

# Training Courses Cape Town 2024

Start a career in **Play Therapy** or upgrade your academic training in **Play Therapy!**

6-20  
APRIL  
2024



**Play Therapy**



**INTERNATIONALLY  
REGOGNISED PLAY  
THERAPY TRAINING IN  
SOUTH AFRICA**

**CAPE TOWN**

\* COURSES ARE ACCREDITED INTERNATIONALLY BY APAC AND THE UNIVERSITY OF CHICHESTER IN THE UK. LOCAL ACCREDITATION IN SOUTH AFRICA IS BEING PURSUED BUT NOT YET IN PLACE.



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## Introduction

In the United Kingdom (UK) Play Therapy has in April 2013 , become recognised as a distinct profession alongside Doctors, Dentists, Psychologists, Psychiatrists, and Psychotherapists etc. This presents you with an opportunity to build upon your academic training in Play Therapy to enhance your career status and increase the effectiveness of your clinical work.

The Register of Play and Creative Arts Therapists is managed by Play Therapy UK <http://playtherapy.org/> and is accredited by the UK Professional Standards Authority who oversee the regulation of the health and social care professions in the UK reporting directly to Parliament. <http://playtherapyregister.org.uk/> The Register, the first one worldwide recognised at Government level for Play Therapy, has an International section that is open to South African professionals. This section is administered by Play Therapy International (PTI) <http://playtherapy.org/> who ensures that registrants meet the required standards. These are being used as de facto standards pending the direct regulation of the profession by the South African Government. APAC the course provider is the only organisation world wide that trains to the standard required by the register.

We are pleased to confirm the following courses will be presented at:

**Bell Rosen Guesthouse**, Cape Town, South Africa during 2024.

Website: [www.bellrosen.co.za](http://www.bellrosen.co.za)

Students will receive 10% discount on accommodation if they choose to stay at the Guesthouse.



### **Post Graduate Certificate in Therapeutic Play Skills (6-20 April 2024)**



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# Certificate in Therapeutic Play Skills

Successful completion of this course provides the title Certified Practitioner in Therapeutic Play Skills on the PTUK register of Play and Creative Arts Therapists, accredited by the Professional Standards Authority.

[www.playtherapyregister.org.uk](http://www.playtherapyregister.org.uk)

This course has been clinically accredited by PTUK and PTI.

It is also validated at venues in the UK for academic standards by the University of Chichester as part of the MA in Practice based Play Therapy programme run in a collaborative partnership with APAC.

## Post Graduate Certificate in Therapeutic Play Skills

The course is designed for anyone with experience of children or adolescents, who either works or intends to work therapeutically with them including:

- Counsellors
- Psychotherapists
- Clinical Psychologists
- Primary School Teachers/Assistants
- Nurses
- Nursery School Teachers/Assistants
- Social Workers
- Play School Teachers/Assistants
- Care Home Staff
- Adoption/Foster Agency Workers

The course has been designed to:

- Enhance your career/professional skills
- Become registered as a Certified Practitioner in Therapeutic Play Skills on the Register of Play and Creative Arts Therapists, accredited by the Professional Standards Authority.
- Increase your satisfaction in working with children
- Give you the skills to help children develop their emotional literacy
- Give you the skills to alleviate behaviour and mental health problems



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- Assist your own personal development
  - Provide you with the [Profession Structure Model competencies](#) defined by PTUK to work with individual children who have slight to moderate problems

The Certificate course is the first part of programme leading to an MA in Practise Based Play Therapy. It is at stage 2 of the [PTUK four stage training model](#)  
It may be undertaken as a standalone course.

## **An enlightened approach to dealing with children's difficulties**

The course is unique in integrating both non directive and directive approaches to play therapy. The programme content is based upon the theory and practice of humanistic psychology, particularly that of Virginia Axline ("Dibs In Search of Self"), and Carl Rogers and the gestalt play therapy approach of Violet Oaklander. It recognises contributions made by others in the 20th century such as John Bowlby, Margaret Lowenfeld, Donald Winnicott, Rachel Pinney etc. It also places importance on the spiritual aspect of human development. Opportunities for meditation and all forms of creativity will enrich the contents of the course.

