

Programme details for the MA in Art Psychotherapy

(In order to view the most up to date information, please access our [website](#))

MA ART PSYCHOTHERAPY PROGRAMME CONVENOR:

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LOCATION

University of Roehampton, Whitelands College, Holybourne Avenue, London SW15 4JD.

Applicants can contact the Enquiries Office regarding visiting the University and to find out what life is really like studying at University of Roehampton. The Enquiries Office, Erasmus House, University of Roehampton, Roehampton Lane, London SW15 3PU enquiries@roehampton.ac.uk 020-8392 3232.

Applicants can contact the postgraduate admissions team regarding further information about programmes of study, how to apply, and the progress of their application. Department of Recruitment, International and Admissions, Room 109 Lawrence Building, Froebel College, University of Roehampton, Roehampton Lane, London SW15 5PJ internationaladmissions@roehampton.ac.uk 020 8392 3314.

For other queries please contact the university switchboard on 0208 392 3000

Programme details 2021 onwards
MA Art Psychotherapy, Department of Psychology

The application process

Initial selection is made through online submission of an application along with an e-portfolio link. A personal statement on applicants' experience and motives for entering the profession is required as part of the application. This gives an indication of applicants' ability to express themselves in writing and forms a basis for discussion in interview. For further information see Frequently Asked Question (FAQ) section towards the end of this document.

Entry requirements specific to the programme

Entry requirements for the MA are:

- Applicants will normally be required to hold a good degree (second class and above), usually in arts and design. Other disciplines such as psychology, teaching, nursing, the humanities, and graduate level professional qualifications in appropriate disciplines such as Occupational Therapy and Social Work are also considered.
- Applicants need to evidence that they can meet the academic demands of a Masters degree and will be required to prepare and submit a written personal statement to support their application.
- All candidates must present a portfolio of their art work at interview. The art portfolio should demonstrate the applicant's psychological and emotional exploration of self through the art making process. All the plastic arts and electronic media are welcome at the interview. The brief for the portfolio is deliberately vague for applicants to bring their own understanding of what it means to be a practising artist. The portfolio should demonstrate a strong comment to their artistic practice along with a fluidity of self expression within a variety of mediums. International applicants are asked to provide an e-portfolio link within their application form to any appropriate online repository.
- Applicants should demonstrate a maturity of personality and self-awareness compatible with training as a therapist. Applicants need an appropriate degree of psychological mindedness including the capacity to form and maintain appropriate empathic relationships with clients. They should also demonstrate emotional literacy, robustness and an ability to be self-reflective. This is addressed through a combination of assessments, including a health screening form, searching questions at interview related to different parts of the training and experiential work.
- Applicants will be expected to have appropriate clinical experience of having worked within the past five years within a setting and with clients relevant to the Programme. This might include working with children, adults or older adults in the areas of learning disabilities, mental health, hospice care, dementia care, neuro-disability, homelessness etc. (this is not an exhaustive list). This work can be undertaken either on a voluntary or employed basis.
- Applicants whose first language is not English will need to provide evidence that they can achieve an IELTS score of 7, with no element below 6.5 at point of graduation.
- Applicants will be required to supply the names of two referees, normally one of these should be able to comment on the applicant's academic suitability and the other the applicant's clinical suitability for the programme. References are always taken up prior to offering a place.
- In addition to these requirements, all students must be prepared to enter mandatory individual personal therapy. Payment for therapy is separate to course fees.
- All successful applicants will need to complete an enhanced Disclosure and Barring Service (DBS) check. Payment for this is separate to the course fees.

Important additional information and costs

- In addition to these requirements students must be prepared to enter mandatory individual personal therapy for 30 sessions per year of the training (this is paid for by the student, in addition to the course fees). Personal therapy is mandatory for this training. The costs of this vary significantly and may range between £45 to £80 per session.
- Students must also be prepared to apply and pay for an enhanced Disclosure and Barring Service check (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>, approximately £55). They are also encouraged to apply to the DBS update service at £13 per year, within 28 days of receipt of their DBS.
- International students may be required to complete a home police check clearance and they are advised to complete this prior to starting the Programme.
- Professional indemnity insurance may be required for the duration of some placements, which is approximately £60 per year.
- The cost of travel to placement should be taken into account, this is usually between £200-300 per placement.
- Studio fee for specialist art equipment is £60 per year for full time students and £40 per year for part time students.
- Students should be aware that role play (as both client and therapist) and experiential learning is an important learning and teaching method on the training and will be asked to give their agreement to take part in this. Students must also be prepared to allow tutors to contact their GP or other medical doctor prior to, or during the course of the training should this be necessary.

Students will be required to confirm their agreement with these requirements when they accept a place on the programme. These requirements link to the need to ensure students' fitness to study and fitness to practice at all times during the training.

General credit and level rating

MA: **240** credits at Level L.

Module coding

Module codes can look confusing so it may help to understand how they are constructed:

Module code example: **ATH010L014A**

ATH indicates the programme: Art Psychotherapy

010L indicate number of credits and at what level of study:

010 = 10 credits, L = Masters level (pass mark 50%)

014 denotes the course = Placement Preparation

The final letter indicates semester of its delivery: A= Autumn, S = Spring, Y = all year.

General Aims:

The Programme aims to ensure that students graduate from the training as safe and effective practitioners who can demonstrate that they have met the Standards of Proficiency (SOPs) <http://www.hcpc-uk.org/publications/standards/index.asp?id=39> as established by the HCPC (Health and Care Professions Council, the regulatory body in the UK <http://www.hcpc-uk.co.uk/>). The training also aims to ensure that graduates have a breadth and depth of clinical experiences, making them highly attractive to employers across a number of clinical settings as well as empowering graduates to creatively develop safe and effective new services.

