, or a minimum of five years' professional experience in therapy or a related field with the proven academic ability to work at master's level standard.
- The Postgraduate Certificate in the Therapeutic Arts or Diploma in The Therapeutic and Educational Application of the Arts (IATE course), or an equivalent qualification from an alternative, recognised psychotherapy training college. If the latter, submission of clinical log detailing all clinical hours signed by supervisor (who must be UKCP registered) and second interview.
- At least one year of weekly in-depth personal psychotherapy.
- If you intend to progress from level one Diploma in Therapeutic Arts to a further or further years of training to become a registered counsellor or psychotherapist, you will need to have a Level Two counselling qualification (not simply Certificate of Attendance). This can be completed during this training or in your second year. We strongly recommend attending this in first year as it will really enhance your therapy skills. To ensure the highest standards, this will need to be a choice or one of our internal counselling trainings a) **Certificate in Counselling Skills** (teenagers and adults) 4 weekend days live at IATE or b) **Certificate in Child and Adolescent Counselling Skills**: 6 weekend days (online). See internal counselling trainings on our website for details.

Expected prior knowledge

The ability to demonstrate:

- A sound grasp of fundamental psychotherapy theory and skills.
- Ability to work with competence, empathic attunement and depth with a full range of affect states.
- An awareness of their own feelings and personal process.
- Ability to support themselves when working with a client's negative transference.
- Ability to maintain or quickly regain thinking function when working with a client.

Financial costs and payment

<https://artspsychotherapy.org/iate-general/course-training-fees>

Additional costs

- UEL registration fee (years one, two, three).
- Personal therapy (years one, two, three).
- Clinical supervision (years one, two, three).
- Insurance (years one, two, three).
- DBS (year one).
- Travel expenses (years one, two, three).
- Dissertation marking fee (year three).
- Practicum marking fee (year three).

Is this course eligible for the Bursary?

<https://artspsychotherapy.org/iate-home-page-text/bursaries>

This course is not currently eligible to receive bursary funding.

Employment opportunities and typical employment pathways

Art Therapist / Art Psychotherapist (charity/ community, NHS, private practice). It is also possible to apply for public sector jobs as a generic Psychotherapist.

MA Integrative Child Psychotherapy



Syllabus overview

Key theories and models that underpin psychotherapeutic work with children

- Understanding childhood from psychoanalysis, developmental psychology, neuroscience and child development research.
- Dyadic Developmental Psychotherapy and the PACE model.
- Attachment theory: John Bowlby and Pat Crittenden.
- Relational child psychotherapy with specific reference to the work of Anna Freud, Donald Winnicott, Bruce Perry, Dan Hughes, Daniel Stern, Graham Music, Ann Alvarez.
- Intersubjectivity and emotional co-regulation.
- Transference, countertransference and projective identification.
- Emotional regulation, Polyvagal theory and working with the body.
- Culture and Diversity.

Infant observation

- A two-year weekly observation of a baby from birth to two years old in small tutor-led monthly seminars.
- Students will learn how to become sensitive observers of babies within their family context, making sense of and imagining into a baby's emotional development.

Child protection, ethics and the law

How to work safely: the safeguarding, legal, and ethical concerns and responsibilities when working with children.

Child psychiatry and mental health

- Childhood emotional and behavioural disorders as defined by the psychiatric manuals ICD and DSM.
- Eating disorders, dissociation, autism, depression, phobias, ADHD, PTSD.
- Assessments and formulations for treatment planning.
- How to communicate meaningfully with child and adolescent psychiatrists and other mental health professionals.
- Understanding the impact of developmental trauma on children.

Skills-based practice

- Using the arts and creativity in therapy to help children access their core pain including art, puppetry, sandplay, drama/role play, and movement/bodywork.
- How to give meaningful words to children's experiences.
- How to work with parents including parent-child work, strategies, and psychoeducation.
- How to work with teachers including strategies and behavioural management.
- Emotional regulation. Working with hyper-aroused or hypo-aroused children.

Working with different client groups and specific issues

- Looked After Children and the adopted child and family.
- Working with children who have been sexually abused.
- Working with children who act out, are withdrawn, defended or 'undrawn'.
- Working with grief, separations and endings.
- Working with difference including race, culture, etc.

Social injustice and mental health

- The Power Threat Meaning Framework (PTMF).
- Research topics on social injustice.
- Discrimination and intolerance of difference.

Group Process

- Learning deeply about yourself within the context of a community, how to communicate and work with others.

Overview

As the outcome studies have shown, it is the relationship that heals, not adherence to method. Our primary concern in this training is therefore one of treatment, and so borrows extensively from the work of Bowlby, Winnicott, Kohut, Hughes and others who all assert the primacy of relational needs.

Students will experience a whole host of ways to engage vulnerable and/or traumatised children and young people in truly meaningful dialogue for profound personal change. The course also prides itself in offering students the most up-to-date knowledge in the neuroscience and psychology of child mental health. Students will benefit from learning from top trainers and those eminent in the field of child psychotherapy and child mental health.

The course runs from late September until mid-July.

Assessments

Three assessments per year + two-year Infant Observation Logs.

Course start/end dates

September – July.

Time commitment

- Tuesdays weekly during term time. A few additional days that may fall on another weekday or Saturday (all dates well in advance).
- Weekday – 9.30am-5.30pm.
- Weekend – 10am-5pm.
- Clinical placement begins in the Spring term of year one.
- Supervision is attended at a ratio of 1:4 in year one & two, 1:6 in year three (one hour of supervision to every four or six client hours).
- Infant observation begins in year one with tutor led seminars included in the timetable.
- Travel to the family, an hour's observation, travel home and write-ups, adds up to a weekly commitment of about 3-4 hours. This module follows the development of a child from 0-2 years.
- Weekly personal therapy from the start of the training programme (minimum 40 hours) over each academic year.

What qualification will I obtain on completion?

MA in Integrative Child Psychotherapy, awarded by University of East London (UEL).

Leading to registration with UK Council of Psychotherapy (UKCP).

What affiliated organisations will I be registered with?

UKCP – UK Council for Psychotherapy.

Who is the Awarding Body?

UEL – University of East London.

Entry requirements

What qualifications or skills do I need before I can enrol?

- Bachelor's degree from a British university or its equivalent, a qualification in a helping profession or in education, or a minimum of five years' professional experience in therapy or a related field with the proven academic ability to work at master's level standard.
- The Diploma in The Therapeutic and Educational Application of the Arts from IATE, or an equivalent qualification from an alternative, recognised psychotherapy training college (no exceptions).
- The completion of at least one year's in-depth personal psychotherapy.
- If you intend to progress from level one Diploma in Therapeutic Arts to a further or further years of training to become a registered counsellor or psychotherapist, you will need to have a Level Two counselling qualification (not simply Certificate of Attendance). If you don't have one, this is not a problem. This can be completed during this training. We strongly recommend attending it in first year as it will really enhance your therapy skills. To ensure the highest standards, this will need to be a choice or one of our internal counselling trainings a) **Certificate in Counselling Skills** (teenagers and adults) 4 weekend days live at IATE or b) **Certificate in Child and Adolescent Counselling Skills**: 6 weekend days (online). It cannot be an external training. See internal counselling trainings on our website for details.