### **Synopsis**

The lives of children in the present day are highly regulated and controlled. Non-directive play therapy offers a child the opportunity of making choices and taking responsibility for them; expressing him/herself freely; being accepted unconditionally; having his/her deepest feelings respected and accepted. For these reasons their play is not interpreted and no judgements are made.

Such freedoms may only be obtained by the provision of a strong framework. Therefore the adult takes responsibility for the safety of the child, themselves and the environment. Within these constraints, the child has complete freedom to choose. Time boundaries are also considered to be important thus adding a sense of security by adhering to beginnings and ends. In this way the time within a session becomes timeless and the child's imagination is set free to explore and recreate his/her experiences and to create and make his/her own world.

There are, however, a number of cases where the non-directive needs to be complemented by other approaches. For example working with terminally ill, bereaved, autistic children in organisational settings and short term work.



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The main items in the Play Therapy Tool-Kit are taught and put into practice.

## Learning Objectives

The overall purpose is to enable participants to practice safely and effectively using therapeutic play skills in a variety of settings to provide emotional support to individual children for slight to moderate problems. Upon successful completion of the course each participant will have gained:

- A sound understanding of the principles underlying play therapy and the appropriate use of techniques the play therapy tool-kit
- Practical skills for running therapeutic play sessions with individual children
- An ability to assess children's needs and organise the provision of therapeutic play facilities
- An appreciation of the ethical issues
- Increased confidence in using therapeutic play with children and adolescents
- The counselling, therapeutic and practical skills to enable you to carry out therapeutic play
- An understanding of the ethical considerations
- Awareness of your own process and development
- Theoretical Knowledge of child development and child psychology

## Course Content

Module Descriptions - (The sequence and content may vary slightly from course to course)

**Module 1** - Course Introduction; Starting to Work Therapeutically With Children; The Therapeutic Play Continuum; Creative Visualisation; Setting Up to Practice; Pharmacology

**Module 2** - Music Skills for Working With Individuals and Attachment theory

**Module 3** - Storytelling & Puppetry Skills for Use With Individual Children; Comparison of Theoretical Models of Psychotherapy

**Module 4** - Sand play skills for working with individuals and related theory; the Use of Natural Materials; Child Development Theory (1); Art Therapy for Individuals

**Module 5** - Dance and Movement skills for working with individuals; Student presentations; Endings



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## Learning Methods

The course is divided into 5 modules some of which will gain a CPD certificate in its own right for the skills learnt as above.

Participants will learn through working with other members of the course about the roles and responsibilities of the therapeutic relationship. There will be tutorials on theory but formal teaching and lecturing will be kept to an essential minimum.

Learning will be experiential and collaborative using pair, group work, role-play and case presentations. Homework reading and other assignments will provide new information and consolidation of material from the experiential work encountered within the weekends. Assignments will be subject of group discussions the following weekend.



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## Venue

### **Bell Rosen Guesthouse,**

116 Kommissaris Street,

Welgemoed, Bellville

Cape Town

Students will receive 10% discount if you choose to stay at the guesthouse.

[www.bellrosen.co.za](http://www.bellrosen.co.za)

## Faculty/Facilitators

Selected from APAC's faculty.

## Provider

[www.apac.org.uk](http://www.apac.org.uk)

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## Fees

**Early Bird SPECIAL: R 46 000.00 (if paid by Early Bird Deadline - see below)**

Normal Course Fee is: **R 51 000.00**

A deposit of 10% is payable upon application to secure your place on the course.

Your deposit is refundable (-R1000 admin fee) if you are not accepted onto the course or are unable to attend.

