



# A GUIDE TO APAC PLACEMENTS

ACADEMY OF PLAY AND CHILD PSYCHOTHERAPY

contact@apac.org.uk  
APAC - The Coach House - Belmont Road - UCKFIELD - TN22 1BP

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## Introduction

The Academy of Play and Child Psychotherapy's (APAC) prime concern is to promote and monitor safe and effective practice with infants, children, and young persons. Placements have an essential role in the training of practitioners at various levels.

The purpose of this document is to provide information to prospective placements which outlines the responsibilities of the trainee, course provider and placement organisation for a trainee undertaking a course provided by APAC. Further information regarding these courses can be found at [www.apac.org.uk/training-placements/](http://www.apac.org.uk/training-placements/).

This document is relevant for all students undertaking their training through the University of Chichester (UoC). Trainees are generally responsible for identifying and securing a placement.

A **glossary** of all terms used within this document can be found on page 13.

## Benefits for the organisation

The benefits for the organisation providing the placement can be:

- The provision of a cost-effective added value service for children that meets the Government's requirements for attending to the emotional wellbeing of infants, children, and young persons in their care;
- More effective achievement of the organisation's objectives because of the improved emotional state, behaviour and mental health of the infants, children, and young persons;
- Release of other professional staff members' time who do not have specialist therapeutic experience;
- Increased engagement with the community through contact with parents and carers;
- Proving, through a pilot scheme, the effectiveness of therapeutic play and play therapy to justify continued funding;
- Less strain and pressure on current staff dealing with behaviours and which underlying reasons could be addressed through Therapeutic Play and Play Therapy, therefore giving teaching staff time to carry out teaching and learning; and
- Reduced sick leave from staff who have been impacted either directly or indirectly by the behaviour of the children.

## Pre-practice process

Placement organisations need to consider various factors when offering a placement to a trainee. Placement providers will need to carefully reflect on the practical aspects of having trainees working for them, to ensure that the placements are both effective and they avoid exploiting trainees or compromising the standards of service offered to clients. These reflections will vary between clinical settings, but some key questions could be:

- Is there sufficient client demand to accommodate a trainee?
- Is the physical space sufficient to accommodate sessions?
- How will organisations make placements available to those with accessibility needs?

- Who, within the team, will hold supervisory and managerial responsibilities for the placement holders?
- How will placements be monitored for effectiveness?
- How will organisations ensure that they meet appropriate Health and Safety criteria? (Trainees should never be expected to work unsupported while on placement.)

The responses to the above questions will not necessarily preclude the provision of placements but, rather, will help to shape just what placements can be offered.

## Safer Recruitment Processes

OFSTED requires schools to evidence they have complied with safer recruitment processes, and as such some placements may request additional assurance from APAC. Organisations should be aware that APAC complies with safer recruitment processes and checks the following for all trainees:

- Verification of identification checks;
- Right to Work in the UK checks, if appropriate;
- Where applicable, relevant qualification and registration checks;
- Employment history and reference checks;
- Suitability checks, such as an Enhanced DBS check, including checks against the DBS Barred List and Adults Barred List, and/or Access NI, Scottish PVG or Garda Vetting checks.

A Letter of Assurance may be requested from the trainee for the organisation's records.

## Trainee requirements

Organisations must be aware of the following when considering whether to offer a placement:

### *Clinical hours*

Trainees are required to complete **100** sessions of clinically supervised practice for both the Postgraduate Certificate in Therapeutic Play Skills and Postgraduate Diploma in Play Therapy courses provided by APAC. This includes working therapeutically with groups of clients at the Postgraduate Diploma stage.

### *Sessions*

A session is defined as **40 minutes** work with the clients, either individually or in a group (Diploma only) and **20 minutes** for preparation, clearing up and writing notes. Please ask about the session requirements for other courses.

### *Amount of sessions*

A minimum of **12** sessions will be offered for individual sessions following discussion of the referral with a clinical supervisor. Further periodic reviews will take place and the episode of therapy may be extended, in discussion with the placement and clinical supervisor. In practice the needs of clients are paramount. If a conflict of interest arises between the number or type of therapy hours required, or other organisation needs, the client's needs must come first.

## *Referrals*

Suitable referrals must be identified through an approved assessment process, which will normally include the use of the Goodman Strengths and Difficulties Questionnaire (SDQ) and 'Hopes and Expectations' questionnaire. Other assessment measures may be used subject to the written approval of the training provider.

