

Diploma in Psychodynamic Counselling Course Handbook 2018-2019

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THE FOUNDATION TRAINING CENTRE COURSES AT A GLANCE

FOUNDATION CERTIFICATE

Foundation Certificate in Psychodynamic Counselling Skills and Theory
<p>Taught at: Bedford Luton St Albans Welwyn Garden City</p> <p>1 year course</p>
Access Course for Diploma and Advanced Certificate
<p style="text-align: right;"><i>Counselling Foundation Award</i></p>

DIPLOMA

Diploma in Psychodynamic Counselling
<p>Taught at: Bedford St Albans</p> <p>2 - 4 year course including theory and clinical work under supervision</p> <p>Counselling Foundation Award</p> <p><i>The Diploma and Advanced Diploma combined form one BACP Accredited Course</i></p>
Advanced Certificate in Counselling Skills
<p>Taught at: Bedford St Albans</p> <p>2 year course (excluding Clinical Work under supervision)</p> <p><i>Counselling Foundation Award</i></p>

ADVANCED DIPLOMA

Advanced Diploma in Psychodynamic Counselling
<p>Taught at: Bedford St Albans</p> <p>2 year training includes</p> <ul style="list-style-type: none"> Theoretical seminars Clinical Seminars Assessments Professional Seminars Clinical work under supervision <p>Qualification to practice independently</p> <p><i>The Diploma and Advanced Diploma combined form one BACP Accredited Course</i></p> <p><i>Counselling Foundation Award</i></p>

DIPLOMA IN PSYCHODYNAMIC COUNSELLING

INTRODUCTION

It is with great pleasure that we welcome you to the Diploma in Psychodynamic Counselling training programme.

This course is offered by The Counselling Foundation Training Centre. It is a pre-qualifying programme that aims to provide trainee counsellors with the skills and knowledge which will enable them to become practitioners in Counselling Centres, the NHS and other agency settings. The Programme, when taken in conjunction with our 2-year Advanced Diploma in Psychodynamic Counselling is BACP accredited. On achieving the Advanced Diploma, trainees will have a counselling qualification for independent practice and most of the elements needed to apply for individual accreditation by the BACP.

Within this handbook trainees will find much of the information needed for the academic year 2018-2019 including course regulations, structure, content, assessment procedures, staffing and course management.

To support this handbook the Diploma brochure should be used as an accompanying document. Sometimes changes are made in between one year's end and the next but trainees will be made aware of these if and when such changes are made.

In addition to this Course Handbook trainees will be provided with an Assessment Handbook which contains more detailed information relating to written assignments and all other assessment procedures. Course outlines are included within this handbook and additional course hand-outs may be distributed by seminar tutors as the year progresses. Procedures and criteria stipulated by the individual counselling centres (internal and external) in which clinical practice takes place will be made available to trainees at their allocated Counselling Centre.

Trainees are asked to read the handbooks thoroughly in order to familiarise themselves with all aspects of the training programme.

Any suggestions or further information, which you believe should be included in our handbooks, will be most welcome and should be sent to by e-mail to trainingadmin@hbcf.co.uk.

We hope you will find our Training Programme stimulating and together with the Training Team, we look forward to supporting and assisting you on your training journey with us.

The Training Team

NB: The information contained in this handbook is accurate at the time of writing, but does not form part of a contract. Changes may occur, particularly in staffing, at short notice. Trainees will be informed of these at the earliest opportunity.

PURPOSE OF THE PROGRAMME

There is an increasing acceptance that once a week, face to face counselling has an important place in the provision of psychological help for those who are seeking it, whether for long-standing problems or in the aftermath of difficult life events. In the treatment of some psychological problems, like mild depression, some form of talking and listening therapy is the treatment of choice. At the same time, there is a need to ensure that counsellor training produces practitioners with a sound grounding both in an appropriate theoretical model and in evidence-based clinical practice. The push towards professional regulation to enhance patient safety underscores this need.

The Counselling Foundation has a long history in both counsellor training and in offering counselling from its 5 counselling centres. The Foundation comprises a team of experienced analysts, psychoanalytic psychotherapists and psychodynamic counsellors as teachers and trainers, its network of counselling centres provides clinical placements and supervision to trainees on the Diploma and Advanced Diploma programmes.

The Programme is an integrated one, where key course managers assume a unified responsibility for monitoring the development of the trainee both in their academic work and in the quality of service the trainee delivers to the client. It provides an in-depth, cohesive and comprehensive training for an individual to become a professional practitioner in psychodynamic counselling within an agency. Overall responsibility for the delivery of the Programme is held by the Head of Training, who is accountable to the Chief Executive Officer and to the Board of Trustees.