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## Dates

6-20 April 2023. (**Application deadline 6 March 2024; Early Bird Deadline 6 Feb 2024**)

*Dates are correct at the time of publishing but maybe subject to change so please confirm with the office at [contact@playtherapytraining.co.za](mailto:contact@playtherapytraining.co.za).*

## Places

There are a limited number of places available on each course. To secure your place, you will need to pay your deposit on submission of your application form.



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# Reasons why The PTI/APAC play therapy courses are so successful and are the best value:

## 1. Superior Content

### Comprehensive

The programme is the most comprehensive play therapy training course available anywhere. Its theoretical framework is integrative and holistic. It is based on non-directive principles but integrates directive working where appropriate. You will be working with both the conscious and unconscious processes of the child and integrating research with practice.

The programme has not been designed on the basis of one or two trainers' opinions. It is built around the competencies required to be a safe and effective practitioner, as specified by an international panel of experienced practitioners and subsequently validated by research. They are updated regularly, recently for example, to include knowledge of neurobiology research, its integration with psychological theory and its application to play therapy.

The Tool-Kit TM method that is taught will enable you to work with all dimensions of the holistic child: physical, communication, understanding, social relations, emotional, moral/spiritual, creativity and caring for self, communicating using the medium that the child has chosen.

Your impact on the children is more likely to have a lasting benefit, rather than a purely short term effect, which usually results from ad hoc training.

You will become highly skilled able to cope with a wide range of children's emotional, behaviour and mental health difficulties.

You will learn more play therapy modalities and use of different creative arts media than on any other course.

The programme is also the most comprehensive, in the world, in terms of the techniques that are taught at Certificate and Diploma levels. The Tool-Kit TM includes: art & drawing, clay, creative visualisation, dramatic role play, masks, movement, music, puppets, sand tray, therapeutic storytelling.

One of the most important principles of non-directive play therapy is that it is child led with the therapist following and communicating using the child's chosen medium. You will be able to offer



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the children a wide range of creative and play activities.

## **Balanced Content**

The course contains the optimum balance of theoretical, practical and experiential work that is needed for safe and effective practice. There is as little theory as possible but as much as necessary.

You should be able to feel fully confident about tackling any issue, problem or action in the playroom that you are likely to encounter. And you can reflect using your theoretical knowledge, after the sessions.

Most potential course members wish to become practitioners first and theorists secondly. The course enables this right from the beginning by providing the skills and techniques without overburdening participants with theory.

Employers are interested in what applicants can do in terms of helping the children - the competencies, skills and experience - rather than the theoretical knowledge they possess.

## **Coherent Courses**

The PTUK/APAC training programme are fully coherent courses - they are not a series of disjointed ad hoc events. Each course is coherent within itself and within the overall programme. The Post Graduate Certificate course enables participants to work with individual children who have problems of slight, mild and moderate severity. The Post Graduate Diploma enables participants to work with children who have severe problems and also with groups of children. There is a natural progression from the first module, which provides sufficient skills to start working therapeutically with children.

The programme provides all the skills that you need to work successfully. You will not need any other course. You can get off to a fast start. You will be able to start working therapeutically with children as soon as you have successfully completed the first module.

## **A Consistent Course**

The PTUK/APAC programme is consistent across the world. The same course content, faculty, learning and assessment methods are used in every venue.



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Employers will know that wherever an applicant has completed PTUK training there is a consistent standard.

This provides every participant with flexibility in the choice of location of the training. Someone who has completed the Certificate in Australia could complete the Diploma in France or the UK, knowing that all other participants will have received the same training at the Certificate level.

### **Addresses the key aspects of safe and effective practice**

One of the most distinctive features of the programme is the high proportion of experiential work. These exercises go deeper into process than scenario based role playing. You will understand the processes of the children by experiencing the same ones yourself - this is essential for safe and effective practice.