Referrals for the Postgraduate Certificate in Therapeutic Play Skills course trainees must consist of **the referrer** SDQ Total Difficulties scores being inclusive of and between **11 – 21**: they must not exceed a score of 21. Trainees on the Postgraduate Diploma in Play Therapy stage must work with **the referrer** SDQ Total Difficulties score of **22+** and will also need to work with groups of children, whose **referrer** SDQ Total Difficulties score must be inclusive of and between **11 - 16**.

All referrals will be discussed with and approved by the trainee's clinical supervisor to ensure safety of practice and clinical decisions will be made in reference to PTUK's Ethical Framework.

## *Caseload*

The caseload for a trainee is agreed in discussion with their clinical supervisor and is dependent upon the course requirements, and level of training and experience of the trainee.

Trainees on the Postgraduate Certificate in Therapeutic Play Skills may work with up to **4** clients per week. Trainees on the Postgraduate Diploma in Play Therapy may work with up to **6** clients per week: one of these client slots may be used for group work. This may therefore mean that Postgraduate Diploma trainees may be holding the process in excess of 6 clients whilst undertaking group work: any decision to increase a caseload should be discussed in supervision taking into account the trainee's capacity for holding these processes concurrently.

## Placement requirements

All placement organisations should:

- be a legal entity;
- have employer's liability and professional indemnity insurance;
- be registered with the Information Commissioner's Office (ICO);
- have a Designated Safeguarding Lead (DSL) on site and available at all times
- have a named person as the Placement Link;
- hold an Organisation Membership with APAC.

## Clinical Supervision

Trainees are obliged to 'use supervision for appropriate personal and professional support and development' (PTUK Ethical Framework, pg. 8). The provision of appropriate and sufficient supervision is an essential part of trainee placements, providing as it does a safe space to consider their practice. It is important that placements clarify with trainees whether the placement organisation will be providing or paying for supervision, or whether they will need to find and finance their own clinical supervisor.

The placement organisation is responsible for any line management supervision that may be required such as scheduling referrals, holiday arrangements, property, and security matters.

Clinical responsibility for the student's client work shall be held jointly by the placement organisation and the Clinical Supervisor whom they contract with to supervise their client work.

APAC and PTUK/PTI are responsible for ensuring that the trainee undertakes the required amount and quality of clinical supervision. Clinical supervisors have to be approved to work with trainees by PTUK. They must be experienced practitioners, with at least 100 hours of practice in play or creative arts therapies after qualifying as a Certified Play Therapist, and have completed recognised training in clinical supervision. A list of clinical supervisors can be sourced by visiting [www.playtherapy.org.uk/clinical-supervision/](http://www.playtherapy.org.uk/clinical-supervision/). In exceptional cases where geography makes the location of the nearest PTUK-approved clinical supervisor difficult, online supervision may be used; permission must be sought from the Supervision Support team who can be contacted at [supervision@ptukorg.com](mailto:supervision@ptukorg.com). PTUK has a standard form of contract for clinical supervision.

Trainees must attend individual supervision with a ratio of 1 hour of supervision: every 6 clinical sessions **or** 1 hour of supervision fortnightly, **whichever comes soonest**. Trainees will also attend group supervision provided within their training. A minimum of 18 hours of clinical supervision must be completed to meet the training requirements: usually 5 of these are provided as part of the course so the trainee must source a minimum of a further 13 hours of clinical supervision.

One-to-one supervision provides a close collaborative relationship for the trainee to develop the skill of putting theory into practice, with opportunities for trainees to explore their unknowing and unease.

Facilitated group supervision brings advantages so that trainees can learn from, and support each other, with the group process strengthening team building.

### Collaboration between APAC, placement provider and clinical supervisor

It is important for both trainees and their clients that there is a clear understanding of how they, their clinical supervisor, placement, and training provider will collaborate to ensure that their work with clients satisfies professional standards, and that they feel supported in their work. It is important that the arrangements for this collaboration are agreed in advance of their working with clients, and that there is ongoing, consistent, and effective communication between all parties. This means that if a problem or something unexpected were to arise then all parties would be clear on how to proceed.

Ethical practice, appropriate supervision, health and safety issues as well as clinical competence are important issues for the client's and trainees' own safety and for the good standing of the placement and training providers.

To this end a 4-way communication agreement will be completed and signed by all parties concerned. This document allows the trainee, their clinical supervisor, placement link and Course Director to communicate with each other to present any information regarding the practice of the trainee. Any practice issue that cannot be easily resolved between all parties will also be shared with the Chief Executive of APAC by the Course Director, who will advise

all of those involved as to the route or steps needed to be taken. All discussions and subsequent decisions will adhere to the PTUK's Ethical Framework. This 4-way agreement can be found in Appendix A.