Expected prior knowledge

- A sound grasp of fundamental therapy skills and fundamental psychotherapy theory.
- The ability to work with competence, empathic attunement and depth with a full range of affect states and the capacity for introspection, emotional literacy and awareness of own personal process.
- The ability to maintain or quickly regain thinking function when working with a client, as opposed to becoming overwhelmed by or confluent with a client's feelings.

Financial costs and payment

<https://artspsychotherapy.org/iate-general/course-training-fees>

Additional costs include:

- Personal therapy.
- Clinical supervision.
- Insurance.
- DBS – £61.60 paid to DDC.
- Travel expenses.

Is this course eligible for the Bursary?

<https://artspsychotherapy.org/iate-home-page-text/bursaries>

This course is not currently eligible to receive bursary funding.

Employment opportunities and typical employment pathways

- Public sector posts within CAMHS or local authorities.
- Child Psychotherapist in schools and colleges.
- Charitable and voluntary sector posts such as in adoption, therapeutic communities, etc.
- Private practice (after UKCP registration).

Diploma in Child Counselling



Syllabus overview

Year One

- Fundamental principles in counselling children.
- Key child counselling skills practice.
- Unconditional positive regard, active listening and empathic response.
- Attachment theory and practice as related to child mental health and ill-health.
- How people change people for better or worse: the relational nature of transformational change in counselling and psychotherapy.
- Introduction to the greats of psychoanalysis and how their work helps us think about child mental health.
- Transactional Analysis and its relevance for working with children and teenagers.
- Working to address developmental deficit in child counselling.
- Use of creative media in counselling children: paint, mental imagery, clay, music, puppetry,
- Therapeutic storytelling.
- Deepening communication with children through sandplay therapy.
- Using drama to explore embodiment, empathy, attunement & prosody.
- Social Justice, Mental Health & the Power Threat Meaning Framework.
- Self-regulation and the arts.
- Exploring unconscious bias, oppression and anti-racist practice.
- The impact of endings, transitions & ruptures.
- Personal & professional listening groups.
- 'Watch and Wonder' - observing live parent and baby interactions in the room.

Year Two

- Principles in child therapeutic practice (Ethics & Professional Issues).
- Working with transference & countertransference.
- Child Protection, Child Rights and the Children's Act.
- Child psychiatric diagnosis, diagnostic inflation and medication.
- Working with schools and relationships with parents and school staff.
- First sessions, what to say and how to be.
- The causes of mental ill-health in children and models for treatment.
- Assessment & treatment planning - from observation to the identification of need.
- PACE Revisited (play, acceptance, curiosity, empathy).
- Royal Roads to the Unconscious.
- Effective & ineffective treatment with children: Avoiding the pitfalls.
- Working with therapeutic stories.
- Working online with children & young people.
- Child Development: Traumas of commission & traumas of omission.
- Big Empathy Drawing based on student clinical cases.
- The role of mentalization in counselling children & young people.
- Daniel Stern & the Babywatchers: Linking observation & theory.
- Art therapy for troubled & traumatised children.
- Working therapeutically with children with complex needs.
- Working with Gender, Transgender and Sexuality.
- Themed groups for teenagers e.g., being a young carer, parent to parent conflict, separation, divorce/ living with a parent with mental health problems, living with anxiety.
- Short term & time limited interventions.
- Loss, separation & endings in therapeutic work with children.
- Academic writing & preparing for assessments.

Diploma in Child Psychotherapeutic Counselling

leading to UKCP registration as a Psychotherapeutic Counsellor with Children

Syllabus overview

(This is an optional third year after Diploma in Child Counselling year one and two.)

Psychotherapeutic theory and neuroscientific evidence to implementation in the therapy room

- Integrative Psychotherapy: from theory to treatment and clinical practice.
- Finding your own model of integration.
- De-Mystifying Research.
- Theory and process of separations, endings and loss.

Managing clinical practise and cultural change

- Writing referral letters, assessments & reports.
- The evolution of the role of the school Counsellors and Senior Mental Health Leads.
- How to work with and support school staff with classroom behaviour, boundaries & mental Health.
- Establishing trauma-informed cultures in schools.
- Strategies for working with parents & parent/child work.

Social injustice and mental health

- The Power Threat Meaning Framework (PTMF).
- Diversity, discrimination and intolerance of difference.

Child Psychiatry

- Key causes of child and adolescent mental health difficulties.
- What every child professional needs to know about the treatment of child and adolescent mental ill-health, psychiatric diagnosis and diagnostic inflation.
- The muddle between trauma and psychiatric diagnosis.
- Trauma Informed alternatives to psychiatric diagnosis: hearing people's stories.

- What every child mental health professional needs to know about giving psychiatric drugs to children and young people.
- The impact of parent's unprocessed painful life experience on child mental health, and key relational interventions.

Client groups

- Working with children/young people who have been sexually abused.
- Working with children with developmental trauma, looked after children & adoption.
- Working with children/young people addressing gender, transgender and sexuality in the therapy room.
- Further exploration of working with children/young people with complex needs.

Clinical skills

- Re-visiting clinical skills: Revising & deepening.
- Sandplay and the six principles of therapeutic change (EFT).
- Revisiting the Royal Roads to the Unconscious.
- Deepening relationship through the use of the creative arts.
- Emotion Focused Therapy (EFT) and the process of change.
- EFT through big empathy drawings (student case material).
- Working with defences and maladaptive emotions.
- Working with issues around social injustice, Eco-Anxiety and climate change.
- Dyadic Developmental Psychotherapy and psychotherapeutic interventions with teenagers.
- Case discussions.

Overview

This training is for people who want to become registered child counsellors, enabling them to apply for public sector jobs requiring registered child counsellors. To be eligible to apply for BACP registration, year one and year two are required. This will give you the required number of training hours and clinical hours. That said, some people wish to complete just year one, which is a stand-alone course. Year three qualifies you as a child psychotherapeutic counsellor with UKCP registration, enabling you to take on more complex cases and with a higher pay scale. All years of the training are very practically based with a wealth of interventions focused on trauma recovery and the alleviation of mental health problems in children and young people. Play therapy, sandplay and use of art media are key interventions.

Year one: 27 weekend days (mostly on Saturdays) over three academic terms.

Year two: Tuesdays over three academic terms with occasional weekend days.

