



Psychotherapy and Counselling
Federation of Australia

College of Creative and
Experiential Therapies

PACFA College of Creative and Experiential Therapies

Membership Statement and Criteria

Acknowledgement of Country

PACFA College of Creative and Experiential Therapies (C.CET) acknowledges the Traditional Custodians of Country of the places that we call home and in which we work. We honour the long history of caring, cultural, creative and healing practices that have taken place on this continent for millennia and continue today. We extend our respect to elders past and present, and to all First Nations People.

C.CET Members

C.CET members identify as Creative / Experiential Therapists and demonstrate values, knowledge, attitudes, capabilities (skills and abilities) to safely, effectively and consistently use creative and experiential approaches in our therapeutic work with people.

All members of C.CET meet PACFA's registration standards and continue to engage in ongoing professional development specific to the facilitation of creative and experiential therapy.

Creative Process and Experiential Ways of Knowing

Creative processes and experiential ways of knowing are central to our ways of working. Our use of more than verbal methods is what defines us.

"Creative processes" are collaborative, exploratory, expressive, invitational, meaning-making, multi-modal, and relational processes that engage people in more than verbal exchanges. These processes utilise a range of practices including, but not limited to, drama, drawing, embodiment, engaging with nature, the environment and/or animals, movement, mindfulness, music, painting, play, sandplay, sculpting, and writing.

"Experiential ways of knowing" are the ways in which people come to know themselves and the world. Experiential knowing is characterised by the knowing that occurs through doing, being immersed in the present moment and multi-sensory experiencing in the here and now.

Experiential knowing prioritises lived and living subjective experiences as our primary sources for understanding ourselves and our relationships in and with the world.

VALUES

As members of CCET, we prize creativity, experiencing, relationship and each person's capacity for wisdom, self-healing, and orientation towards growth and health.

We value:

- › Collaborative, creative and experiential ways of working
- › Cultural safety and truth telling
- › Diversity, inclusivity and acceptance
- › Life enhancing relationships
- › Lived and living experience
- › Holistically person-centered principles and practices
- › Multi-modal, embodied experiencing
- › Mutual respect and shared responsibility
- › Social and emotional wellbeing
- › Social justice and equity

KNOWING AND KNOWLEDGE

The ideas, knowledges and theories that inform our practice are grounded in creative and experiential approaches, and may include:

- › Creativity as essential to health and wellbeing
- › Embodiment / somatic awareness and approaches
- › Humanistic and person-centred theoretical frameworks
- › Interpersonal neurobiology (eg: polyvagal theory, attachment theory)
- › Intersubjectivity, phenomenology
- › Mindfulness and present moment awareness
- › Safe facilitation of creative and experiential processes, including cultural, physical, emotional, psychological and spiritual safety
- › Therapeutic use of creative and experiential modalities such as drama, drawing, engaging with the environment, nature and/or animals, mindfulness, movement, music, painting, play, sandplay, sculpting and writing.

ATTITUDES

CCET members are flexible and open minded, invitational in our approach and hold an attitude of authenticity, curiosity and spontaneity. We develop and model healthy therapeutic relationships, and bring our full presence to sessions, with attention to emergent and 'here and now' experiencing, meeting the client where they are.

CCET members are mindful of safety, expectations, boundaries, pace, scope of practice and are aware of our limitations. We are committed to our duty of care, maintaining positive regard, promoting self-efficacy and dignity of the people with whom we work. CCET members trust in the value of creative and experiential processes.

CAPABILITIES: SKILLS and ABILITIES

Through education, training, professional development, and supervised practice, CCET members have developed skills to work with people, forming relationships, investigating together, using multimodal and experiential forms of exploration that elicit new ways of becoming, being in and understanding the world.

CCET members have the skills to develop safe therapeutic relationships and facilitate sessions that are person centred and explorative. CCET members are able to engage through creative and experiential activities and processes. Such methods can enable safe expression of emotions, expand awareness of self and others, cultivate strengths, support self and group efficacy, deepen understanding and promote social and emotional health and wellbeing.