## Financial aspects

Financial arrangements should be clearly set out and agreed before the commencement of the placement, if the organisation is not the employer of the trainee. The following guidelines are suggested:

Course	Guideline
All courses	In an optimal situation, the placement organisation bears the costs of providing the playroom/space, the equipment, and materials.
PG Certificate in Therapeutic Skills	Recognising that the trainee's skills are unproven we recommend that the service is provided free of charge until 100 sessions have been satisfactorily completed. The trainee normally funds their clinical supervision unless employed by the placement organisation. Clinical Supervisors have to be approved by PTUK/PTI.
PG Diploma in Play Therapy	By this stage the trainee is qualified to practice as a Certified Practitioner in Therapeutic Play Skills and should have proved their capabilities through measured clinical outcomes. The recommended session rate for Therapeutic Play Practitioners working within their competencies is £30 in the open (UK) market. We recommend that the Diploma service is provided free of charge until 100 sessions have been satisfactorily completed. However, as the organisation is providing further opportunities for the trainee this is negotiable. It is highly recommended that the organisation pays for the cost of clinical supervision.

## Safeguarding

Trainees must complete the safeguarding training provided as part of their training, and are expected to adhere to the safeguarding policies and procedures of the placement. Trainees are also expected to update their safeguarding training on a minimum 3 yearly basis so they remain abreast of updates to the relevant government safeguarding guidelines and legislation. Further information is available in PTUK's Safeguarding Policy which is available at [www.playtherapy.org.uk](http://www.playtherapy.org.uk).

## Confidentiality

Trainees must be provided with a safe and confidential space in which to conduct their clinical sessions. This must be consistently available and kept clear of extraneous equipment or materials for the times of play therapy sessions. Trainees must be able to provide absolute privacy during every play therapy session, with no interruptions, respected by every member of staff.

Trainees are asked to cover any windows or views into the therapy space to afford their client complete confidentiality. We are aware that some placements will have policies in place to ensure safeguarding of children and as such may become nervous at trainees being alone 1:1 with a child: APAC would like to assure placements that all trainees will have had police security checks and will have professional indemnity and personal liability insurance in place before commencing sessions with clients.

At times this confidentiality arrangement may need to be negotiated with the placement to align with their policies: under these circumstances we recommend windows or views into the room are covered up to the eye line of standing adults so that the process may not be viewed by passing children. However, under no circumstances are adults to stand and observe a clinical session as this contravenes the confidentiality agreement trainees have entered into with the client, which must be respected. Respecting and adhering to confidentiality allows the client to have trust in the trainee that their process will remain confidential and that any safeguarding concerns will be passed on according to the placement organisation's policies and procedures.

## Client data and GDPR

All trainees are required to record data relating to each client on a confidential and secure data management system called Fortuna.

Fortuna is a cloud-based data management system within which information is encrypted as well as password-protected. Trainees are both the Data Controller and Processor of data that is held in Fortuna. They are responsible for ensuring all records requiring anonymisation are given strong codes and that the device they use to access Fortuna is secure.

Only encrypted information is passed to PTUK. When trainees submit information, a series of randomly allocated client-identity numbers are used. This allows PTUK to link the items of information for analysis without revealing the child's identity. This information is kept in a secure database system which is not connected to the internet. In the unlikely event of security being at risk it is almost impossible to identify the parent/carer or the child.

PTUK therapists, and therefore trainees, are required to keep client records for their lifetime in case a complaint is made in the future during the client's adulthood. Trainees will have a Data Protection Policy in place that will further detail how they will process data, a copy of which can be made available on request.

## Endings

### *Planned endings*

Careful thought is needed to ensure that there is a clear process for the ending of a trainee's client work. From the client's perspective, there can be a risk, if the ending is not managed well, that it could detrimentally impact on their wellbeing. However, this can be mitigated by ensuring that clients are made aware of end dates during the initial contracting process.

It can also be helpful to consider a phased ending to the trainee's client allocation if the interventions are time limited. In addition to managing the end of client work, the end of



the placement also brings the opportunity for the trainee to reflect with the service on their work throughout the placement.

In some organisations whilst the placement may end, the trainee may continue as a volunteer practitioner, or a member of staff with the same service. If this is the case, it would be important to review with the trainee their placement, and outline what the new role will involve, any differences in the organisation's expectations of them and to manage the transition in respect of any current clients.