Year three: 23 days over three academic terms (Tuesdays and a few weekend days).

Course start/end dates

September/October – July.

Course content

- Year one: Skills in therapeutic counselling with children, using play therapy and arts as key interventions. Essential psychotherapeutic and neurobiological theory, and a wealth of hands on practical therapeutic tools.
- Year two: This year builds on the psychotherapeutic theory and practice with more in-depth knowledge of effective interventions for behaviours that challenge, mental health problems, specific to various stages of child development.
Supervised practice for your clinical placement takes place from the second term of the second year. A Placement Officer will find a placement in a geographical area of your choice. There is also the option of you finding your own placement setting, providing this meets our standards and requirements.
- Year three: Deepening your learning and exploring clinical practice.

Time commitment

Clinical/training hours:

Saturdays and three Sundays in the first year, then Tuesdays weekly during term time for the second and third year. Some additional days that may fall on another weekday or Saturday.

- Tuesday – 9.30am-5.30pm
- Saturday – 10am-5pm

Clinical placement begins in the Spring term of Year two.

Supervision is attended at a ratio of 1:4.

Weekly personal therapy from the start of the training programme (minimum 35 hours per academic year of training).

What qualification will I obtain on completion?

Diploma in Child Counselling (after year two), Diploma in Child Psychotherapeutic Counselling (after year three).

What affiliated organisations will I be registered with?

After successful completion of the training, accruing 100 client hours and passing BACP's Certificate of Proficiency (multiple choice test) you are eligible to apply for BACP registration. This means being added to the national register for counsellors (used by the general public to find a counsellor).

UKCP registration will be automatic after successful qualification from your third year and completion of 450 hours.

Who is the Awarding Body?

Institute for Arts in Therapy and Education.

Entry requirements

- Emotional robustness, self-awareness, empathy and an interest in the arts.
- Undergraduate degree desired but not essential.

What qualifications or skills do I need before I can enrol?

A demonstrable interest in counselling, psychotherapy or working therapeutically with children is essential. Experience of working with children is desired but not essential. Previous short courses or experience working therapeutically with children or adults is a plus.

Expected prior knowledge

- The ability to work with competence, empathic attunement and depth with a full range of affect states or the willingness to do so.
- Emotional and social intelligence and the capacity for introspection. To have an awareness of own personal history from a psychological viewpoint.

Financial costs and payment

<https://artspsychotherapy.org/iate-general/course-training-fees>

Please note additional fees for personal therapy, supervision, DBS, insurance and travel costs.

Is this course eligible for the Bursary?

<https://artspsychotherapy.org/iate-home-page-text/bursaries>

Year one only of the Diploma and for candidates without previous counselling training.

Employment opportunities and typical employment pathways

- Child counsellor.
- School counsellor.
- CAMHS worker.
- Mental Health Lead in schools.

Diploma in Counselling Teenagers

(qualifying you to work with young people age 12 to 25)

Syllabus overview

Key models for therapeutic work with teenagers

- Mentalization based interventions (MBT).
- Dyadic Developmental Psychotherapy (DDP).
- Affect Labelling and Mental State Talk.
- Psychological Formulation/Collaborative sense making (BPS).
- Power Threat Meaning Framework (PTMF).
- Emotion Focused Counselling (EFT).
- Neuroscience of Emotions and Relationships.

Teenage concerns (one to one and psycho-education groups)

- The neuroscience and psychology of what every teenager needs to know about life in order to live it well, your teenage brain, your brain chemicals, how to have emotions instead of your emotions having you, drugs, sex, porn, social media, social comparison, the skill of happiness, the art of relationship.
- Addressing climate emotions.
- Diversity, difference and discrimination.
- Identity: Therapeutic conversations with teenagers, exploring gender and sexuality, including trans, gender diverse and re-emergent identities.

Ethics and the law

Protecting teenagers: what every professional needs to know about safe practice with teenagers and working ethically.

Skills-based practice in counselling teenagers

- The integration of different counselling models for working with teenagers: MBT, DDP, EFT.
- The role of emotion in the process of change: EFT.
- Using arts, imagery and sandplay in therapy with teenagers: using the arts to access core pain: EFT.
- Skills practice using "Helping Teenagers Talk about their Lives Cards".
- Big Empathy Drawing practice with peer and staff supervision of cases.
- Sensory Integration for teenagers (theory and practice).

- Work with the therapeutic relationship, countertransference, transference, communication by impact and virtual work.
- Parent-teenager dyad work: Ensuring safe and structured communication.
- Clinical supervision, case presentations for teenagers (throughout the training).
- The role of social injustice in the counselling room.
- How to meet the unmet emotional needs of the teenage client.

Adolescent mental health and psychiatry

- Key causes of adolescent mental health problems: The middle between trauma and psychiatric diagnosis (ADHD, ASD, Bipolar, Borderline, Anxiety and Depressive Disorders).
- What every mental health professional needs to know about giving psychiatric drugs to young people.
- Counselling for specific teenage mental health issues: Anxiety, Depression, OCD, eating disorders, self-harm.

Working with different client groups and specific realms of adversity

- Working with specific vulnerable teenage client groups: refugees, victims of incest, the allure of gangs, addiction, teenagers in extremis.
- Teenagers affected by parental alcohol use/mental health problems.
- Connecting with angry and highly defended teenagers in ways that help them access core pain safely: EFT.
- Working with grief, separations and endings, in life and in counselling.
- Positive ways of working with challenging teens through understanding the adolescent within us.

Overview

The course aims to train counsellors to support teenagers to be able to enjoy deeply fulfilling relationships with others, a far more compassionate accepting relationship with self and to have a mind that is in peace not in torment. It comprises a wealth of therapeutic interventions, clinical skills practice, fascinating theoretical underpinnings from the latest research in adolescent psychology, neuroscience and medicine. As well as working one-to-one with vulnerable teenagers, the course will also equip students with evidence-based psychoeducation for teenagers. This includes vital knowledge to enable teenagers to successfully process painful life experiences and make informed decisions about key aspects of their lives.

Course start/end dates

September – July.

Course content

Key models for therapeutic work with teenagers: Emotion Focused Counselling, Mentalization based interventions/Dyadic Developmental Psychotherapy/Affect Labelling and Mental State Talk/Psychological Formulation/Collaborative sense making. All theory is deeply enriched with practical skills sessions, moving case material, supervision of student's clinical work and group work practice.

Additionally

- Addressing teenage concerns (one-to-one and psychoeducation groups).
- Protecting teenagers: what every professional needs to know about safe practice with teenagers and working ethically.
- Skills-based practice in counselling.
- Adolescent Mental Health and Psychiatry.
- Diversity, Difference and Identity.

Duration and length of training

Two years part time.