The aims of the MA Art Psychotherapy

- a. Enable students to acquire a rigorous and comprehensive training in Art Psychotherapy which confers eligibility to apply for the appropriate registration.
- b. Enable students to work as competent, reflective and ethically sound therapists who can provide high quality professional services in a variety of settings through the skilful and creative application of a broad range of knowledge and self-reflective practical experience.
- c. Provide students with a thorough and in-depth embodied and systematic knowledge, experience, skills and confidence to work as a professionally qualified therapist so that they can demonstrate a comprehensive understanding of therapeutic techniques and approaches as required for professional registration purposes.
- d. Provide students with a thorough in depth and systematic understanding, from specific theoretical perspectives, for the practice of Art Psychotherapy while relating these to treatment models in other appropriate forms of psychological therapy or other forms of treatment.
- e. Provide students with appropriate clinical placements, with adequate supervision, in order to develop their capacity to work confidently, effectively and professionally in complex organisations with challenging client populations
- f. Develop students' ability to critically assess and reflect upon their role as potential reflective professional practitioners by active exploration and critical analysis of the key processes involved in therapeutic work and relationships.
- g. Provide opportunities for students to reflect and focus on their self-development, self-awareness, interpersonal sensitivities and creativity as they develop their identity as autonomous and creative therapists.
- h. Provide students with a thorough and comprehensive understanding of appropriate policy, legal and ethical issues, including equal opportunity and diversity issues related to therapeutic practice so that they can demonstrate an awareness and ability to manage the implications of complex ethical dilemmas, work pro-actively with others in the formulation and implementation of solutions and apply this understanding to complex and unpredictable situations.
- i. Develop students' skills in the critical evaluation of appropriate research, in respect to a wide range of service users in order that their eventual professional therapeutic practice is evidence based.
- j. Provide students with the opportunity to critically evaluate and examine, at Masters level, a range of research methodologies appropriate to the Arts and Play Therapies in general and, where appropriate, to conduct a research project as part of their final year project work. Thus enabling students to create new knowledge and understanding in research and practice which will contribute to the development of their profession and related fields.

Learning outcomes and modules

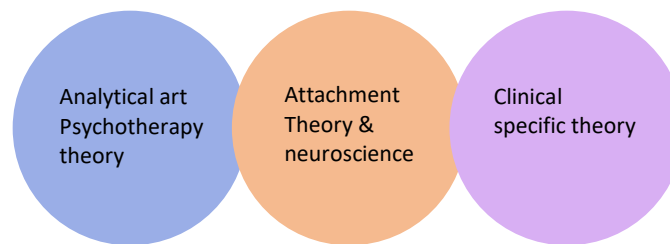
| Programme Learning Outcome | Modules |
|--|--|
| | Level 7 |
| Knowledge and Understanding. Students who successfully complete this programme will be able to: | |
| A1 Demonstrate their knowledge and understanding of analytical art psychotherapy | Analytical Art Psychotherapy Art Psychotherapy Placement 1, 2, 3 |
| A2 Demonstrate their knowledge and understanding of other models of art psychotherapy practice and therapeutic applications of art within the UK and further afield. | Art Psychotherapy Placement Preparation Analytical Art Psychotherapy Art Psychotherapy Placement 1, 2, 3 |
| A3 Demonstrate an understanding of the health and care landscape and of current relevant governmental policies and guidance (e.g. in health, social care and education), including confidentiality and consent | Art Psychotherapy Placement Preparation Art Psychotherapy Placement 1, 2, 3 |
| A4 Demonstrate comprehensive knowledge and understanding of relevant diagnoses and disabilities | Human Development & Growth |
| A5 Demonstrate comprehensive knowledge and understanding of the work settings within which art psychotherapists most commonly practice | Art Psychotherapy Placement Preparation Analytical Art Psychotherapy Art Psychotherapy Placement 1, 2, 3 |
| A6 Demonstrate comprehensive knowledge and in-depth understanding of the application of theory to different client groups and work settings | Art Psychotherapy Placement 1, 2, 3 |
| A7 Demonstrate comprehensive knowledge and understanding of the therapeutic facilitation of their clients' art making processes and products. | Art Psychotherapy Placement 1, 2, 3 |
| A8 Demonstrate their knowledge and systematic understanding of the effects of the environment and the role of the institution on a client's well-being | Art Psychotherapy Experiential Process 1, 2 Art Psychotherapy Placement 1, 2, 3 |
| A9 Know about research methodologies and evidence-based practice in the Arts Therapies. Have a comprehensive understanding of those most appropriate to art psychotherapy theory and practice | Research Methodologies and Methods Art Psychotherapy Placement 1, 2, 3 |
| A10 Have a comprehensive understanding of the need for self-knowledge, personal development, artistic development and on-going supervision for practising therapists | Analytical Art Psychotherapy Art Psychotherapy Experiential Process 1, 2 Art Psychotherapy Placement 1, 2, 3 |
| A11 Demonstrate a systematic understanding of the statutory requirements of the Health Professions Council and the maintenance of an ethical clinical practice | Art Psychotherapy Placement Preparation Art Psychotherapy Placement 1, 2, 3 |
| Cognitive skills Students who successfully complete this programme will be able to: | |
| B1 Understand artistic practices, process and production contexts | Analytical Art Psychotherapy Art Psychotherapy Placement 1, 2, 3 |
| B2 Conceptualise and integrate theory and practice in a systematic and creative way, and begin to develop their own working style | Human Development & Growth Analytical Art Psychotherapy Art Psychotherapy Placement 1, 2, 3 |
| B3 Critically research, analyse and evaluate the theory and practice of art psychotherapy | Analytical Art Psychotherapy Art Psychotherapy Experiential Process 1, 2 Art Psychotherapy Placement 1, 2, 3 |
| B4 Critically evaluate and synthesise art psychotherapy findings and literature, and be able to gather appropriate | Human Development & Growth Analytical Art Psychotherapy |