### *Unplanned endings*

Unfortunately, whilst planned and structured endings may always be desirable, in practice they are not always possible due to unforeseen circumstances. A trainee may need to suddenly step back from their client work. Very occasionally an organisation may need to terminate a placement. The organisation will need to ensure that should an unplanned ending occur, it has considered the appropriate processes meaning that clients are appropriately supported and reallocated. If a trainee ends their placement prematurely then the service should also update APAC.

### Placement contract

Placements are required to sign a placement contract that outlines the various responsibilities and commitments of both the placement and trainee. The trainee will present this document which will have been edited to include details of the trainee, placement, and training organisation. Within this document details will be included of the trainee and organisation's public liability insurance and registration with the Information Commissioner's Office (ICO). Also within the contract any financial aspects or agreements will be explained in full and agreed by all who sign.

### Requirements of a suitable working environment

Trainees must be provided with the following by their placement:

#### *Essential*

1. A Placement Link person will be appointed;
2. A play room, or play space that is safe in terms of confidentiality, physical security, and consistency. This must be consistently available and kept clear of extraneous equipment or materials for the times of play therapy sessions.
3. Adequate equipment and materials that meet Health and Safety requirements and safe storage for them.
4. Absolute privacy during every play therapy session, with no interruptions, respected by every member of staff.
5. Confidentiality. No member of staff should ask the children how they got on in therapy, or draw attention in any way to the fact that they go to play therapy, apart from reminding the child in a low-key way, if necessary, of their next session.
6. A Child Protection / Safeguarding Policy and procedures, clearly communicated to the trainee, and all others concerned. The trainee must be informed of the relevant staff members responsible for Safeguarding within the placement and where they

can be located, including any deputies. Any conflicts with APAC course requirements and PTUK/PTI's Ethical Framework need to be resolved in writing before the placement starts.

7. The trainee is provided with the knowledge and facilities to protect the confidentiality of client records and to observe the requirements of the Data Protection Act(s).
8. The trainee must also be made aware of any permissions that are required in relation to the presentation of the organisation's information to a training provider or external clinical supervisor, including material incorporated into case histories, research and of course in respect of any subsequent publication.
9. Adequate time is provided for the trainee to carry out the sessions and attend clinical supervision.
10. The scheduling of client sessions is agreed in advance and adhered to. Any unavoidable changes to be notified to the trainee as soon as possible. Messages from the trainee for the child, due to unavoidable absence, are passed on verbatim and in a confidential location.
11. Periodic client review meetings involving the trainee, organisation staff, parent/carers and the child or young person. A review meeting should take place after 8 sessions.
12. Communication protocols between the trainee and all relevant members of staff are agreed regarding the handover of clients before and after sessions.
13. Ending of therapy: The decision when to finish a course of sessions for a child needs to be taken jointly with the trainee and the organisation. A review meeting should take place after 8 sessions during which new SDQs should be completed. Following this the outcomes will be discussed in the trainee's clinical supervision and a decision will be made to either extend or end the sessions. Time needs to be allowed for an ending.
14. Satisfactory Police Safeguarding and Suitability checks.
15. The professional indemnity and public liability insurance policies of the organisation include therapeutic work.
16. The placement organisation will obtain parental consent for therapy from all those with parental responsibility.
17. Agreement upon the PTUK ethical framework to be used and complaints procedures. Any conflicts between the organisation's ethics and the PTUK Ethical framework need to be resolved and agreed in writing before the placement starts
18. Agreement upon the referral data, including clinical outcomes, that must be submitted to APAC and the professional organisation (PTUK/PTI) for clinical governance.
19. The placement organisation will agree to continue to supervise the trainee's client work (Line Management) over the completion of the Agreement period.

20. The placement organisation will monitor the trainee, and the placement link person will write a report at the end of the placement using the placement report document.

### *Desirable*

21. Presentations, by the trainee, to all of the organisation's staff, on the rationale of therapeutic play, its benefits and how it is proposed to integrate the service into other relevant activities;
22. Encouragement of parental involvement at all stages;
23. The SDQ assessment of all children and young persons in the organisation's care;
24. Information about the child from school and home. The trainee would like as much information as possible before starting play therapy with the child. The placement organisation should also let the trainee, the Clinical Supervisor and the Course Director know of any developments, which could have an impact on the child's emotional state.

## Concerns about a trainee

APAC expects trainees to conduct themselves in a reasonable and appropriate manner at all times. Individuals or organisations that have contact with trainees expect to interact with competent professionals, with relevant skills who are properly trained and qualified and have the necessary clinical and personal skills.