Time commitment

- Approximately two full weekends per month (some variations with single weekend days and at least one Friday towards the end of year).
- Clinical placement begins after the first term has been completed.
- Supervision attended at a ratio of 1:6 (one hour of supervision to every six client hours). There is some group supervision included on the timetable.
- Weekly personal therapy from the start of the training programme (minimum 36 hours).

What qualification will I obtain on completion?

Diploma in Counselling Teenagers.

Who is the Awarding Body?

Institute for Arts in Therapy and Education.

What affiliated organisations will I be registered with?

After successfully completing the course and accruing 100 client hours then you are eligible to apply for BACP registration as a registered counsellor.

Entry requirements

ROUTE ONE

Year One

Module One: Level one syllabus

The Psychology and Neuroscience of Therapeutic Change and Counselling using the Arts
222 hours

Year Two

Module Two

Young People's Mental Health: Prevention, intervention & Safe Practice

Module Three

Counselling teenagers: Clinical Skills and Creative interventions

147 hours

Total hours: 369 hours

ROUTE TWO

Year One

Module One: Dip TIS syllabus

Trauma Informed & Counselling Interventions in Schools & Communities

70 hours and 50 hours work based learning

Year Two

Module Two

Young People's Mental Health: Prevention, intervention & Safe Practice

Module Three

Counselling teenagers: Clinical Skills and Creative interventions

266 hours

Total hours: 336 hours

ROUTE THREE (only for qualified counsellors)

Year Two

Module Two

Young People's Mental Health: Prevention, intervention & Safe Practice

Module Three

Counselling teenagers: Clinical Skills and Creative interventions

147 hours

Route three not eligible to apply for BACP registration (insufficient training hours)

Expected prior knowledge

- Successful completion of Post-graduate Certificate in the Therapeutic Arts (University validated) (commonly known as Level 1) or Certificate/Diploma in Trauma Informed Schools
- Counselling skills training (covered in the above courses).
- Some experience of living with or working with teenagers.
- Empathy and in-depth capacity for reflection.
- Self-awareness, good contact and therapeutic presence.

Additional costs include:

- Personal therapy.
- Clinical supervision.
- Insurance.
- DBS – £61.60 paid to DDC.
- Travel expenses.
- Level 2 Safeguarding Certificate
- Interim Student Fee

Is this course eligible for the Bursary?

This course is not currently eligible to receive bursary funding.

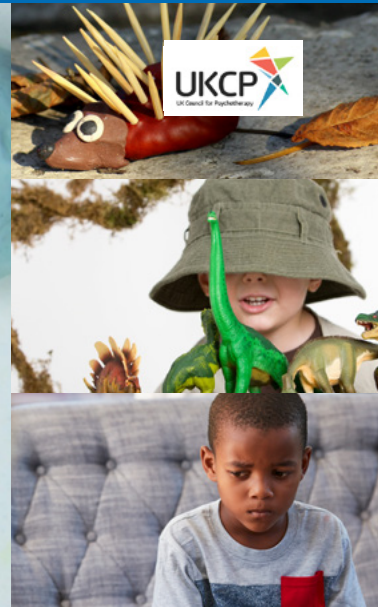
Employment opportunities and typical employment pathways:

- In-house school counsellor.
- University/ College counsellors.
- Private Practice.
- CAMHS worker.
- Working within organisations supporting adolescent mental health.

Students that have completed the taught component of the course but still have outstanding assessments or are working to complete their clinical hours must enrol as an Interim Student for each academic year until they receive their award.

Post-Qualifying Diploma in Integrative Child Psychotherapy

(leads to UKCP registration) Two years part-time



Syllabus overview

Key theories and models that underpin psychotherapeutic work with children

- Understanding childhood from psychoanalysis, developmental psychology, neuroscience and child development research.
- Dyadic Developmental Psychotherapy and the PACE model.
- Attachment theory: John Bowlby, Mary Main and Pat Crittenden.
- Relational child psychotherapy with specific reference to the work of Anna Freud, Donald Winnicott, Bruce Perry, Dan Hughes, Daniel Stern, Graham Music, Ann Alvarez.
- Intersubjectivity and emotional co-regulation.
- Transference, countertransference and projective identification.
- Emotional regulation, Polyvagal theory and working with the body.

Infant observation

- A two-year weekly observation of a baby from birth to 2 years old in small tutor-led monthly seminars.
- Students will learn how to become sensitive observers of babies within their family context, making sense of and imagining into a baby's emotional development.

Child protection, ethics and the law

How to work safely: the safeguarding, legal, and ethical concerns and responsibilities when working with children.

Child psychiatry and mental health

- Childhood emotional and behavioural disorders as defined by the psychiatric manuals ICD and DSM.
- Eating disorders, dissociation, autism, depression, phobias, ADHD, PTSD.
- Assessments and formulations for treatment planning.
- How to communicate meaningfully with child and adolescent psychiatrists and other mental health professionals.
- Understanding the impact of developmental trauma on children.

Skills based practice

- Using the arts and creativity in therapy to help children access their core pain including art, puppetry, sandplay, drama/role play, and movement/bodywork.
- How to give meaningful words to children's experiences.
- How to work with parents including parent-child work, strategies, and psychoeducation.
- How to work with teachers including strategies and behavioural management.
- Emotional regulation. Working with hyper-aroused or hypo-aroused children.

Working with different client groups and specific issues

- Looked After Children.
- Working with children who have been sexually abused.
- Working with children who act out, are withdrawn, defended or 'undrawn'.
- Working with grief, separations and endings.
- Working with difference including race, culture, etc.
- Short-term work

Social injustice and mental health

- The Power Threat Meaning Framework (PTMF).
- Research topics on social injustice.
- Discrimination and intolerance of difference.

Group Process

- Learning deeply about yourself within the context of a community, how to communicate and work with others.

Overview

As the outcome studies have shown, it is the relationship that heals, not adherence to method. Our primary concern in this training is therefore one of treatment, and so borrows extensively from the work of John Bowlby, Donald Winnicott, Heinz Kohut, Dan Hughes and others who all assert the primacy of relational needs.

Students will experience a whole host of ways to engage vulnerable and/or traumatised children and young people in truly meaningful dialogue for profound personal change. The course also prides itself in offering students the most up-to-date knowledge in the neuroscience and psychology of child mental health. Students will benefit from learning from top trainers eminent in the field.

Course start date

September start.

Assessments

Four assessments per year

Time commitment

- Tuesdays weekly during term time. A few additional days that may fall on another weekday or Saturday (all dates well in advance).
- Weekday – 9.30am-5pm
- Weekend – 10am-5pm
- Clinical placement from the beginning of the training. (We have a designated Placement Officer who will find you a placement or approve one of your choice).
- Supervision is attended at a ratio of 1:4 in Year one, 1:6 in Year two (one hour of supervision to every four or six client hours).
- Two years infant observation. Begins in year one with tutor led seminars included in the timetable. Travel to the family, an hour's observation, travel home and write-ups, adds up to a weekly commitment of about 3-4 hours. This module follows the development of a child from 0-2 years.
- Weekly personal therapy from the start of the training programme (minimum 40 hours per year until qualified).