Unlike some other courses, personal therapy is not required, unless a participant finds difficulties in coping with their issues or being unable to practise safely with the children.

Although it is a training course, not a therapy group, all participants will undergo considerable personal development due to the exercises and the support provided by the Course Directors, all of whom are experienced play therapists, psychotherapists or counsellors.

You will be able to build effective therapeutic relationships because you will be equipped with an understanding of how and why the children feel during therapy sessions.

## **2. The Most Effective Learning Methods**

The PTUK/APAC programmes employ a variety learning methods: presentations; seminars; tutorials; practical exercises; experiential exercises and clinically supervised practice. We believe that participants should be able to put into practice, which is closely monitored, what they have learnt. In this way they will soon realise what else they need to know. Problems encountered in practice may be discussed with both the teaching staff and peers.

- You'll learn more quickly
- You'll be putting what you learn into practice immediately
- You'll be able to learn safely from your initial mistakes
- By the end of the course - you'll already have good clinical experience, not just about to start



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### 3. Validation Through Research

The APAC play therapy training programme is the only one worldwide, validated by continuous practice based research. The clinical outcomes of course participants' work are carefully measured. At present the results of the research, based on over 10,000 children, show that between 73% and 83% of the children who have received play therapy from APAC trained students show a positive change.

- This should give you confidence that your training will enable you to obtain very good outcomes from your practice. No other course can provide this.
- It will add substance to your CV/Resume.
- This gives the course the highest credibility with employers and clients.

### 4. Professional and Academic Accreditation

It is important, for credibility, that Play Therapy training courses:

- Meet the requirements of Government regulation
- Are validated by a university for academic quality
- Accredited by a relevant professional organisation for clinical and practical aspects

Government regulation of Play Therapy in the United Kingdom has, since April 2013, been provided by Play Therapy UK's 'Register of Play and Creative Arts Therapists' [www.playtherapyregister.org.uk](http://www.playtherapyregister.org.uk) approved by the Professional Standards Authority (PSA) under the Accredited Register programme. The Register assures parents, employers and commissioners of services of the quality of Registrants' therapeutic work. We are working towards achieving recognition for this discipline in South Africa but until that point, the course and qualifications meet the high standards of relevant authorities in the UK.

The Register includes practitioners living and working outside the UK. The PSA approved Play Therapy UK standards are used as de facto standards in countries where there is no national government regulation of the Play Therapy profession and are administered by Play Therapy International (PTI).

It would be, in our view, irresponsible to employ anyone who is not registered through a Professional Standards Authority programme to work with the emotional, behaviour and mental health needs of children, a particularly vulnerable client group. The APAC Certificate, Diploma and MA courses fully meet the requirements of the Register, starting at trainee level.



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Academic validation and awards are provided for the Post Graduate Certificate, Diploma and MA in Practice Based Play Therapy courses, delivered in the UK, by the University of Chichester. The National University of Ireland Galway (NUI Galway) provides academic validation and awards for the courses delivered in the Republic of Ireland.

After successful completion of the PostGrad certificate and PostGrad Diploma you can apply for the MA with the University of Chichester. This is an on-line course and your qualifications can be recognised for prior learning for the MA as long as you have achieved a merit or distinction in all assignments.

Whereas non-accredited courses and those offered for CPD may give you some new knowledge, they are not sufficient to become a Registered Certified Practitioner in Therapeutic Play Skills or a Registered Certified Play Therapist. Nor are they usually recognised by employers or clients. Accreditation of a course ensures that your time and money is not wasted. Endorsement by independent organisations is one of the measures of the quality of the course.

Being on the Play Therapy UK Register of Play and Creative Arts Therapists and having successfully completed an academically and professional accredited course makes it easier to get work. It should give you confidence in your training because you are assured that the clinical content of the course meets the highest standards of play therapy practice on a regulatory par with psychologists, psychiatrists, psychotherapists and counsellors.