However, on occasion a concern may be raised by either the course director, clinical supervisor, or placement link person. Under these circumstances:

- Concerns from a course director

In accordance with APAC's Student Fitness to Practise Policy, APAC reserves the right to advise trainees who are experiencing problems to undergo personal therapy or to take a break from working with clients until it is agreed by APAC that it is now considered safe to continue to practise.

Should a decision be made to pause the placement the trainee is responsible for informing the placement: this communication should also copy in the course director and clinical supervisor.

- Concerns from a clinical supervisor

Should a clinical supervisor have a concern regarding a trainee's conduct or fitness to practise, in the first instance they should initiate the 4-way agreement and contact the trainee's course director to discuss their concerns.

- Concerns from a placement

Should a placement organisation have a concern regarding a trainee's conduct or fitness to practise, in the first instance they should initiate the 4-way agreement and contact the trainee's course director to discuss their concerns.

Where a placement organisation has a published complaints procedure the placement contract should clarify the distinction between complaints made against the trainee's practice with clients in relation to malpractice and misconduct, and complaints that are made about aspects of the organisation's service delivery and how each type shall be handled.

APAC will take complaints seriously and an investigation will be undertaken according to APAC's Non-Academic Misconduct Procedure.

## Placement reports

As part of the trainee's course requirements a short report is required at the end of each placement, a template for which can be found in Appendix C. Once the placement is completed the trainee will generate an online report form for the Placement Link to complete, a copy of which is included within the trainee's portfolio of clinical evidence.

## Becoming an APAC placement provider

### Step 1: Registering

There are three routes to register as a placement for APAC:

- An organisation can contact APAC directly to register their interest in becoming a placement provider.
- An organisation can apply through APAC's website or links provided on social media.
- A trainee approaches an organisation to arrange a placement and provides the organisation with a link to register as a placement provider.

The link provided will direct the organisation to an online application form requesting specific information. The APAC Placement Lead will review the provided information and contact the placement directly to either request further information or confirm their approval as a placement provider.

### Step 2: Placement contract

Once an organisation is approved as a placement provider any trainee wishing to undertake a clinical placement will complete a placement contract, which will automatically be sent to the Placement Link to read and sign. Once this has been signed by the trainee, Placement Link and the trainee's Course Director, a copy will be sent to all parties. A paper copy of the placement contract can be found in Appendix A.

### Step 3: 4-way agreement

Once the placement contract is complete, the trainee completes a 4-way communication agreement which will automatically be sent to their Clinical Supervisor to read and sign. This is then sent to the Placement Link, and finally the trainee's Course Director for their signatures. A copy will be sent to all parties once all signatures have been completed. A paper copy of the 4-way agreement can be found in Appendix B.

## Helpful Links

Play Therapy UK	<a href="http://www.playtherapy.org.uk">www.playtherapy.org.uk</a>
The Academy of Play and Child Psychotherapy	<a href="http://www.apac.org.uk">www.apac.org.uk</a>
Placements list	<a href="http://www.apac.org.uk/training-placements/">www.apac.org.uk/training-placements/</a>
Clinical Supervisor list	<a href="http://www.playtherapy.org.uk/clinical-supervision/">www.playtherapy.org.uk/clinical-supervision/</a>
PTUK Ethical Framework	<a href="http://www.playtherapy.org.uk/ethical-framework/">www.playtherapy.org.uk/ethical-framework/</a>
Placements Support Team	<a href="mailto:placements@apac.org.uk">placements@apac.org.uk</a>
Supervision Support Team	<a href="mailto:supervision@ptukorg.com">supervision@ptukorg.com</a>

## GLOSSARY

APAC	The Academy of Play and Child Psychotherapy. APAC is the course provider and training organisation.
Client	A 'client' may include a pupil or student in school settings, or a child who makes use of services in other placement organisations.
Clinical Supervisor	Clinical Supervisors must be experienced practitioners, with at least 100 hours of practice in play or creative arts therapies after qualifying as a Certified Play Therapist, and have completed recognised training in clinical supervision.
Course Director (CD)	The CD is the trainee's course tutor who is responsible for delivery of the training and marking all academic and clinical work.
Placement Link	The placement link is the person responsible for coordinating and communicating with the trainee and other stakeholders regarding the placement. Their role includes: <ul style="list-style-type: none"><li>• Ensuring they are available for consultation with the trainee at agreed times;</li><li>• Acting as a liaison between the trainee and other members of staff regarding referrals, form filling and contacting parents;</li><li>• Enacting the 4-way communication protocol should they have any concerns about the trainee;</li><li>• Writing the placement report for the trainee at the end of their placement.</li></ul>
Placement provider	The placement provider is the organisation which is agreeing to offer a placement for the trainee. The main role of the placement provider is to provide suitable referrals for the trainee to work with and a suitable working environment. Placement providers will sign a placement agreement which outlines their responsibilities to the trainee.