What qualification will I obtain on completion?

Diploma in Integrative Child Psychotherapy

What affiliated organisations will I be registered with?

UKCP – United Kingdom Council for Psychotherapy

Who is the Awarding Body?

IATE as member organisation of UKCP

Entry requirements

What qualifications or skills do I need before I can enrol?

UKCP or BACP registered

Open to candidates who have:

- Successfully qualified from a recognised counselling or psychotherapy course or courses (covering a minimum of 600 training hours)
- Accrued a substantial number of clinical hours (signed clinical log by BACP or UKCP reg supervisor)
- Completed at least three years of personal one to one psychotherapy
- Automatic second interview and presentation of clinical log (signed by BACP accredited or UKCP reg supervisor)

Expected prior knowledge

- A sound grasp of clinical skills and psychotherapy theory and practice .
- The ability to work with competence, empathic attunement and depth with a full range of affect states and the capacity for introspection, emotional literacy and awareness of own personal process.
- The ability to make verbally sophisticated empathic response to emotional pain and to support clients to be able to access core pain underneath defences in order to bring about transformational change

Financial costs and payment

<https://artspsychotherapy.org/iate-general/course-training-fees>

Additional costs include:

- Personal therapy.
- Clinical supervision.
- Insurance.
- DBS fee (Disclosure & Barring Service).
- Travel expenses.

Employment opportunities and typical employment pathways

- Public sector posts within CAMHS or local authorities
- Child Psychotherapist in schools and colleges
- Charitable and voluntary sector posts such as in adoption, therapeutic communities, etc
- Private practice (after UKCP registration)
- Senior Mental Health Lead in schools

Diploma in Trauma Informed Schools and Communities

(Internal route)

Certificate in Trauma and Mental Health Informed Schools and Communities

(University validated route)

Syllabus overview

Evidence based neuroscientific/ psychotherapeutic models and relational interventions for trauma recovery and the alleviation of mental health difficulties (Informed by over 800 research studies)

- The psychology and neuroscience of mental ill-health.
- Key causes of mental health difficulties.
- What is trauma? (Psychology and neuroscience).
- Trauma and mental ill-health: how people recover and evidence-based theories of change.
- Emotion Focused Therapy and the role of emotion in the process of change (Leslie Greenberg).
- Dyadic Developmental Psychotherapy: DDP (Dan Hughes).
- Mentalization based therapy (Peter Fonagy).
- Narrative competence (Rita Chiron).
- Interrupting the trajectory from ACEs to long term physical and mental health problems.
- Affective neuroscience and the brain's genetically ingrained emotional systems (Jaak Panksepp).
- Polyvagal theory (Stephen Porges).
- Emotion Coaching (John Gottman and Janet Rose).
- Stage of Trauma Recovery (Bessel Van der Kolk/Judith Herman).
- PRRR: Protect/Relate/Regulate/Reflect.

Relational interventions to address the child/ young person's emotional pain

- Emotion focused counselling skills.
- Active listening.
- Key DDP interventions to support therapeutic change.
- Narrative competence: how to respond when a child/ young person tells you their life story.
- Supporting trauma recovery through awareness/expression/ emotional regulation/ changing emotion with emotion/ corrective emotional experience.
- Sandplay therapy: getting to core pain in order to change emotion with emotion and alleviate suffering.
- Collaborative sense-making and psychological formulation through the Big Empathy Drawing.

- Using arts and imagery in therapeutic conversations with vulnerable children.
- Having the confidence to have those difficult conversations about specific ACEs with children and teenagers.
- Running ACE specific groups with children and young people.
- Formulating empathic responses using WINE (TISUK).
- Holding in mind all the key themes of human suffering.
- Limits of competence: knowing when to refer on.

Working with specific mental health issues

- Working with children and teenagers who suffer from:
 - Depression
 - Anxiety
 - Self-Harm
- Behaviours that challenge.
- Using anger as a defence against hurt and pain.
- The current international politics around psychiatric diagnosis and psychiatric medication. Why it's vital we know.
- The muddle between trauma and psychiatric diagnosis (ASD, ADHD, Oppositional Defiant Disorder, Conduct Disorder, Bipolar, Borderline).
- Trauma informed alternatives to psychiatric diagnosis.

Trauma and mental health informed practices for whole school and community cultural change.

- How do we know if a school or community is mentally healthy or not?
- Supporting staff and parents with mental health informed interventions.
- Relational and reflective supervision for staff.

Overview

This practical skills-based training course underpinned by over 1000 evidence-based psychological, medical and neuroscientific research studies, is designed to inform and empower school and community staff to respond effectively to vulnerable children/young people who have experienced trauma and/or have a mental health issue. The government Green Paper, 'Transforming Children and Young People's Mental Health Provision' (December 2017), states: "There is evidence that appropriately trained and supported staff such as teachers, teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)." This training provides the core skills to make this possible. The training also includes the knowledge and skills for cultural change resulting in mentally healthy schools and communities (for both adults and children).

Two routes are available

- Diploma in Trauma and Mental Health Informed Schools and Communities – Internal route consisting of 10 teaching days.
- Certificate in Trauma and Mental Health Informed Schools and Communities – University validated route consisting of 12 teaching days.

(Course content is the same for both routes for the first 10 teaching days and students are taught together.)

Course start/end dates

September – March.

Course content

Assessment – Diploma

- Live Case Presentation.
- On-going assessment to ensure capacity for empathy and social engagement.

Assessments – Certificate

- Live Case Presentation.
- Essay (2,000 words).
- On-going assessment to ensure capacity for empathy and social engagement.

Time commitment

- Five two-day teaching sessions, all weekends (Diploma).
- Six two-day teaching sessions, all weekends (Certificate).
- Teaching day is 10.00am to 4.30pm/5pm.
- At least two hours a week in place of work where students can apply what they have learned on the training. This will need to commence no later than Day four of the training.

What qualification will I obtain on completion?

Diploma course: Diploma in Trauma and Mental Health Informed Schools and Communities.

Certificate course (University validated): Certificate in Trauma and Mental Health Informed Schools and Communities 20 credits.

Who is the Awarding Body?

Diploma course: Institute for Arts in Therapy and Education.

Certificate course: University of East London.

What affiliated organisations will I be registered with?