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|---|--|
| information | Art Psychotherapy Placement 1, 2, 3 |
| Practical skills Students who successfully complete this programme will be able to: | |
| C1 Demonstrate a fluidity of expression in and through a range of artistic process and products | Art Psychotherapy Placement Preparation Art Psychotherapy Placement 1, 2, 3 Analytical Art Psychotherapy Art Psychotherapy Experiential Process 1, 2 Interprofessional learning and practice |
| C2 Assess, and make informed and professional judgements about client need and strengths, and complex client issues, and use appropriate assessment and treatment techniques and strategies for meeting client needs and promoting self-management | Art Psychotherapy Placement 1, 2, 3 Analytical Art Psychotherapy Art Psychotherapy Experiential Process 1, 2 Interprofessional learning and practice |
| C3 Safely facilitate their clients' expressive art making processes and products. | Art Psychotherapy Placement Preparation Art Psychotherapy Placement 1, 2, 3 |
| C4 Develop a therapeutic relationship with clients | Art Psychotherapy Placement Preparation Art Psychotherapy Placement 1, 2, 3 Analytical Art Psychotherapy Art Psychotherapy Experiential Process 1, 2 Interprofessional learning and practice |
| Key transferable skills Students who successfully complete this programme will be able to: | |
| D1 Present their work in a well-structured and convincing way and with confidence, both orally and in writing | Human Development & Growth Analytical Art Psychotherapy Research Methodologies and Methods Research Project |
| D2 Use a high level of initiative and work independently | Art Psychotherapy Clinical Placement and Supervision 1,2, 3 |
| D3 Communicate appropriately with staff and clients and within a team, showing the skills to learn with and from students and professionals in other relevant professions, and communicate information and ideas to specialist and non-specialist audiences. | Art Psychotherapy Placement 1, 2, 3 Interprofessional learning and practice |
| D4 Deal with complex issues both systematically and creatively | Art Psychotherapy Placement 1, 2, 3 Interprofessional learning and practice Art Psychotherapy Experiential Process 1, 2 |
| D5 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level | Art Psychotherapy Placement 1, 2, 3 Interprofessional learning and practice |
| D6 Use critical reflection in their own clinical work, and appreciate their own limitations as a therapist and the need for appropriate levels of supervision | Art Psychotherapy Placement 1, 2, 3 Interprofessional learning and practice |
| D7 Use research skills and make a clear presentation of their findings in a seminar setting | Research Methodologies and Methods Research Project |
| D8 Undertake independent study into an area of interest in the discipline of art psychotherapy in order to make a proposal for, and carry out a small research project or elements of a research project | Research Methodologies and Methods Research Project |

Programme outline and modules

This course provides a professional training in art psychotherapy, approved by the Health and Care Professions Council. Graduates from the Programme are eligible to apply for registration with HCPC as an art psychotherapist and/or an art therapist. Art psychotherapy aims to help people to gain expression, develop insight and expand their repertoire of behaviours through the art therapeutic triangular relationship. Through the use of the visual arts, the therapist facilitates the person's move towards increased well-being, informed by therapeutic aims and clinical formulations. At Roehampton we have chosen to base our Art Psychotherapy training programme on the use of analytical art psychotherapy to inform our understanding of the therapy process and the ways the client uses the environment, the therapist and art making processes and products. In addition, empirically framed theory such as attachment theory and neuroscience further complement students' understanding of human development and growth. Broader theories and ways of working are also studied to equip students to meet a range of clinical need.

Unique theoretical base:



Art psychotherapists work within a wide range of clinical settings, individual and group work. They work with all ages; from infants and young children through to elderly adults. Art psychotherapists work within statutory services (such as the NHS, education or social services), within charities, schools and private organisations, and in private practice. Art psychotherapy can benefit people with a wide range of difficulties or challenges, including mental health problems, learning disabilities and autism, dementia and neurology, as well as people experiencing serious illness such as cancer or those who have experienced trauma. Art psychotherapists often work as part of a multi-disciplinary team, and frequently work in partnership with other disciplines.

The MA Art Psychotherapy programme is intended to enable competent, practising artists to train as therapists, bringing together their skills, education and other life experiences in the service of some of the most disadvantaged members of the community. The programme is designed to prepare students for work as adaptable clinicians in varied clinical areas with the ability to initiate work in an area of special interest, and to inspire engagement in lifelong learning. Graduates may go on to practice in the NHS, education, social services or the private sector. It is designed to prepare students for work with children and adults with a wide range of disabilities and illnesses, and placements usually include work with children, adults and older adults with learning disabilities, autism and Asperger's syndrome and mental health problems including psychosis, schizophrenia and dementia (this is not an exhaustive list). Candidates are expected to be able to demonstrate their ability to follow a postgraduate programme, and to have had some experience with one or more of the clients with whom art psychotherapists commonly work.

The programme aims to encourage a questioning critical and evaluative approach to both theory and practice. There is a balance between experiential learning and rigorous academic study at an advanced level.

The course emphasises the emotional development of the student practitioner together with clinical exploration through critical enquiry.

The programme may be studied full-time (2 years) or part time (3 years).

Since it is the MA which confers the professional qualification it is necessary to complete successfully all the modules with a total of 240 L credits. There is no intermediary or aegrotat award for this programme.

Credit Accumulation and Transfer Scheme (CATS):

Accreditation of Prior (Certificated) Learning (APL). This scheme relates to applicants who have prior certificated learning which may be transferable in the form of credit to their Roehampton programme.