PTI	Play Therapy International is a not-for-profit organisation dedicated to promoting the use of play and creative arts as ways of enabling children to reach their full potential. They are funded through membership subscriptions of our affiliated organisations.
PTUK	Play Therapy UK manages the Register of Play and Creative Arts Therapists which is accredited by the Professional Standards Authority. They quality assure their registrants through a stringent revalidation process and manage standards of clinical supervision. PTUK also accredit training courses for the initial training required to meet the standards of the register and for continuous professional training (CPD).
SDQ	The Strengths and Difficulties questionnaire is a brief emotional and behavioural screening tool for children and young people.
Trainee	A student who is enrolled on either the Postgraduate Certificate in Therapeutic Play Skills or the Postgraduate Diploma in Play Therapy.

# APPENDIX A: Placement Contract



*Trainees will edit this online contract to personalise it to their own placement provider. All text in red will be edited to reflect information relevant to the trainee and placement provider.*

## Preface

Play Therapy UK (PTUK)'s prime concern is to promote and monitor safe and effective practice with infants, children, and young persons. Placements have an essential role in the training of practitioners at various levels. The Academy of Play and Child Psychotherapy (APAC) document "Trainee Placement Guidance and Contract" provides a description of: the rationale; considerations; the role and the responsibilities of the trainee, the training course provider and the placement organisation; financial aspects; setting up the placement; and supervision requirements.

## Disclaimer

*This specimen agreement provides material that is offered in good faith to assist the drafting of a placement contract. This advice is thought to be accurate, but no warranties, express or implied, are made. APAC and PTUK is not responsible for the validity or accuracy of the material presented in a placement contract and will not be held liable for any direct or other damages resulting from it.*

## Contract for a Training Placement

This contract is between **[Name of placement provider]** referred to as the 'placement organisation' and **[Name of Trainee]** referred to as 'trainee' whilst undertaking the **[Name of Course]** **[Name of cohort]** starting on **[Start Date]** delivered by The Academy of Play and Child Psychotherapy (APAC) referred to as 'Training Provider' and accredited by PTUK/PTI. The purpose of the contract is to set out the responsibilities of all parties in relation to clinical work undertaken by the trainee, whilst under training by the training provider, for clients referred by the placement organisation.

This contract shall be operative until terminated by the trainee and placement organisation or superseded by subsequent amendments or replacement with a successor set of terms and conditions.

## The Role and Responsibilities of the Placement Organisation

The main role of the placement organisation is to provide suitable referrals for the trainee to work with and a suitable working environment. Suitable referrals must be identified through an approved assessment process, which will normally include the use of the

Goodman SDQ and 'Hopes and Expectations' questionnaire. Other assessment measures may be used subject to the written approval of the training provider.

Referrals for the Postgraduate Certificate in Therapeutic Play Skills course trainees must consist of **the referrer** SDQ Total Difficulties scores being inclusive of and between **11 – 21**: they must not exceed a score of 21. Trainees on the Postgraduate Diploma in Play Therapy stage must work with **the referrer** SDQ Total Difficulties score of **22+** and will also need to work with groups of children, whose **referrer** SDQ Total Difficulties score must be inclusive of and between **11 - 16**.

The requirements of a suitable working environment to be provided by the placement organisation are:

***Essential***

1. A Placement Link person will be appointed.
2. A playroom or play space that is safe in terms of confidentiality, physical security, and consistency. This must be consistently available and kept clear of extraneous equipment or materials for the times of play therapy sessions.
3. Adequate equipment and materials that meet Health and Safety requirements and safe storage for them.
4. Absolute privacy during every play therapy session, with no interruptions, respected by every member of staff.
5. Confidentiality. No member of staff should ask the children how they got on in therapy or draw attention in any way to the fact that they go to play therapy, apart from reminding the child in a low-key way, if necessary, of their next session.
6. A Child Protection Policy and procedures, clearly communicated to the trainee, and all others concerned. Any conflicts with APAC course requirements and PTUK/PTI's Ethical Framework need to be resolved in writing before the placement starts.
7. The trainee is provided with the knowledge and facilities to protect the confidentiality of client records and to observe the requirements of the Data Protection Act(s).
8. The trainee must also be made aware of any permissions that are required in relation to the presentation of the organisation's information to a training provider or external clinical supervisor, including material incorporated into case histories, research and of course in respect of any subsequent publication.
9. Adequate time is provided for the practitioner to carry out the sessions and attend clinical supervision.
10. The scheduling of client sessions is agreed in advance and adhered to. Any unavoidable changes to be notified to the therapist as soon as possible. Messages from the therapist for the child, due to unavoidable absence, are passed on verbatim and in a confidential location.
11. Periodic client review meetings involving the trainee, organisation staff, parent/carers and the child or young person. A review meeting should take place after 8 sessions.