N/A

Entry requirements

What qualifications or skills do I need before I can enrol

- Empathy, in-depth capacity for introspection, self-awareness, being able to stay socially engaged not socially defensive under stress.
- Experience of working with children or teenagers or in a strategic role supporting adults working with children or teenagers.
- All students must also be currently working with or supporting those who work with children or teenagers and have permission to carry out work-based learning for the training within your role or setting. If you are **not** currently in a position to do this, it is your responsibility to set up work-based learning within a school or community. You can use your own workplace. **It is not possible to pass the training without work based learning.**
- For non-English speakers, an IELTS score of 6.5 in each component is a requirement for entry onto the training.

Financial costs and payment

<https://artspsychotherapy.org/iate-general/course-training-fees>

Additional costs

- Personal therapy (recommended, but not compulsory).
- DBS – £61.60 paid to DDC (if not currently in possession of DBS certificate).
- University of East London registration fee (Certificate route only).
- Travel expenses.

Is this course eligible for the Bursary?

<https://artspsychotherapy.org/iate-home-page-text/bursaries>

This course is not currently eligible to receive bursary funding.

Employment opportunities and typical employment pathways

- Schools.
- Pastoral Lead/Mental health leads in schools.
- Community and Voluntary sector organisations.
- Youth work.
- Youth Offending Services.
- Health services.
- CAMHS – Mental Health Worker.

ONLINE TRAINING

Certificate in Child and Adolescent Mental Health

Trainers: Dr Margot Sunderland and other top psychologists and experts by lived experience

A flexible rolling training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of East London) and Centre for Child Mental Health.

Start date

As this is a rolling programme, you can join at any time (subject to your application form being accepted). Once accepted, you will be given access to all 10 x 2 hours sessions (recorded).

Time commitment

- 10 x 1 to 2 hour child and adolescent mental health forums recordings view in your own time.
- 2 x additional mental health webinars on therapeutic relational skills (watch in your own time).
- Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.

How it works

Attend the 10 modules in any order, watch them live or the recording after the event (for limited time).



About the training

In the public arena, the media and schools, the narrative about mental health sounds a bit like symptoms descend on you like Covid or the common cold. It's a narrative that's superficial, impoverished, brings little hope and is not neuroscience or psychology research informed. It rarely informs you about causes (apart from broken brain and faulty genes myths which are just plain wrong) or about

how to recover, meaning transformational change rather than just temporary relief or symptom control. In contrast when people are given the wealth of research (made accessible) and fascinating insights about the impact of unprocessed traumatic life experience on mind, body and brain, they feel both relief and hope. They are often motivated to engage in the relational interventions proven to bring mind in torment to mind in peace.

So, this training is for anyone who works with children and young people who wants the neuroscientific and psychological truth about mental health problems and how people can go on to live quality of life without emotional baggage. Proof? Trauma Informed Schools UK (sister organisation of IATE/CCMH) has been using this knowledge and interventions in over 5000 schools with over 20,000 staff. The knowledge and interventions are changing so many lives.



Course Content

- Causes of mental health problems: helping children and young people (cyp) heal.
- Causes of chronic anxiety, phobias, obsessive-compulsive rituals, panic attacks, insomnia: helping cyp heal.
- Causes of emotionally based school avoidance: helping cyp heal.
- Causes of depression: helping cyp heal.
- Causes of self-harm: helping children helping cyp heal.
- Causes of hearing voices, dissociation, 'psychosis': helping cyp heal.
- Causes of low self-esteem/self-hate: helping cyp heal.
- Causes of anger problems/complex PTSD/violent behaviour: helping cyp heal.
- Eating disorders, body dysmorphia, somatic symptoms, causes and healing.
- Suicidal ideation and attempts: causes, healing and prevention.

Fees: £545

For more information

www.artspsychotherapy.org | info@iate.uk

APPLY ONLINE



ONLINE TRAINING

Certificate in Child and Adolescent Counselling Skills

Includes second award: Certificate in Child and Adolescent Mental Health



A flexible rolling training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of the University of East London) and Centre for Child Mental Health.

About the training

- Gain key counselling skills to enable you to develop a meaningful dialogue with a child/teenager in ways which enable them to develop psychological awareness and be able to process painful life events in the safety of a warm empathic therapeutic relationship.
- Learn skills in forming a working alliance, active listening, developing therapeutic presence, unconditional positive regard, how to voice validating empathic responses, collaborative sense making, narrative competence (how to respond to their story about a key life event), use of arts and imagery to deepen communication.
- Provide corrective emotional experience to enable children/young people to develop self-compassion, assertiveness, self-worth.
- Gain a wealth of knowledge about the causes and healing of mental health problems.

Admissions

Successful application form.

Evidencing appropriate work experience with children and young people either as an employee, volunteer and/or experience as a parent. You will need to pass both part one and part two of the training to attain the award.

For more information

www.artspsychotherapy.org | info@iate.uk

Fees: £995

Part One (leading to the award of Certificate in Child and Adolescent Mental Health)

As this is a rolling programme, you can complete part one at any time (subject to your application form being accepted). Once accepted, you will be given access to all 10 x 2 hours sessions (recorded).

Time commitment

- 10 x 1 to 2 hour child and adolescent mental health forums recordings view in your own time.
- Two additional mental health webinars on therapeutic relational skills (watch in your own time).
- Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.

Part Two: From Mental Health Theory to Therapeutic Practice (Child and Adolescent Counselling Skills and Interventions)

June 2026 to September 2026

Time commitment

- Six weekend dates (online), 10am – 5pm each day:
 - Sat 6 and Sun 7 June 2026
 - Sat 4 and Sun 5 July 2026
 - Sat 12 and Sun 13 September 2026
- Two additional child counselling skills webinars (watch in your own time).
- The final day will include an assessment. You can attend the training without doing the assessment and gain a Certificate of Attendance not the award.
- You will need to pass assessments from Part One and Two to gain the award.

APPLY ONLINE

ONLINE TRAINING

Certificate in Art Therapy Skills (for work with children and young people)

Includes second award: Certificate in Child and Adolescent Mental Health



A training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of the University of East London) and Centre for Child Mental Health.

Benefits from attending

- Gain a wealth of knowledge about the causes and healing of child and adolescent mental health problems.
- Learn key art therapy skills: sand play, art, poetry, clay, art imaged-emotion cards, use of puppets. Everyday words fail to do justice to what a child wants to say, whereas a picture or image really does speak 1000 words.
- Learn how to enable children/young people to use arts and imagery to name their feelings and communicate far more effectively in order to process important life events.
- Includes second award: Certificate in Child and Adolescent Mental Health (part one)
- Progression route for those participants who want to go on to become a nationally recognised and registered art therapist or child psychotherapist.

Admissions

Successful application form.

Evidencing appropriate work experience with children and young people either as an employee, volunteer and/or experience as a parent. You will need to pass both part one and part two of the training to attain the award.