As CCET members, we are able, capably and consistently, to:

1. Apply ethical principles and decision making in creative and/or experiential practice
2. Communicate and consult with others about the efficacy of our chosen therapeutic approaches
3. Cultivate own and others' creativity, embodiment and/or imagination through creative and experiential processes
4. Facilitate, collaborate and hold space for safe, integrative therapeutic experiences using creative and/or experiential processes
5. Integrate experiential ways of knowing and/or creative processes with various theoretical and therapeutic approaches
6. Practice emotional attunement and ability to support co-regulation through creative and/or experiential processes
7. Respect choice and agency, while offering creative and experiential processes for expression, exploration, expanding self-awareness, processing and/or integrating experience
8. Respond appropriately to distress and overwhelm, using creative and experiential processes to create safety, facilitate access to people's resources and the processing of these experiences
9. Use creative and experiential approaches to work in the here and now and cultivate present moment awareness (eg: mindfulness)
10. Use creative and experiential processes to establish trusting relationships, build and sustain rapport and facilitate engagement
11. Work with people holistically and contextually (eg: with regard to systems, institutions, families, cultures, communities, ethnicity)

QUALIFICATIONS, TRAINING, PROFESSIONAL DEVELOPMENT AND SUPERVISED PRACTICE

Membership of C.CET is open to practitioners who are PACFA registrants. In addition, C.CET members will demonstrate the values, knowledge, attitudes, and capabilities specific to Creative and Experiential Therapies as outlined in this document.

C.CET acknowledges that Creative and Experiential Therapists develop their professional identity via diverse pathways that include qualifications, training, ongoing professional development and supervised practice. These include, but are not limited to, PACFA accredited courses and AQF qualifications. We recognise that rigorous training in some creative and experiential therapy modalities, such as equine assisted therapy, psychodrama and somatic experiencing therapy, is only available outside of formally recognised degrees and we welcome members who have developed their specific creative and experiential therapeutic approaches through these diverse yet converging pathways.

These diverse pathways equip C.CET members with the values, knowledge, attitudes, and capabilities as described in this document.

All C.CET members demonstrate their capacity to meet the C.CET membership criteria and engage in ongoing professional development and supervised practice relevant to creative and experiential therapies.

MEMBERSHIP CRITERIA

The membership criteria are:

- › To substantively demonstrate the C.CET capabilities through Appendix 1.
- › 100 points of relevant qualifications, supervised practice and/or training as set out at Appendix 2.

In keeping with PACFA's registration standards, ongoing clinical supervision is required by C.CET members. Creative and Experiential Therapists are encouraged to seek supervision from a supervisor who is experienced in creative and/or experiential modalities.

Members of C.CET should ongoingly undertake a minimum of 50% of their annual CPD hours in Creative and/or Experiential professional development activities. PACFA's annual requirement for ongoing professional development is 20 hours per year.

APPENDIX 1: CAPABILITIES MATRIX

CAPABILITIES	EDUCATION AND TRAINING <i>Please indicate the course AND the subject or unit that matches this capability</i>	VOCATIONAL EXPERIENCE <i>Please indicate vocational experience that specifically relates to this capability</i>	EVIDENCE PROVIDED
<p><i>*Note - Please show you have developed each capability in either 'education and training' or 'vocational experience', or both.</i></p>	<p>EXAMPLES: <i>Name of Course and Unit / Short Course that you believe is a match or partial match for this capability.</i></p>	<p>EXAMPLES: <i>Employed by xxxx From xx to xxx. During this time I worked with xxxx number of clients addressing xxxxx I regularly used xxxxx processes within sessions. As part of my Private Practice (2000 to date) I offer creative/experiential therapy to a broad range of clients using Art therapy activities / Dance & movement / Psychodrama, etc.</i></p>	<p>EXAMPLES: <i>Statement of Results, Letter of reference from employer, Letter of reference from Supervisor, Practice Logs, Portfolio, Personal Statement, Curriculum Vitae, Certificate of Attendance.</i></p>
Apply ethical principles and decision making in creative and/or experiential practice			
Communicate and consult with others about the efficacy of our chosen therapeutic approaches			
Cultivate own and others' creativity, embodiment and/or imagination through creative and experiential processes			
Facilitate, collaborate and hold space for safe, integrative therapeutic experiences using creative and/or experiential processes			
Integrate experiential ways of knowing and/or creative processes with various theoretical and therapeutic approaches			
Practice emotional attunement and ability to support co-regulation through creative and/or experiential processes			
Respect choice and agency, while offering creative and experiential processes for expression, exploration, expanding self-awareness, processing and/or integrating experience			
Respond appropriately to distress and overwhelm, using creative and experiential processes to create safety, facilitate access to people's resources and the processing of these experiences			
Use creative and experiential approaches to work in the here and now and cultivate present moment awareness (eg: mindfulness)			
Use creative and experiential processes to establish trusting relationships, build and sustain rapport and facilitate engagement			
Work with people holistically and contextually (eg: with regard to systems, institutions, families, cultures, communities, ethnicity)			

