

UPDATES AND RESOURCES

Play therapy statement from BACP

There have been some requests from members for clarification of the recent play therapy statement that appeared on the media centre pages of the BACP website. As a result we have reviewed and revised the statement.¹

In summary, the position in relation to play therapy training is that BACP recognises play therapy as an important therapeutic tool in helping children in distress, and play therapists can be admitted to membership and registration by BACP if their play therapy training meets the requirements for membership/registration with BACP.

To meet the requirements of BACP membership/registration, a core practitioner training would be based on face-to-face (as opposed to online) tuition and need to be a minimum of one year full time, or two years part time in duration, and include a supervised placement of a minimum of 100 contact/client hours as an integral part of the course.

What BACP does not recognise are less substantial continued professional development (CPD) courses alone, that are not built on a foundation of a core practitioner training.

Helen Coles

Head of Professional Standards

Reference

¹ See www.bacp.co.uk/media/index.php?newsId=3909

New digital risk and resilience module for MindEd

MindEd has launched a new 'online risk and resilience' resource for professionals working with children and young people. Development of the online resource was driven by feedback from young people, who said that professionals working with them need a better understanding about online risks and resilience factors.

The online resource features an in-depth, self-driven e-learning session, and a directory of information sources from organisations such as ChildNET, NSPCC and NHS Choices.

It has been developed by Xenzone (www.xenzone.com), whose platform, KOOTH, provides online mental and

emotional health support for children and young people. The module will be updated and developed further over the next two years, via ongoing consultation with professionals and young people from KOOTH, to ensure it stays relevant and current.

Endorsed by Alistair Burt, Minister of State for Community and Social Care, and funded by the Department of Health, the resource includes information about digital risks to mental health, such as the effect of cyberbullying, online gaming, and the creation of online identities, and also about how professionals can help build digital resilience. Its fundamental message is that online behaviours will reflect young people's vulnerabilities. These will be magnified online, and young people need informed guidance from professionals to help them navigate their online worlds.

 www.minded.org.uk/digitalrisk

Lifebabble

Spend four minutes watching one episode of Lifebabble (see below for link) and see how you might use it in individual sessions or groupwork, or recommend it in a school you work in. Lifebabble is a fast-moving mental and emotional health programme for eight to 12 year olds with 20 similarly short episodes, a website, social content and links to charities.

The breezy presentation acknowledges issues that young people face: siblings, changing families, parents, home responsibilities, coping with death, staying safe online, cyberbullying, friendship,

different is good, peer pressure, self-esteem, feeling down, feeling angry, feeling anxious, feeling embarrassed, new school, school pressure, fitting in, school trouble, and the future.

The vlogger-style contributors and experts tackle the issues in an accessible way, with bite-size contributions, comments and children's stories. The Samaritans, Young Minds, and Cruse were consulted to fact-check and advise on content.

 www.bbc.co.uk/iplayer/episode/b0759tsd/lifebabble-20-the-future
www.bbc.co.uk/cbbc/shows/lifebabble