Early booking highly recommended as limited places

For more information

www.artpsychotherapy.org | info@iate.uk

Fees: £995

Part One (leading to the award of Certificate in Child and Adolescent Mental Health)

As this is a rolling programme, you can complete part one at any time (subject to your application form being accepted). Once accepted, you will be given access to all 10 x 2 hours sessions (recorded).

Time commitment

- 10 x 1 to 2 hour child and adolescent mental health forums recordings view in your own time.
- Two additional mental health webinars on therapeutic relational skills (watch in your own time).
- Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.
- Please note it is fine to begin part two before you have completed part one
- Part Two: From Mental Health Theory to Therapeutic Practice (Art Therapy Interventions)

Part Two of the programme

ONLINE (10am to 4.30pm)

Day 1: Sunday 21st June 2026

Day 2: Saturday 11th July 2026

Day 3: Saturday 12th September 2026

Day 4: Saturday 26th September 2026

Day 5: Saturday 17th October 2026

Day 6: Saturday 21st November 2026

Day 7: Saturday 5th December 2026

2 x additional Art Therapy Skills webinars (to watch in your own time).

All days must be attended for the award. If you miss a day, you can join the next cohort to complete that day. The trainings are run twice yearly.

ONLINE TRAINING

Run by Trauma Informed Schools and Communities UK (TISCUK) and Institute for Arts in Therapy and Education (academic partner of University of East London)

Advanced Certificate in Therapeutic Group Work: online (Children – aged 9 upwards, Teenagers and Adults)

Written and designed by **Dr Margot Sunderland**, leading psychotherapist and acclaimed child mental health author and **Graeme Blench Senior Psychotherapy Trainer** running therapy groups for over 30 years.

Unlock the power of group therapy with this dynamic, practice-based training designed to equip you with the skills and confidence to run transformational therapeutic groups for children, teenagers and adults. Guided by leading facilitators, you'll explore emotion-focused therapy, art therapy interventions, and psychoeducation to help people name, express and process painful life experiences. Learn how to empower all group members with the life skills of empathy, reflection, and emotional awareness whilst experiencing a true sense of belonging, often for the first time.

Discover key models of Group dynamics, Emotion focused therapy, Transactional Analysis, and trauma-informed practice, while gaining hands-on experience in small home groups, under the expert supervision from the trainers.

Many people tell us that these therapeutic groups have saved their lives

This makes perfect sense as studies show that thwarted belongingness, feeling worthless, disconnected from others, not valued are all very powerful drivers of suicidal ideation. In contrast, in these psychologically safe groups, people feel seen, understood and valued for who they are. Self-hate is undone with self-compassion, trauma-based shame with assertiveness, and feeling isolated and alienated with a strong sense of belonging.

Frightened at the thought of running groups?

Don't be! The training will enable you to feel very confident to offer this provision. The model we use is both time-structured and response-structured, so everyone feels emotionally 'held' throughout. The training also includes supervised facilitation practice in small home groups.

For more information

www.trauma-informed.uk
email: info@traumainformedschools.co.uk

Course content includes:

- What makes a group therapeutic?
- Emotion focused therapy in groups
- Theory and practice of group facilitation
- Supervised practice of group therapy skills
- Using the arts in therapeutic groups
- From alexithymia to naming the pain
- Using psychoeducation in groups
- Supporting group members to develop empathy/psychological awareness
- Key theories of group dynamics
- Psychological games (T.A.) played in groups
- How community groups heal
- Family group dynamics reflected on not re-enacted
- Selection process, safeguarding and knowing when to refer on

Admissions

Counselling or psychotherapy qualification, or counselling/psychotherapy trainee status meaning at least 100 live training hours with a tutor present. And/or TISUK Diploma or wellbeing training equivalent.

Work based learning

You can attend the training even if you don't want to run groups at the moment. That said, for the award you will need to carry out work-based learning with a minimum of 8 therapeutic group sessions. You can always return at a later date when you have run groups, to take the assessment.

Fees: (early booking recommended due to limited places)

£745 including the assessment day, or £645 without the assessment.

Dates and times (9.30am to 4pm)

- 26th & 27th February 2026
- 25th March 2026
- 5th May 2026
- 2nd June 2026 (assessment). You can attend the training without the assessment, in which case you will be given a certificate of attendance.



APPLY ONLINE



ONLINE TRAINING

Certificate in Neurodiversity: Understanding, Diagnosis and Developing Practice

Working with Children, Teenagers and Families

A five-day in-depth training programme

Optional additional assessment day for certificate qualification (6 days total)

Why this course matters

Behind every diagnosis is a child trying to make sense of the world, a family navigating uncertainty, and professionals working within overstretched systems. Rates of neurodevelopmental diagnoses are rising, and children with autism, ADHD, and developmental language issues are at increased risk of anxiety and depression – not because of neurodiversity itself, but due to barriers to understanding, support, and attuned care. Long waits, complex processes, and deficit-focused language can leave children feeling stigmatised, powerless and with chronically low self-esteem. Then for some, developmental trauma has been a reality and the child's and family's narrative is compromised through misdiagnosis.

What you'll gain from attending

- A wealth of therapeutic and relational interventions that empower neurodiverse children, teenagers and families to thrive.
- Insight into the language, assumptions and professional lenses that shape practice.
- Interventions to support expression, emotional regulation and social, cognitive and emotional development.
- Greater confidence in creating meaningful change where diagnosis has a profound personal and systemic impact.

A deeper understanding of:

- Autism, ADHD and Developmental Language Disorder in terms of correct diagnosis and misdiagnosis
- Neurodiversity: sensory, relational and cognitive development
- The emotional and psychological impact of diagnosis on identity, self-worth and relationships
- How to support the systems around the child – families, schools and services

Course dates (2026)

10am to 5pm each day

Day 1: Saturday 25 April

Day 2: Saturday 9 May

Day 3: Saturday 23 May

Day 4: Saturday 13 June

Day 5: Saturday 27 June

Day 6: Saturday 11 July – Optional assessment day (Certificate Award)

Who should attend

For anyone working with children/teenagers and families in a professional context.

Staffing

The course is facilitated by a multi-disciplinary team of professionals with extensive experience working with children, teenagers and families within the prism of neurodiversity and diagnosis. Drawing on expertise in integrative child and adolescent psychotherapy, psychology, counselling, therapeutic play, speech and language therapy and occupational therapy.

Admission

Application form. Experience working professionally with children, teenagers or families.



For more information

www.artspsychotherapy.org | info@iate.uk

Fees: £995



Advanced Practitioner Certificate in Parent-Child Therapy

(live streaming on-line)



Admissions

The training is open to practitioners who work directly with parents in schools/organisations or wish to do so. Qualification (not just attendance) required from TISUK or wellbeing training, counselling or psychotherapy training, or senior counselling/psychotherapy trainee status (meaning at least second year and started supervised clinical work).