Due to the highly specific and integrative approach of the MA in Art Psychotherapy this scheme will rarely be relevant and will ONLY apply to students who have accredited learning from an art psychotherapy training course in the UK approved by the UK HCPC and offering recognisable transferable credits. Any CATS queries should be directed to Admissions

Links to Professional Association:

We advise prospective students to join the British Association of Art Therapist as a trainee member. Contact details: <http://www.baat.org/> .BAAT provides information about developments in the profession. As a member you will also receive the International Journal of Art Therapy twice annually.

Arts and Play Therapies Community

Roehampton University is the only University that has all five arts and play therapy trainings. As such, we offer a unique community where students learn with and alongside each other, while also maintaining and developing their own identities as art psychotherapy trainees. The newly validated suite of Programmes will provide the opportunity for greater shared teaching as well as social events which take place within the academic year.

Research Culture

Through seminars with all 5 Arts and Play Therapies programmes, students gain an introduction to the research process and to research methodologies used in Art Therapy and Arts Therapies research. They undertake a small research project, resulting in assessment through a short research dissertation. This research project offers students the opportunity to undertake elements of the research process and demonstrate the evidence of their researching. A clinical or professional issue may provide the material for their research (research with service users is not possible). The research project enables the student to experience the research process, complete elements of a research project and thus take research skills into their future workplace

Post-Qualifying Doctoral Research Opportunities

The MA Art Psychotherapy Programme is committed to developing a research culture that may contribute to underpinning the discipline through a range of research endeavours. Graduates from the Programme and further afield are welcome to make enquiries regarding PhD research and are asked to contact Dr Jonathan Isserow in the first instance j.isserow@roehampton.ac.uk

Time commitments

The Programme follows the University's PG calendar

Term dates can be found [here](#)

Induction session: 19th September 2022 (First Year Students ONLY) To be confirmed

Induction session: 26th September 2022 (First Year Students ONLY) To be confirmed

Please note that some placements — particularly those in schools or CAMHS — expect students to commit for the school year, rather than the University year. All students are encouraged to discuss and negotiate the end date with their placement supervisor at interview.

Part Time Study

Part time students need to dedicate two days a week to their training. One day is spent at the University, the other on clinical placement. The placement day is negotiated between the student and the placement provider.

The following are the weekdays that students are expected to attend at the University:

Year I: Monday

Year II: Tuesday

Year III: Wednesday

The placement day needs to be negotiated between the student and the placement. University and placement days usually start at 9.30am and end at 5.00pm.

There are three placement intensive weeks in each year. This means that part time students use their university day in these weeks towards their placements work.

Part time students also need to find time to attend personal therapy once a week.

Full Time Study

Full time students need to dedicate 5 days a week to their training. In the first year, three days are spent at the University, the two other on clinical placement. In the second year, two days are spent at the University, two days on placement and the fifth is spent as independent study.

The following are the weekdays that students are expected to attend at the University:

Year I: Monday, Tuesday, Friday

Year II: Wednesday, Thursday

Placement days are scheduled around non-University days.

University and placement days usually start at 9.30am and end at 5.00pm although there are gaps in the day which can be used to attend personal therapy and undertake independent study.

There are three placement intensive weeks in each year. This means that full time students use their university days in these weeks towards their placements work.

Block Teaching Dates

For 2022 – 23, the block teaching dates will *provisionally* be:

Human Development and Growth – Wednesday 14th, Thursday 15th and Friday 16th October 2022
(FIRST YEAR STUDENTS ONLY)

Research Methods and Methodologies 24th, 25th, 26th October 2022 **(FINAL YEAR STUDENTS ONLY)**

The Interprofessional Learning and Practice module will be delivered during week days, weekday evenings and some weekends in the academic year 2022-23. Students will be required to select three workshops in modalities different to their own. Students will be able to select workshop dates across the year that may be different to their formal training days.

Teaching and COVID-19

The University is committed to ensuring that students' health and well-being is at the forefront of teaching. For information about the University's approach to teaching in light of the pandemic go [here](#).

Placements will be similarly effected with many offering a variety of online and in-person therapy. Should students begin their placements late, it might impact on the length of time to complete the training. However, every effort will be made to mitigate any impact. Students are asked to discuss delivery with their supervisor once they have secured their placement.

Tuition fees 2022 entry onwards.

Please consult the website for up to date details

The MA Art Psychotherapy is a **240** credit Programme.

Fees displayed on the website need to be worked out according to the following formula:

First, see the current year's cost for 10 credits of fees for the MA Art Psychotherapy Programme <https://www.roehampton.ac.uk/postgraduate-courses/art-psychotherapy>. The particular year fee (for home and international students) needs to be multiplied by the number of credits in each year, to work out the fee for each year. You should budget for a likely increase of between 3 and 5% for each further year of study, alongside the specific yearly fees for each cohort.

Full Time Students

First year of study (110 credits): (10 credit fee) x 11 = fees

Second year of study (130 credits): (10 credit fee) x 13 = fees

Part Time Students

First year of study (90 credits): (10 credit fee) x 9 = fees

Second year of study (60 credits): (10 credit fee) x 6 = fees

Third year of study (90 credits): (10 credit fee) x 9 = fees

Curriculum map

NB There is no intermediary or aegrotat award for this programme, ALL modules MUST be completed for an award to be made.

