



Headsight was the first organisation to develop therapeutic practice qualifications that are not counselling qualifications and are designed for non-clinical professionals working with children and young people.

Applied Therapeutic Practice: Summary of Benefits

Embarking on the Level 5 Diploma represents an exceptional opportunity for individuals with the capacity for undergraduate-level study. This rigorous programme not only deepens your knowledge of therapeutic practice but also offers a springboard to higher education. By successfully completing this diploma, you set yourself on a path to academic advancement and expanded career prospects. With the recognition and credits earned, you can seamlessly transition into undergraduate and even postgraduate studies in related fields. Beyond the academic advantage, this diploma empowers you with the skills and insights to excel in the education, health, and social care sectors.* It's a journey that enriches your understanding, broadens your horizons and opens doors to fulfilling career opportunities while making a significant impact on the well-being of those you serve.

Why This Course Matters: Meeting Industry Need

Meeting Industry Needs: Government strategies and policies increasingly emphasise trauma-informed and therapeutic practices in these sectors. This course ensures that professionals are aligned with industry needs and prepared to face the complex challenges faced by vulnerable individuals.

Quality Care: Participants learn to provide high-quality care and support to individuals dealing with trauma and attachment difficulties. This directly contributes to improved well-being, mental health, and overall quality of life for those they serve.

Personal and Professional Growth: Through reflective practice and the integration of theoretical learning, participants experience personal and professional growth. They become more self-aware, empathetic, and capable practitioners.



THERAPEUTIC

To have a positive effect on the body and mind. Focus is on the present, supporting the person to manage distress and develop resilience.

IN SUMMARY, THE LEVEL 5 DIPLOMA IN THERAPEUTIC PRACTICE MATTERS BECAUSE IT ENHANCES CAREERS, MEETS INDUSTRY DEMANDS, IMPROVES THE QUALITY OF CARE, FOSTERS PERSONAL AND PROFESSIONAL GROWTH, OFFERS AN ACADEMIC PATHWAY, AND ENABLES PARTICIPANTS TO POSITIVELY IMPACT THE LIVES OF THOSE THEY SERVE. IT'S A COURSE THAT ALIGNS WITH BOTH INDIVIDUAL ASPIRATIONS AND THE BROADER SOCIETAL NEED FOR COMPASSIONATE AND EFFECTIVE THERAPEUTIC PRACTITIONERS.

THERAPEUTIC SKILLS
PATHWAY

Level 2

Level 3

Level 5

COURSE CONTENT

MODULE 1

THE EXPERIENCE OF BEING A CHILD

- **Attachment Theories** - How theories of attachment developed from Bowlby's original study of separation and anxiety behaviour as serving an evolutionary function and the psychological views of Winnicott, Stern and Hughes. Looking at the significance of attachment behaviour, adaptive responses to separation from a primary attachment figure; the attachment behaviour system as a link between models of human development and modern theories on emotion regulation and personality.
- **Application of Attachment Theories to Self and Others** - How to identify participant's own experience of attachment and predominant attachment style. How to identify a child's experience of previous and current attachment and their predominant attachment style; understanding the impact of past attachments upon their present relationships.
- **Understand Stages of Child Development** - An overview of theories of children's developmental stages including psychological, social, emotional, physical, and behavioural; Piaget's stages of cognitive development; Erikson's stages of psychosocial development; commonly accepted developmental milestones by age; strengths and limitations of stage-based models.

MODULE 2

TRAUMA AND SENSORY PROCESSING

- **Psychological Trauma and Neuro-Sequential Healing** - Analysing and evaluating theories of trauma including trauma healing and neuro-sequential healing; understanding a body-based approach to the effects of trauma through exploring the meaning of sensations, pain, and tension; critically examining the work of key theorists such as Peter Levine, Bruce Perry and Bessel Van der Kolk.
- **Sensory Processing** - Understanding sensory integration theory on explaining difficulties with receiving and processing sensory information from the body and the environment; gaining an understanding of sensory processing and integration and how the body may hold unintegrated trauma which can be reactivated.
- **People Affected by Trauma** - Applying an understanding of sensory integration, the role of regulation and the experience of dysregulation; learning ways to support regulation, activation and soothing to reduce the re-experiencing of previous trauma triggers within the body.

MODULE 3

UNCONSCIOUS PROCESSES AND CREATIVE INTERVENTIONS

- **Theories Relating to the Unconscious -** An overview of theories relating to the unconscious, examining aspects of unconscious communication including transference, countertransference and projective identification. Understanding the importance of defence mechanisms as a protective factor. Exploring the significance of these ideas for work with children and young people.
- **How the Unconscious Can Work in Practice -** Analysing examples of how transference, countertransference, projective identification and defence mechanisms may be identified and worked with.
- **The Arts as a Form of Creative Expression -** Understanding and evaluating how artistic media may be used to facilitate the expression, containment and understanding of unconscious communication; exploring the potential of using artistic and imaginative activities for deep understanding and healing in self and others.

MODULE 4

REFLECTIVE PRACTICE

- **Understanding Reflective Practice -** An overview of theories concerning learning styles, aiming to account for differences in the way individuals learn, including Kolb’s learning cycle and Barbe and colleague’s three learning modalities (Visual; Auditory; Kinaesthetic); a consideration of the participant’s own style of learning. An examination of definitions of reflective practice including cyclical models of reflective practice that can be used to develop a piece of action learning.
- **Applying Reflective Practice -** Action learning through individual research of a topic of interest, following an action research cycle.

Participants should be able to apply reflective practice effectively in their work. This includes using reflective practice models, engaging in self-reflection, and utilising the insights gained to enhance their professional practice and personal development. Module 4 encourages participants to actively engage in reflective practice, fostering self-awareness, personal growth and improved therapeutic skills. It underscores the importance of ongoing self-examination and learning in the field of therapeutic practice.

ASSIGNMENTS

<p>A1</p> <p>ESSAY</p> <p>3000 WORDS</p>	<p>A2</p> <p>THERAPEUTIC PLAN</p> <p>2000 WORDS</p>	<p>A3</p> <p>CASE STUDY</p> <p>3500 WORDS</p>	<p>A4</p> <p>REFLECTIVE INQUIRY</p> <p>20 MIN PRES</p>
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Why? And What Others Say....



CONTACT US

* All participants should be 19 years + and ideally, have completed a Level 3 or Level 4 training in a similar topic or the equivalent. Years of experience backed up with appropriate and relevant CPD may also be considered. In those circumstances, participants would need to submit a written piece of work that demonstrated awareness of the topic and self-reflection.

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