

Children's Therapy Centre

2025

2025 Annual Quality Report Children's Therapy Centre
CASE STUDY RELATED to
Academic Year September 2023 – August 2024

CASE STUDY

Title: The Challenges and Opportunities of Artificial Intelligence in Creative Psychotherapy training.

Theme: Artificial Intelligence and Creative Psychotherapy training.

Keywords (2-3 words): AI; Creative Psychotherapy

In recent years the Children's Therapy Centre (CTC), as with many educational institutes, have had to respond to the changing landscape in terms of supporting academic integrity and responding to the evolving nature of digital psychotherapy and artificial intelligence (AI).

In 2023-2024 our MA Programme Management Team became better informed about advances in the use of Artificial Intelligence (AI) applications and the challenges and opportunities this poses regarding student learning, assessment, academic integrity, and clinical practice. We carefully considered threats to both professional and academic integrity and opportunities for enhancement of learning and practice. Our MA was due to undergo programme revalidation late in 2024, and we were also engaged in a gap analysis in preparation for applying for an extension of provision to include offering fully online programmes. This presented us with the ideal opportunity to apply our learning to enhance our programme by embracing the opportunities now available, and to update our QA policies to mitigate against risks identified.

Initially we focused our attention on mitigating against potential threats that were alluded to in our research and based on our initial understandings:

- We continued to update and improve CTC QA policies. Regarding risks and contingencies for our learning and assessment environment, we focused extensively on matters linked to academic integrity, such as understanding the rise risk of contract cheating and mitigating for those inherent in the increasing availability of AI applications. We developed plans to expand our use of authentic assessment tasks and the removal of assignments that were susceptible to the risks identified.
- Our Learning Support Officer developed additional asynchronous learning material (webinars) on academic integrity, as well as being available for synchronous sessions with students who seek further support.

As our learning progressed, our focus expanded to embrace some of the opportunities in AI:

- Key CTC staff attended exciting and enlightening training that explored the ethical use of AI in our specialised field of creative psychotherapy. Our eyes were opened to the opportunities that AI could offer:
 - our students as they respond to our increased emphasis on authentic assessment;

- our teaching staff as they prepare materials for asynchronous learning and formative assessment (e.g. development of quizzes).
- our students, staff and graduates as they learn how to incorporate the ethical use of AI both in their clinical practice and in their administrative processes;
- Therefore, we began looking at ways that we could actualize AI potential within our programmes and demystify it for our wider staff team and our learners. We decided to embrace AI in our revised programme document for revalidation and set about determining ways to include such training within our curriculum and to formulate an assessment that will require learners to use AI, and to develop and demonstrate skills that we think will be essential in professional psychotherapy practice going forward.
- This led us to commission specialised live synchronous training, and recorded webinars from an international expert in the field of AI for asynchronous learning, for all staff and students. This trainer is also a mental health specialist. She can also provide content on ethical and integrative use of AI in teaching, learning and assessment, as well as how to craft and provide incremental prompts within generative AI for text responses, image generation for visual imagery and storytelling, and utilising AI for the therapeutic use of stories and narratives. There is also a focus on the use of AI to support administrative tasks, maximizing professional efficiency

We aim to demystify AI and utilize it in a manner that it enhances our educative and training roles, as well as augmenting psychotherapy and play therapy practice whilst remaining firmly within the constraints of ethical practice and upholding professional and academic integrity.

One concrete example is a planned assignment within our revalidated programme that will involve hands-on experience in the use of generative AI. The element in question will require the preparation of a visual image, making use of generative AI, that may be utilised within the therapy process. To ensure that this assessment is authentic, the learner will engage in an experiential activity within the training and arising from this they will be required to prepare a therapeutic visual image that is demonstrably relevant to their experience of the activity. To do this, they will make use of an Artificial Intelligence Image generation tool. They will start by giving a prompt to the chosen application and will then review the image generated. The subsequent crafting prompts will be essential for setting the expression, tone, and focus. The learner will repeat prompts and review each image until they are happy that the image is right for them and will submit evidence of the process they have been through. Evaluation will include a focus on the skillful use of incremental prompts and an analysis of how this skill set may be utilized in their professional practice.

Another example may focus on teaching staff and the possibility of uploading e.g. a book chapter, research paper, or course material, and generating draft notes, discussion topics, and possible quiz questions. As with training for students in how to use AI, the training in this area retains a focus on fact-checking and cross-referencing.

Onwards and upwards – to extending frontiers!