Full-time mode

| Code | Module Title | Level | Credits | Status | Pre-requisites |
|----------------|--|-------|---------|------------|------------------------------|
| Year I | | | | | |
| ATH010L014A | Art Psychotherapy Placement Preparation | L | 10 | Compulsory | |
| ATH020L001Y | Human Development & Growth | L | 20 | Compulsory | |
| ATH020L015Y | Analytical Art Psychotherapy | L | 20 | Compulsory | |
| ATH020L016Y | Art Psychotherapy Experiential Process 1 | L | 20 | Compulsory | |
| ATH040L018Y | Art Psychotherapy Placement 1 | L | 40 | Compulsory | |
| Year II | | | | | |
| ATH020L017Y | Art Psychotherapy Experiential Process 2 | L | 20 | Compulsory | Experiential Process 1 |
| ATH040L019Y | Art Psychotherapy Placement 2 | L | 40 | Compulsory | Clinical placement 1 |
| APT010L010Y | Interprofessional Learning and Practice | L | 10 | Compulsory | |
| ATH020L020Y | Research Methodologies and Methods | L | 20 | Compulsory | Analytical art psychotherapy |
| ATH040L045Y | Research Project | L | 40 | Compulsory | |

Part-time mode

| Code | Module Title | Level | Credits | Status | Pre-requisites |
|----------------|--|-------|---------|------------|----------------------|
| Year I | | | | | |
| ATH010L014A | Art Psychotherapy Placement Preparation | L | 10 | Compulsory | |
| ATH020L001Y | Human Development & Growth | L | 20 | Compulsory | |
| | | | | | |
| ATH020L016Y | Art Psychotherapy Experiential Process 1 | L | 20 | Compulsory | |
| ATH040L018Y | Art Psychotherapy Placement 1 | L | 40 | Compulsory | |
| Year II | | | | | |
| ATH020L023Y | Art Psychotherapy Placement 2 | L | 20 | Compulsory | Clinical placement 1 |
| ATH020L015Y | Analytical Art | L | 20 | Compulsory | |

| | | | | | |
|-----------------|---|---|----|------------|---------------------------------|
| | Psychotherapy | | | | |
| ATH010L021Y | Art Psychotherapy Experiential Process 2 | L | 10 | Compulsory | Experiential Process 1 |
| ATH010L003Y | Interprofessional Learning and Practice | L | 10 | Compulsory | |
| Year III | | | | | |
| ATH020L024Y | Art Psychotherapy Placement 3 | L | 20 | Compulsory | Clinical placement 2 |
| ATH010L022Y | Art Psychotherapy Experiential Process 3 | L | 10 | Compulsory | |
| ATH020L020Y | Research Methodologies and Methods | L | 20 | Compulsory | Analytical art psychotherapy |
| ATH040L045Y | Research Portfolio | L | 40 | Compulsory | |

Modules and Associated Assessment in Detail

ATH010L014A Art Psychotherapy Placement Preparation

This module provides students with a broad framework from which to approach their first clinical placement. The framework includes practical, practice based knowledge, but also touches upon core theoretical perspectives that can underpin their approach to clinical practice. These skills and approaches will be carried into the Placement 1 module and the Reflective Practice Tutorials.

Assessment: reflective essay (1500 words) [100%], evidence of Moodle task [0%], attendance [100% expected; 80% required]

ATH020L001Y Human Development and Growth

This module introduces students to contemporary theories of human development and growth. It will provide the context for their clinical work and will enable effective communication with other professionals. The module provides a consideration of and, critical engagement with, the different theoretical 'languages', perspectives and current research concerning human development: psychological, social and biological. Students will learn about a systematic understanding of typical and atypical development. To this end, students will be introduced to: development, verbal and non-verbal communication in development, pre-symbolic and symbol formation, developmental delays and psychiatric disorders across the lifespan.

Assessment: Essay (3000 words) [100%]; attendance [100% expected; 80% required]

ATH020L015Y Analytical Art Psychotherapy

This is a core module within the MA Art Psychotherapy Programme, providing the training with its unique philosophical base. This module enables students to trace the historical development of analytical art psychotherapy, as well as critically explore its conceptual base, through theoretical and experiential based learning. Analytical art psychotherapy is used as an inclusive term to encompass art therapy and art psychotherapy. Further, analytical art psychotherapy places the art object and art making process as the central determinate within which transformation may take place. As analytical art psychotherapy is informed by analytical psychology, it will draw its theoretical base from Jungian and post-Jungian theory. Through theory and practice, students will have the opportunity to gain critical insight into the relationship between imagination, art making processes and psychic change, along with how this may manifest within the triangular art psychotherapeutic relationship. Continuous links will be made to the application of this knowledge in clinical practice.

Assessment: Essay (2500 words) [75%], reflective essay (1000 words) [25%], evidence of Moodle task [0%]

ATH020L016Y Experiential Process 1*

The module concerns engagement in therapeutic experience and the student's reflection on this.

The process group is an opportunity for students to participate and reflect on a bounded therapeutic process within an educational context. The process group facilitates the exploration, development and understanding of aspects of the student's individual psychology through group process. As such, this module is considered central to the Programme as a whole as it enables the student to integrate practice, relational skills and theoretical concepts through the active participation in a group process. The process group is an opportunity for the exploration of new behaviours, perceptions and attitudes towards self and others. The opportunity to explore and understand the complexities and intricacies of group dynamics will be provided. The approach and structure of the process group will be Programme specific.

In addition, students must arrange for their own individual therapy for an equivalent period. Personal therapy is a recognised and established requisite to training as a therapist and a mandatory requirement for professional accreditation by the HCPC, BAPT and ADMPUK-UKCP. Insight into personal and group processes is a cornerstone of clinical practice and avoids the inappropriate intrusion of the therapists' own issues into their clinical relationships. Assessment: reflective essay (1500 words) [100%], attendance [100% expected; 80% required], personal therapy confirmation of attendance [0%], 80% attendance required in studio practice, studio practice tutorials and field trips.