12. Communication protocols between the trainee and all relevant members of staff are agreed regarding the handover of clients before and after sessions.
13. Ending of therapy: The decision when to finish a course of sessions for a child needs to be taken jointly with the therapist and the organisation. A review meeting should take place after 8 sessions during which new SDQs should be completed. Following this the outcomes will be discussed in the trainee's clinical supervision and a decision will be made to either extend or end the sessions. Time needs to be allowed for an ending.
14. Satisfactory DBS/Police safeguarding checks.
15. The professional indemnity and public liability insurance policies of the organisation include therapeutic work.
16. Parental consent for therapy is obtained by the organisation.
17. Agreement upon the ethical framework to be used (normally PTUK's) and complaints procedures. Any conflicts between the organisation's ethics and the PTUK/PTI Ethical framework need to be resolved and agreed in writing before the placement starts
18. Agreement upon the referral data, including clinical outcomes, that must be submitted to the training provider and the professional organisation (PTUK/PTI) for clinical governance.
19. The placement organisation will agree to continue to supervise the trainee's client work (Line Management) over the completion of the Agreement period.
20. The placement organisation will monitor the trainee, and the placement link person will write a report at the end of the placement using the placement report document.

### ***Desirable***

21. Presentations, by the trainee, to all the organisation's staff, upon the rationale of therapeutic play, its benefits and how it is proposed to integrate the service into other relevant activities.
22. Encouragement of parental involvement at all stages.
23. The SDQ assessment of all children and young persons in the organisation's care.
24. Information about the child from school and home. The trainee would like as much information as possible before starting play therapy with the child. The placement organisation should also let the trainee, the Clinical Supervisor and the Course Director know of any developments, which could have an impact on the child's emotional state.

### **Trainee's Responsibilities**

The trainee is responsible for:

1. Working within the ethos and values of the organisation.
2. Using their best efforts to apply the training towards alleviating the problems of the clients that are referred.
3. In the case of multiple relationships, making sure that the correct boundaries are maintained.

4. Observing Child Protection, Health and Safety and other policies and standards of the organisation.
5. Working harmoniously with all members of staff.
6. Working within the set budget, if applicable.
7. Maintaining the playroom, or play space in impeccable condition.
8. Ensuring that there is an adequate stock of equipment and materials.
9. Protecting the confidentiality of client records and observe the requirements of the Data Protection Act(s) relating to the placement organisation.
10. Completing session information on Fortuna the PTUK record data management system.
11. Observing any permissions that are required in relation to the presentation of the organisation's information.
12. Ensuring that the confidentiality of the clients' processes are protected.
13. Reporting on the client's progress, when requested.
14. Diligently keeping to all session times and other appointments.
15. Reporting as soon as possible any absences from work, making alternative arrangements for the clients, and providing appropriate messages for the staff to pass on to the child.
16. Ensuring that they do not work with clients outside their competency (Postgraduate Certificate **referrer** SDQ Total Difficulties scores inclusive of and between 11 and 21, with a maximum **referrer** score of 21 and at the Postgraduate Diploma stage, with individuals **referrer** SDQ Total Difficulties scores of 22+, and with groups **referrer** SDQ Total Difficulties score inclusive of and between 11 and 16).
17. Preparing for and attending client review meetings involving the trainee, organisation staff, parent/carers and the child or young person.
18. Observing the agreed communication protocols with all relevant members of staff regarding the handover of clients before and after sessions.
19. Ensuring that there is adequate professional indemnity and public liability insurance in place to cover the therapeutic work. This can be either the placement organisation's or individual trainee's: if using the placement organisation's insurance it must be checked that it includes therapeutic work.
  - a. **PLI policy reference number (UK Only)** \_\_\_\_\_
  - b. **Policy Issue Date (UK Only)** \_\_\_\_\_

**[a copy of the PLI policy will be uploaded]**
20. Checking that parental consent for therapy is obtained from everyone with parental responsibility and permission for the use of data for research purposes is gained.
21. Working within the PTUK ethical framework and the agreed complaints procedures.
22. Producing reports, as required by the training provider, the placement and professional organisations, including the referral data (anonymised), and clinical outcomes, that must

be submitted to the training provider and the professional organisation for clinical governance.