## 5. Better Career Progression Opportunities

The programme will enable you to develop your career by building on your existing skills and experience and open up new opportunities. It is ideal for professionals who are already working with children:

- Counsellors, psychotherapists, clinical psychologists, psychiatrists and other mental health professionals who wish to, or are already working with children. Therapeutic play and the use of creative arts therapies will extend your existing skills. You will be able to deal with issues in complementary ways and achieve significant results, as proven by practice based research.
- Teaching staff in primary schools, nursery schools, kindergartens or children's centres. You may add to your educational and cognitive skills to alleviate the emotional and behaviour difficulties of problem pupils. If you work in a school - you will be able to achieve better academic results and lower exclusion and unauthorised absence rates.



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- Social workers, CAMHS teams, special residential care homes - add therapeutic skills to your social work skills for dealing with children and families. In social work you will be able to provide additional help for children who are in transition, awaiting adoption, have problems in foster care or have been abused.

The APAC Post Graduate Certificate in Therapeutic Play Skills and the Post Graduate Diploma in Play Therapy are designed to be the foundation for further career progression. They fit into the PTUK Four Stage Training Model. By successfully completing these courses you may then progress, if you wish, to:

- Become a Registered Certified Play and Creative Arts Therapies Supervisor
- Become a Registered Certified Filial Play Coach
- Become an Accredited PTI Play Therapy Trainer
- or take your MA in Practice Based Play Therapy - by dissertation

The training and support provides you with the medium term opportunity to become self-employed, as an independent practitioner. It widens your career options including portfolio working.

## 6. Best Quality Management

No other play therapy training programme has such complete management of quality. Very few training providers, at large, take as much care in managing the quality of their courses as APAC. This is achieved in three main ways:

1. Independent monitoring by the British Council for Therapeutic Interventions With Children (BCTIWC) [www.bctiwc.org](http://www.bctiwc.org)
2. Academic quality management by the University of Chichester and the National University of Ireland, including moderation by an independently appointed External Examiner
3. APAC's own four level Kirkpatrick based model of training evaluation measuring:
  - Reaction - participants' immediate responses to the training
  - Learning - through the assessment of what has been learnt
  - Behaviour - what impact has the training had on changing the therapeutic work with the children?
  - Results - what results (in this case clinical) has the trainee achieved

It is the quality as well as the content that makes the PTUK/APAC play therapy training programme the most effective and best value on offer.



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## 7. Greater Personal and Career Support

Support of the course participants is provided in three ways: clinical supervision, the faculty and career development.

**Clinical Supervision** - once you start to work therapeutically with the children you will need clinical supervision, ideally from a Certified Play Therapy Supervisor. This is not provided as part of the course and you will need a minimum of 18 hours of supervision, which you need to fund separately, but many students make use of more than 18 hours of supervision to complete their 100 clinical hours.

**Faculty** - APAC's is not only the largest single play therapy faculty in the world. It is the most experienced. Its 29 members have over 300 years of training experience between them. As well as their practitioner and specialist expertise, a number are highly experienced Counsellors, Psychotherapists and Social workers. This provides in-depth knowledge of most of children's emotional and behaviour conditions and also of a range of educational, health and social services settings.

You will benefit from an unequalled range and depth of knowledge a faculty that not only know their subjects - they know how to train.

The Programme Director is Prof. Monika Jephcott (IBECPT), Europe's most experienced play therapy trainer, who originated and designed the courses. The courses are run, by experienced play therapy Course Directors and specialist facilitators of art, career development, clay, ethics, masks, movement, music, puppets, research, sand and therapeutic storytelling.

With this size of faculty there is less risk of the course suffering from the incapacity of key members of the faculty. You will learn a variety of techniques from a number of different perspectives.

Professionalism and career support - as well as learning to become a safe and effective Play Therapist you will be provided with the knowledge to become a complete professional and the support required to further your career. APAC considers that it has a moral obligation to help everyone who successfully completes the course to find the type of work that they want and to achieve realistic levels of earnings. We do not say 'goodbye - you're now on your own' once you



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have finished a course.