ATH020L017Y & ATH020L022Y Experiential Process 2 & 3*

The module is an opportunity for students to participate and reflect on a bounded therapeutic process within an educational context. The process group facilitates the exploration, development and understanding of aspects of the student's individual psychology through group process. As such, this module is considered central to the Programme as a whole as it enables the student to integrate practice, relational skills and theoretical concepts through the active participation in a group process. The process group is an opportunity for the exploration of new behaviours, perceptions and attitudes towards self and others. The opportunity to explore and understand the complexities and intricacies of group dynamics will be provided. The approach and structure of the process group will be Programme specific.

Personal therapy is a recognised and established requisite to training as a therapist and a mandatory requirement for professional accreditation by the Health and Care Professions Council. Insight into personal and group processes is a cornerstone of clinical practice and avoids the inappropriate intrusion of the therapists' own issues into their clinical relationships.

Assessment: reflective essay (1500 words) [100%], attendance [100% expected; 80% required], personal therapy confirmation of attendance [0%], 80% attendance required in studio practice, studio practice tutorials and field trips

ATH040L018Y, ATH040L019Y, ATH020L023Y and ATH020L024Y and Art Psychotherapy Clinical Placement and Supervision 1, 2 & 3

Supervised therapeutic work with service users, as a 'training therapist', is an essential part of this programme. Placement opportunities will be drawn from a variety of settings many of which will have established art psychotherapy provision within them. It is our clear intention, in preparing students to qualify and eventually register as therapists, to provide them with placements that parallel the clinical situations they are likely to encounter in their professional lives, and to demonstrate that they are capable of functioning effectively within them. The placements will also provide opportunities for students to learn about and understand institutional, legal and ethical structures that exist within various clinical and educational settings. Students will attend regular small group reflective practice groups alongside the placement

Further, while on placement, it will be the student's responsibility to develop an in-depth knowledge and understanding of their clients, and any other treatments being undertaken alongside art psychotherapy. Students are required to undertake 100 clinical placement days over the duration of their training. For full-time students a minimum of 50 days will be undertaken in both year 1 and 2. Part time students must complete a minimum of 33 days in both year 1 and 2, and 34 days in year 3. A clinical placement day constitutes a full working day within the placement's particular setting.

Assessment: clinical study essay (3500 words) [50%], reflective practice Tutor's assessment report [40%], clinical Manager/Supervisor's assessment report [10%], attendance [100% expected; 80% required], client log [0%]

APT010L003Y Interprofessional Learning and Practice

This module offers the opportunity to gain direct experiential knowledge about a range of disciplines within the arts and play therapies. Students are expected to demonstrate an understanding of how the different modalities can be used to explore the relationship to self, other and the creative medium. These workshops provide students with knowledge and understanding of cognate disciplines other than their own, to broaden students experience and interprofessional learning. Arts and play therapists require an in-depth understanding of how emotions find expression, both overtly and covertly within the therapeutic relationship. The aim of these workshops is to sensitise students to the verbal and non-verbal expression of emotions and to develop skills to begin to work therapeutically with them.

Assessment: digital submission [100%], attendance [100% expected; 80% required]

ATH020L020A Research Methodologies and Methods

This module provides students with an introduction to research practice and a variety of methodological research frameworks in the Arts Therapies, including qualitative, quantitative, embodied and arts based research paradigms. Through giving an overview of research approaches, including theoretical research, practice based evidence and evidence based practice, this module will provide students with a framework within which they can plan and write a research proposal, engage in critical review of literature, employ an appropriate methodological framework, explore a range of research methods, consider the ethical implications of research investigation and focus on an area of research interest.

Assessment: research proposal (2500 words) [100%], evidence of completion of library task through Moodle [0%], attendance [100% expected; 80% required]

ATH040L045Y Research Project

Students create a synthesis of their theoretical knowledge and clinical experience to pursue their own research interest. A clinical issue, the student's own clinical work or a professional issue may provide the inspiration for their research. There are opportunities for students to disseminate aspects of their completed research in the annual 'research exchange' event, and at the Arts Therapies final year EXPO.

Assessment: research project (8000 words) [100%], completion of University ethics procedures and paperwork, attendance [100% expected; 80% required]

** Studio Practice is a component of this module and is assessed through attendance and participation in reflective studio practice tutorials only.*

Guidance notes on the application procedure

Self Assessment

Should you be interested in applying to the MA Art Psychotherapy training, you are first asked to self assess your qualifications, experience and appropriateness to train, against the entry criteria, prior to applying. You may wish to attend an Open Day at the University to find out more about the ethos of the training, see our teaching spaces and have further questions answered. The Arts and Play Therapies hold two dedicated Open Day events in every academic year. There are also additional opportunities to hear about the Programme at University wide Open Evening events. However, potential applicants are encouraged to attend the Arts and Play Therapy dedicated events.

Timing

A crucial aspect of training as an art psychotherapist is the timing of undertaking the Programme. The Programme is very demanding at emotional, intellectual and resource levels and applicants need to be in a secure-enough place in their lives to ensure they can maximise the learning opportunity. At times, it might be better to wait a year until circumstances are more conducive to train, or to use the time to gain further experience or develop a portfolio.

Application process

To apply for the Programme simply click on the 'Apply for this course' button on the Programme's homepage and begin completing the e-form <https://www.roehampton.ac.uk/postgraduate-courses/art-psychotherapy/>. Please note that all entry requirements are mandatory. Personal interviews are required for all UK based applicants. Skype or telephone interviews for applicants outside the UK by arrangement only.

Usually within two weeks of submitting your application, applicants will be informed if they have been successful to progress to interview stage. You will be sent information on available dates for selection along with interview requirements. Interviews usually take place from February through to July but as places are limited we advise early application. There is not always capacity within the interview schedule to see those who apply in July.

For applicants who are unsuccessful at interview, we provide feedback as well as potentially indicate how the applicant may strengthen their application, should they wish to re-apply in the future.