Vision and aims

This training course aims to empower practitioners with a wealth of evidence-based interventions that support both parent and child mental health. The training is backed by cutting edge research on the neuroscience and psychology of parent-child interactions (over 800 research studies).

When parents haven't been parented themselves with emotion coaching, PACE (play/acceptance/curiosity/empathy) affect attunement, mental state talk, relational repair etc, why should they know how to parent in this way? Yet when these experiences are missing, negative interactions can all too easily become the norm, resulting in parents and children having a miserable time together, often for years. This then impacts negatively on both parent and child mental health.

So, this training is designed to support practitioners in skilling parents with effective relational interventions that bring consistently contactful connections. As part of this, practitioners will learn how to support parents to reflect instead or react, to prevent/ intervene effectively with child-on-parent violence (CPV), to empathise, to reflect instead or react, stay regulated and attuned under stress, all from a position of PACE. The training also includes skills in how to a) run 'tea and talk time' psycho-education groups for parents who want to improve their relationship with their child and learn how to handle tricky situations better b) carry out effective therapeutic sessions with parent-child dyads where relational repair is needed c) support parent-child relationships with interventions such as Parent-Child Game, Filial Therapy, Video-Interaction Guidance.

Benefits from attending

Gain skills in how to support parents to:

- Develop the art of PACE, mental state talk, social joy and relational repair.
- Understand transactional analysis including being able to cross transactions and avoid psychological games.
- Use DDP interventions effectively e.g., speaking about the child/speaking for the child
- Mentalize, attune to and engage with children at different developmental stages: infancy, middle childhood, the teenage years.
- Make the shift from stress-inducing to stress-reducing interactions.
- Engage in conversations on sensitive issues with children and teenagers.
- Have regular enriching interactions rather than family members in separate rooms/on their own devices.
- Stay regulated and contactful in the face of behaviours that challenge.
- Put down boundaries in a way that is respectful and non-shaming.
- Address their own mental health and unprocessed trauma recognise when they've got triggered and what to do about it.

Assessment

Evidence of relational skills with peer and staff throughout the training. Short PowerPoint presentation evidencing effective relational work with a parent or group of parents. Please note: the training can be attended without assessment and the award.

Time commitment

7 days over 5-6 months (cohorts starting termly)

To apply and for more information

www.traumainformedschools.co.uk
info@traumainformedschools.co.uk



Internal counselling qualifications

For some of our advanced trainings (e.g. Master's degree trainings) we require a Level 2 counselling qualification (not simply a certificate of attendance).

If you do not have one, you can complete this qualification during your first or second year of training. However, to ensure the highest standards and provide the strongest support for your development as a therapeutic practitioner, this must be one of our internal courses. These are in-depth, life-enhancing and offer lots of supervised practice in small safe groups. Either training will be accepted for both Master's degrees. For example, if you are intending to attend the MA

Integrative Arts Psychotherapy training, you might choose to attend the child counselling course, thus giving you skills for a different client group.

Usually, both trainings run twice yearly. They fill up quickly, so early booking is highly recommended.

You can choose from:

Certificate in Counselling Skills (teenagers and adults) – 4 weekend days, live at IATE

Certificate in Child and Adolescent Counselling Skills – 6 weekend days, online

See below for further details.



Certificate in Counselling Skills (teenagers and adults)

Level two award with 70 hours accrued from current IATE training

This experiential training invites you to explore the foundations of counselling and the power of therapeutic communication.

Explore the art of active listening, empathy, and therapeutic conversation

This two-part experiential training introduces the core skills of person-centred counselling and therapeutic communication. The training is specifically designed for those already studying at IATE to deeply enrich their learning as well as fulfilling the course requirement of attending a Level 2 counselling skills training. In skills practice, you will be supervised by top psychotherapists, so you feel competent not pseudo-competent.

Benefits from attending

- Understand how to develop therapeutic presence so people feel safe enough to open up.
- Develop active listening skills and learn how to voice empathy.
- Learn how to respond in ways that people feel seen, understood and deeply valued.
- Gain skills in paraphrasing, summarising, tracking, congruence, focusing, challenging.
- Recognise the power of congruence and unconditional positive regard.
- Understand blocks to listening, counter-transference pitfalls and how to avoid them.
- Use simple arts-based activities to enhance emotional expression and understanding.
- Learn how to respond with your own images and metaphors.
- Develop narrative competence in responding to key stories of painful life events.

Dates - Autumn term 2026

- Saturday and Sunday November 14-15
- Saturday and Sunday December 12-13
- 10:00am – 5:00pm each day

Venue

The Institute for Arts in Therapy and Education, Danes Yard, London E15 2QL

Fees

- £695 (paid in full) by September 1 2026
- Early bird 10% off, if paid by May 1 2026

Spaces are limited to ensure an intimate, supportive group environment.

To register or enquire: daisy@iate.uk

Certificate in Child and Adolescent Counselling Skills (online)

Includes second award: Certificate in Child and Adolescent Mental Health

A flexible rolling training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of the University of East London) and Centre for Child Mental Health.

Part One (leading to the award of Certificate in Child and Adolescent Mental Health)

As this is a rolling programme, you can complete part one at any time from now until July 2025. Once accepted, you will be given access to all 10 x 2 hours sessions (recorded). Alternatively, depending which month you join, you can choose to attend session/s live streamed instead.

Part Two: From Mental Health Theory to Therapeutic Practice (Child and Adolescent Counselling Skills and Interventions)

June 2026 to September 2026

Time commitment

- Six weekend dates (online),
- 10am – 5pm each day:
 - Sat 6 and Sun 7 June 2026
 - Sat 4 and Sun 5 July 2026
 - Sat 12 and Sun 13 September 2026
- Two additional child counselling skills webinars (watch in your own time).
- The final day (Sun 13 September) will include an assessment. You can attend the training without doing the assessment and gain a Certificate of Attendance not the award.
- You will need to pass assessments from Part One and Two to gain the award.

Admissions

Application form

Experience in working with children or teenagers or experience as a parent.

Fees: £995

Early booking highly recommended as limited places

For more information:

www.artspsychotherapy.org info@iate.uk





Enquiries and applications

The Institute for Arts in Therapy and Education
Sugar House Island, 1 Danes Yard, Stratford, London E15 2QD

Tel. 020 7704 2534

www.artpsychotherapy.org

info@iate.uk

Cover images Clay Image: AR57TN/Alamy Stock Photo, Hand paint: Michael Austen/Alamy Stock Photo, Teenager with paint tears: Christian Sterk/Unsplash, Circles of paint: Brain light/Alamy Stock Photo.

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Due to unforeseen circumstances, we reserve the right to change or amend any details to the training courses as described in this prospectus.