Play therapy is an emerging profession in the UK and South Africa. We will help you to demonstrate the professionalism that is needed to secure the good quality services that the children deserve.

You will be able to build a personally satisfying and financially rewarding career with our help.

## 8. More Play Therapy Training Experience

PTUK is affiliated to PTI who set the world's first play therapy training standards in 1986 and have led the way ever since with its Profession Structure Model based on a competency framework, recently updated in 2006, 2011 and 2013.

APAC have been running accredited play therapy training courses in partnership with PTUK and PTI since 2000.

## 9. Minimises Your Risk of Wasting Time and Money

Undertaking any form of advanced and specialised training involves the investment of time and money. The risk will vary from person to person but should be considered carefully by everyone before they commit to any training programme. PTUK and APAC have minimised the risk for most applicants:

**Content** - if you want to work therapeutically with children the course will certainly teach you what you need to know because it is based on the competencies required to be a successful practitioner.

**Learning methods** - the essential method is experiential learning and this is the basis of the programme. You will learn to understand how the children feel and process their issues. You will be prepared for most events that are likely to occur in the playroom and to deal with them in a safe and effective way.

**Research** - we know from research based on hundreds of our students' cases that what APAC teaches works. We can accurately predict the results that a year's cohorts of our successful participants will achieve. No other course can do this.



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**Accreditation** of any course that you undertake is important, especially with employers. The APAC courses are fully accredited by internationally respected professional and academic institutions at post graduate level and fully meet the requirements of UK Government regulation.

**Career progression** - by successfully completing the Certificate and/or Diploma courses you will be building a platform for subsequent career enhancement. These are not courses that do not lead anywhere else.

**Quality management** - many courses just rely on participants' questionnaires filled in at the end of the course (happy sheets). APAC goes much further in measuring what has been learnt, how it has been applied in practice and the clinical results have been obtained. There is also the advantage of independent monitoring of quality by the Universities and the External Examiner. Very few training programmes in any subject undertake this degree of rigorous control of quality.

**Support** - unlike many training providers, we do not leave you to get on with it after you have completed the course. We provide a bridge between the course and employment. Through PTUK you have access to advice on marketing yourself in play therapy, producing effective CVs and interview advice.

You will be able to approach the training with more assurance that you will not be wasting your emotional investment, time and money.

## 10. More Items Included in the Cost

The course fees include:

- Tuition and facilitated exercises using a wide range of equipment and materials
- Professional organisational membership to Play Therapy International for the first year
- Complementary copy of The Healing Path book written by Mark Barnes
- Coverage of a very comprehensive Tool-Kit TM of methods
- Hundreds of pages of training material
- Access to ALMS, APAC's online Management resources with all the specialist forms and Powerpoint presentation material you need to set up play therapy service or independent practice. An additional vast online resource specifically for Play Therapy
- Continuous assessment of all exercises, and if necessary personal coaching
- Review, appraisal and marking of all written work
- Administration and submission of all participants' documentation to PTI
- A lunch (sit down 2 course meal) and two refreshment breaks



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Most of the major expense items are included in the fees. You will need to allow for books, the cost of supervision\*, Professional indemnity insurance as well as for your travel, B&B and evening meals.

*\*You will need to allow for 1hr of supervision for every 6hrs of practice or 1hr of supervision every fortnight, whichever comes first.*

## 11. To secure your place:

- Upon indication of interest the application form and electronic brochure will be sent to you
- Application form and deposit of 10% must be sent to **contact@playtherapytraining.co.za**
- If accepted a pro forma invoice will be sent for the payment for the total of the fees including the deposit
- Proof of payment together with other required documents as will be indicated in the acceptance letter, should be returned to **contact@playtherapytraining.co.za**
- Full payments to have been made prior to the start of the course.



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