Please note that the Programme Convenor cannot provide information about any application. All admission information needs to be conducted formally through Admissions internationaladmissions@roehampton.ac.uk 020 8392 3314.

Introductory and pre-course reading list

The following is a list of foundational texts in art psychotherapy and related fields. This can further your understanding of the discipline. It also functions as pre-course reading for the training.

Adamson, E. and Timlin, J. (1984) *Art as healing*. London: Coventure.

Dalley, T., Rifkind, G. and Terry, K. (2013) *Three voices of art therapy: image, client, therapist*. London: Routledge.

Edwards, D. (2014). *Art therapy*. Sage. (very good introductory text)

Furman, L. R. (2013) *Ethics in Art Therapy: Challenging Topics for a Complex Modality*. London: Jessica Kingsley

Isserow, J. (2008) 'Looking together: Joint attention in art therapy', *International Journal of Art Therapy*, 13(1), pp. 34–42.

Jung, C. G. (2001) *Modern man in search of a soul*. London: Routledge.

Music, G (2017) *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development*. (2nd ed.). London & New York: Routledge.

Schaverien, J. (1999) *The revealing image: analytical art psychotherapy in theory and practice*. London: Jessica Kingsley Publishers.

Wood, M. (2015) *The contribution of art therapy to palliative medicine*, in Oxford textbook of palliative medicine. 5th ed. Oxford: Oxford University Press, pp. 210–215. Available at: <https://contentstore.cla.co.uk/secure/link?id=129e0a6c-8118-e711-80c9-005056af4099>.

FREQUENTLY ASKED QUESTIONS (FAQs)

THE UNIVERSITY AND THE PROGRAMME

What is the history of the art psychotherapy training course at Roehampton?

The Arts and Play Therapies trainings are well established within the programmes offered at University of Roehampton. Music Therapy is the oldest of the programmes beginning in 1977, while the MA in Art Psychotherapy is the newest addition, having run since 2006. It has quickly grown to become the largest Programme within the arts and play therapies. The University of Roehampton has the unique position of being the only University in the UK currently offering professional trainings in all the Arts and Play Therapies. Since 1998 art psychotherapy has been regulated by the Health and Care Professions Council (HCPC). Teaching staff have professional qualifications and registration, produce internationally recognised research and continue to engage with their own clinical or research practice.

Will the training equip me to practice as a therapist using other forms such as dance, drama or art?

Roehampton is unique in that it offers all the arts and play therapy Programmes. While on the training, there is a module (Interprofessional Learning and Practice) that introduces the other arts and play therapy modalities through experiential workshops. However, we maintain a specialization in visual art psychotherapy and do not integrate the different arts modalities.

Can I make an appointment to visit the University and speak to someone about training as an art psychotherapist?

Unfortunately, due to this frequent request, we cannot make appointments to see individuals to discuss training options. However, we do hold Open Days every year. This is a good opportunity to visit the University, meet the Programme staff and find answers to your questions. Open Days usually take place in February and June and details will be on the website.

ENTRY REQUIREMENTS AND FINANCE

Can I still apply to the Programme if I don't hold an art degree?

Ideally, we are looking for candidates who have a degree in art and design. However, we also consider applicants with a degree in a related field, such as the arts, humanities and social sciences.

Can I still apply to the Programme if I don't hold a degree?

On occasion, we do accept special entry applicants who do not hold a degree. Applicants without a degree need to have extensive clinical experience, and a strong portfolio. Special entry candidates also need to demonstrate that they can manage the academic demands of an MA training.

How competitive is it to get onto the course?

We receive approximately 120 applications each year. Preparing thoroughly is important in order to ensure that you have the required skills, abilities and experience.

What is the deadline for applications?

We do not have a deadline. However, we review applications, interview and offer places from February to June (and sometimes into July). Therefore, applications are most usefully submitted before Easter (March is ideal).

Are there any scholarships unique to this course? Are there any other sources of funding you can recommend?

There are no bursaries given by the University. Students do find funding through charities (often local).

Are there any additional costs to consider?

Yes. In addition to tuition fees, students will need to fund the following (see above for full details):

- Weekly personal therapy
- DBS checks (<https://www.gov.uk/government/organisations/disclosure-and-barring-service>)
- Possible personal indemnity insurance for the duration of placements (approximately £60 per year)
- Travel to placements
- Books and learning equipment
- Possible indemnity insurance at some placements.
- Studio fee £60/ year full time, £40/ year part time.

Other expenses which are not requirements but that you may wish to fund are: annual BAAT student membership (<https://www.baat.org>)

CLINICAL AND PERSONAL EXPERIENCE AND PLACEMENTS

Do I have enough clinical experience to apply?

This is one of the most frequently asked questions. The Programme looks for applicants who have extensive clinical experience within a setting and with clients relevant to the Programme. This might include working with children, young people, adults and the elderly with behaviour or developmental challenges, learning difficulties, mental health or substance abuse issues, homelessness or facing life changing or threatening illnesses, trauma or displacement etc. This is not an exhaustive list. This work can either be done on a voluntary or employed basis. Applicants need to have worked face to face with people in a supporting capacity. Applicants need sufficient experience to have developed a professional attitude and insight into the nature of the client group and care institutions. Work in a mainstream school is valuable and needs to be framed as a clinical context in order for it to constitute clinical experience. It is noted that whilst applicants may have first hand experience of mental illness through, for example, a family member, this would not constitute clinical work. However, this would be a valuable experience for an applicant's global understanding. Clinical experience completed in the past five years will only be considered.

Where can I obtain further clinical experience?

When looking to obtain clinical experience, applicants may wish to explore clinical services that are of interest to them, near where they live, for either paid or voluntary experience. The experience should involve working face-to-face with vulnerable or difficult to reach people (see above). An excellent on-line resource for voluntary work can be found at www.do-it.org.uk.