APPENDIX 2: QUALIFICATIONS AND TRAINING WEIGHTING TABLE

Please use this table to show your (minimum) 100 hundred points of relevant qualifications and training. You must have points in at least three of categories a), b), c) and d) OR apply under category e). Please attach evidence of each.

TYPE	POINTS	EVIDENCE	TOTAL
a) EDUCATION AND TRAINING			
AQF 9 OR 10 Degree (Masters or Doctorate) specialising in Creative/Experiential Therapy	70 points per qualification	(eg: Master of Creative Arts Therapy transcript of results)	Eg: 70 points
AQF 7 or 8 degree (Bachelor or Graduate Diploma) specialising in Creative/Experiential Therapy	50 points per qualification	(eg: Bachelor of Arts Therapy transcript of results)	Eg: 50 points
AQF 5 or 6 award (Diploma, Advanced Diploma or Associate Degree) specialising in Creative/Experiential Therapy	30 points per qualification	(eg: Advanced Diploma of Transpersonal Arts Therapy transcript of results)	Eg: 30 points
Experiential training in a course by a recognised independent provider – minimum 100 hours	20 points per each 100 hours of training – maximum 50 points	(eg: Certificate of Equine Assisted Therapy – completion certificate)	Eg: 250 hours = 50 points
b) PRACTICE HOURS			
Supervised placement/practice within the above AQF 5, 6, 7, 8, 9 or 10 qualification specialising in Creative/Experiential Therapy	10 points per each 100 hours	(eg: transcript of results)	Eg: 500 hours = 50 points
Supervised placement/practice within the above independent provider Creative/Experiential Therapy specific training course	10 points per each 100 hours	(eg: letter of recommendation from supervisor)	Eg: 500 hours = 50 points
Supervised Creative/Experiential Therapy practice in the workplace	10 points per each 100 hours	(eg: letter of recommendation from supervisor)	Eg: 500 hours = 50 points
c) SUPERVISION HOURS			
Supervision hours for placement within the above AQF 5, 6, 7, 8, 9 or 10 qualification specialising in Creative/Experiential Therapy	1 point per hour	(eg: supervision log signed by supervisor)	Eg: 10 hours = 10 points
Supervision hours for placement within the above independent provider Creative/Experiential Therapy specific training course	1 point per hour	(eg: supervision log signed by supervisor)	Eg: 10 hours = 10 points
Supervision hours for Creative/Experiential Therapy practice in the workplace	1 point per hour	(eg: supervision log or letter of confirmation signed by supervisor)	Eg: 10 hours = 10 points
d) PROFESSIONAL DEVELOPMENT			
Professional Development Training/ Short Courses	1 point per each 10 hours of face to face training	(eg: certificate of attendance)	Eg: 50 hours = 5 Points
e) MEMBERSHIP OF A CREATIVE AND/OR EXPERIENTIAL THERAPIES ASSOCIATION			
Current or recent (less than 5 years) practitioner membership of a recognised creative and/or experiential therapies association	100 points	(eg: certificate of membership)	Eg: Certificate = 100 points
GRAND TOTAL			Eg: 100 points