23. Being registered with ICO for data protection purposes:

**Trainee's ICO Registration Number (UK Only)** \_\_\_\_\_

**Issue date of the ICO (UK Only)** \_\_\_\_\_

[a copy of the ICO certificate will be uploaded]

Is it employer's  or trainee's personal one?

24. Maintaining and revalidating their membership with PTUK/PTI for the duration of their training.

25. Attending individual clinical supervision with a ratio of 1 hour of supervision: every 6 clinical sessions **or** 1 hour of supervision fortnightly.

[a copy of the Supervisor Agreement will be uploaded]

### Financial Aspects

The placement organisation will pay for the trainee's supervision:

Yes  No  Other

If 'Other' is specified please specify the financial arrangement:

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### Signed

On behalf of: **[the trainee]**

.....  
Signature      Name                      Email                      Dated

On behalf of: **[the placement provider]**

.....  
Signature      Name                      Job title                      Email                      Dated

On behalf of The Academy of Play and Child Psychotherapy:

.....  
 Signature      Name                      Job title                      Email                      Dated

## APPENDIX B: 4-way Agreement

### SAFETY OF PLAY THERAPY PRACTICE – SHARING OF CONFIDENTIAL INFORMATION – THE 4-WAY AGREEMENT



This contract is between:

	<b>Course Number</b>	
<b>Student</b>	Full Name	
	Email Address	
<b>Clinical Supervisor</b>	Full Name	
	Email Address	
<b>Course Director</b>	Full Name	
	Email Address	
<b>Placement Link</b>	Placement organisation	
	Placement Link's Name	
	Email Address	

To enable each person to share confidential information to review the progress of the student undertaking Play Therapy Training with the Academy of Play and Child Psychotherapy as a Play Therapy UK (PTUK/PTI) registered Trainee. PTUK/PTI is the professional organisation, safeguarding the interests of the public. This contract will allow all of the above persons to communicate with each other to present any information regarding the practice of the student. Any practice issue that cannot be easily resolved between all parties will also be shared with Monika Jephcott, Chief Executive of APAC, by the Course Director who will advise all of those involved as to the route or steps needed to be taken. All discussions and subsequent decisions will adhere to the Ethical Framework of PTUK/PTI.

By signing this form all parties are consenting to give APAC permission to store the information above so they may be contacted regarding the student or course. Please see APAC's Data Protection Policy to learn more about how they use data ([www.apac.org.uk](http://www.apac.org.uk)).

APAC reserves the right to advise students who are experiencing problems to undergo personal therapy or to take a break from working with clients until it is agreed by APAC that it is now considered safe to continue to practice.

	Signature	Date of the Signature
<b>Student</b>		
<b>Placement Link</b>		
<b>Clinical Supervisor</b>		
<b>Course Director</b>		

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A copy will be held by the Student, the Supervisor, the Placement Link, and the Course Director. The Student will send a **scanned** copy to the APAC office.

**N.B If any of the above information changes a new contract will be required. The student remains responsible for the organisation and distribution of the new document.**

## APPENDIX C: Placement Report Template



**CONFIDENTIAL – APAC \*In review\***  
THERAPEUTIC PLAY SKILLS TRAINING PLACEMENT REPORT



Thank you very much for arranging a clinical placement in your organisation for:

Name of Student .....

Date of placement - from ..... to .....

As part of the placement we require a report from yourselves on the non-clinical aspects of her/his work with you during the placement as indicated below. Please tick the appropriate column.

	Excel- lent	Good	Fair	Not very good	Poor	Comments
<b>Attendance</b>						
<b>Punctuality</b>						
<b>Leaving facilities in good order</b>						
<b>Communication with your staff</b>						
<b>How well were you informed about the aims and objectives of the work?</b>						

<b>How well were your objectives of the placement met?</b>						
<b>Overall – how well did the placement work for your organisation?</b>						

Will you continue to use the person after the placement has ended?

Yes    Maybe    No

If "No" or "Maybe" please clarify:

Would you be happy to accept other similar placements?

Yes    Maybe    No

**Any other comments?**

(continue overleaf if necessary)

**Name:** ..... **Position:** .....

**Date:** .....

**Name and address of your Organisation** .....

.....

**Thank you very much for your time and help.**