What kind of placements are available on the training?

We aim to offer students one placement with children and one with adults. The main areas of placement work are within the clinical areas of mainstream and special schools, learning disabilities and autism, CAMHS, mental health, dementia care, neurodisability, hospice and woman's refuge. Other clinical areas are also possible. Trainees should be prepared to travel for at least 1.5 hours to placement. Group and individual work will be undertaken on placement.

Can I do my placement near to where I live?

On the whole, finding and allocating placements is done through our placement coordinator. The Programme has extensive links to clinical services nationally and every effort will be made to place students with an art therapist, or associate professional in a service in travelling distance to the student's home. However, depending on each student's location and availability, students need to be prepared to travel up to 1.5 hour one way, to reach their placement. On some occasions, those students living in more remote locations will be asked to work in collaboration with the placement coordinator to help identify local services. Some students will be involved in pioneering placements where they will establish a modest art therapy service. It makes good clinical sense not to conduct a placement too close to the student's home.

Can I do my placement where I work?

To ensure parity of assessment, the student's placement needs to be conducted in a neutral context with no prior connections to it. On the rare occasion where someone is working in a very large Trust, exceptions can be made.

I have already had therapy do I need to have it again?

Yes, therapy is a mandatory aspect of the training and provides an important area of exploration and support for students.

How do I apply from outside the UK?

EU and overseas applicants must include a link to an e-portfolio with their application. This can be housed on any standard electronic repository. EU and overseas application forms cannot be processed without a portfolio. It would be helpful to know in your application if you were travelling to the UK at any point. Should your application be successful it would be best to meet in person for an interview, where you could present your portfolio. If you cannot travel then you will be interviewed over the telephone or via Skype.

What should I include in my personal statement?

The 500 – 1,000-word personal statement should cover the following main areas:

- What has led you to wish to train as a therapist? You should demonstrate some insight into how your life experience has led to this application.
- Your art making background and its relationship to your understanding of self and others.
- Your experience of work with people, particularly with those client groups with whom art psychotherapists generally work (such as children, adults or older adults with severe learning disabilities or autism, or mental health problems; other areas of work may also be relevant). Such experience is a mandatory pre-requisite for training.
- Your understanding, so far, of the nature of art psychotherapy as a distinctive discipline (in particular as practised in the UK). Mention relevant courses, conferences and reading, any meetings with art or other therapists, personal therapy/development etc. Please come ready to discuss some of your reading.

The personal statement is also an indication of how well you express yourself in writing and helps us consider issues we would like to explore with you during the interview.

What should I include in my art portfolio at interview?

All applicants who are invited to an interview need to present a portfolio of their artwork. The brief for this is deliberately broad to encompass all aspects of art making. Portfolios need to demonstrate the applicant's commitment to their art making along with the development of an identity as an artist. The portfolio should also demonstrate a fluidity of self-expression in a particular medium as well as a capacity to begin to explore self through the art making process. All plastic and digital visual art forms are welcome at interview. Please note that we do not provide computers or slide projectors at interview. If you are bringing any digital media you are requested to bring in a laptop.

What is taught on the MA Art Psychotherapy?

See details above for a comprehensive list of modules and descriptors.

Do I need to complete a Foundation course before applying to the MA Programme?

Completing a Foundation course is not a prerequisite to applying to the Programme. However, it can be a useful experience to find out more about art therapy as well as exploring yourself and art making in a unique environment. The Foundation course may be of equal interest to artists who wish to explore their practice in a psychological space but who don't necessarily wish to go on to the full training.

Go to <https://www.roehampton.ac.uk/professional-development-courses/psychology-short-courses/> for further information.

Can I transfer credits from another Art Therapy training?

See details above for information about CATS.

Am I the right age to apply?

There is no age criteria associated with training. However, applicants need to have sufficient maturity and life experience to meet the personal qualities that are expected of a trainee therapist.

Shall I wait for all my documents before I apply?

No. The application process takes some time and you can submit your initial application and obtain references and copies of documents while this is being processed. However, any offer of a place is conditional upon submission of all the evidence. Please ensure all references are signed or they will be rejected.

EMPLOYMENT

What percentage of alumni find subsequent employment in art psychotherapy?

Many students who graduated last year have found employment. Some of this work is part time. Several of last year's students have created their own work – in schools, day centres etc. Some students choose to work part time whilst maintaining other work.

REVALIDATION

How will the training change following revalidation in 2018?

There will be some new cross discipline teaching that will bring together students from all 5 Arts and Play Therapies programmes. This teaching will require you to come in on different days of the week to your normal teaching pattern.

See: Timetable above for details of block teaching in 2022

Review of all modules

All modules have been updated and refreshed in order to maintain the relevance of the curriculum and learning and teaching to current practice. Programmes approved by HCPC have been developed in order to meet the new 2017 Standards of Education and Training.

Redistribution of credits

The structure of the programmes has been reconfigured to give more realistic weighting and an organic pathway through the programmes. This allows for both shared teaching and the retention of discipline specific study, see below.

Shared teaching

Human Development and Growth and Research Methodologies and Methods have been reconfigured and will be delivered through block shared teaching, supported by individual discipline specific teaching. A new module, APT Workshops; Interprofessional learning and practice will be added. This shared teaching will allow the delivery of core teaching to an interdisciplinary group with opportunities for cross programme interaction, and it will also embed and build knowledge and professional awareness of inter-professional practice.

Additional opportunities for study

We hope that students will also engage with additional opportunities across the APT programmes such as twilight seminars falling within the Centre for Arts Therapies Research umbrella, and yearly events such as the student Research Exchange conference and the writing retreat.