The Counselling Foundation is committed to a learner-centred approach. We provide our trainees with a programme structure, which allows you to develop at your own pace. The length of training can take between 2 to 4 years although the majority of trainees on the Diploma programme complete within 2 years and the remainder within 3 years.

Some of the factors influencing this time scale can include trainee requests for extension of time to complete assignments, personal circumstances, lack of client counselling hours, etc., or the Foundation requiring trainees to postpone taking clients, or to re-submit failed assignments.

THE COUNSELLING FOUNDATION TRAINING TEAM

During your training you will encounter a number of people; here is a brief guide to who they are and what they do:

Noel Hargrave - Head of Clinical and Training

Noel is the Head of Counselling and Training and holds overall responsibility for training and clinical services delivered by The Counselling Foundation. Noel joined in September 2015 and is a UKCP registered psychotherapist with a background in management and delivery of counselling and psychotherapy services. Noel can be contacted on 01727 868585 and his email address is noel.hargrave@counsellingfoundation.org.

Pam Firth – Foundation Certificate Programme Tutor

Pam is the Programme Tutor for the Foundation Certificate course and holds responsibility for the management and development of the course that runs in St Albans, Bedford, Welwyn Garden City and Luton. She is part of the Training Management Committee. Pam has been a part-time and/or visiting lecturer, nationally and internationally for almost 40 years and her particular area of interest is palliative care and bereavement. Pam can be contacted on 01727 868585 and her email address is pam.firth@counsellingfoundation.org

Stuart Wilson – Diploma Programme Tutor

Stuart is part of the Training Management Committee, the Programme Tutors Committee and chairs the Diploma Course Committee meetings. He holds responsibility for the management, development, clinical placements, intake and assessment of the Diploma course. Any request for extension of deadlines of coursework, interruption of training, interruption of/or change in therapy/therapist or any other such related requests must be put in writing to Stuart who can be contacted by phone on 07533 143 756 and by email at stuart.wilson@counsellingfoundation.org. Stuart is available for you to contact him on Mondays, Tuesdays, and Wednesdays.

Karen Carter – Deputy Diploma Programme Tutor

Karen is part of the Training Management Committee, the Programme Tutors Committee and the Diploma Course Committee meetings. She holds joint responsibility with the Programme Tutor for the management, development, student welfare, clinical placements, intake and assessment of the Diploma 1 course. Any request for extension of deadlines of coursework, interruption of training, interruption of/or change in therapy/therapist or any other such related requests must be put in writing to Karen who can be contacted by email at karen.carter@counsellingfoundation.org or by phone on: 0789 979 1946 Karen is available for you to contact her on Mondays and Wednesdays.

Valentina Krajnovic – Advanced Diploma Programme Tutor

Valentina is part of the Training Management Committee, the Programme Tutors Committee and chairs the Advanced Diploma Course Committee meetings. She holds responsibility for the management, development, clinical placements, intake and assessment of the Advanced Diploma course. Any request for extension of deadlines of coursework, interruption of training, interruption of/or change in therapy/therapist or any other such related requests must be put in writing to Valentina who can be contacted by phone on 07890 083879 and by email at valentina.krajnovic@counsellingfoundation.org

Mimie Hollist – Training Manager

Mimie oversees the operational aspects of the Training Team and Office. Mimie is chair of the Training Management Committee. She is based at our Head Office in St Albans and is available from Monday to Friday. You can contact Mimie by e-mail to mimie.hollist@counsellingfoundation.org or by telephone on 01727 868585 option 3.

Training Administrators

The Training Administrators are based in St Albans and are available to answer any queries relating to administration for your course. They are available from Monday to Friday, tel: 01727 868585 option 3 and e-mail: training@counsellingfoundation.org The Foundation Office and Training Centre is located at: 1 College yard, Lower Dagnall Street, St Albans AL3 4PA

COMMUNICATION, MANAGEMENT OF PROGRAMME TRAINEE FEEDBACK

Seminar Tutors

The seminar Tutors teach the theoretical components of the training, mark the course work and seminar essays, and write the reports for assessment for each student.

Supervisors

Supervisors are qualified psychoanalytic psychotherapists or psychodynamic counsellors. They give clinical guidance to small groups of trainees and staff counsellors. Their end-of-year assessments determine whether their supervisees may progress to the next stage of their training. They participate in assessments more generally through their membership of the Diploma Assessment Panels. They cannot be expected, however, to be expert in the fine detail of the Diploma Programme, for which reference must be made to either the Seminar Tutor and/or the Programme Tutor.

Personal Tutors

All Diploma students will have 2 mandatory tutorials with the Programme Tutor each year, normally around November/December and April/May. In addition, each Diploma 2 student will be allocated a Personal Tutor in the first term of that year. This is to help with the writing of their clinical paper referred to as a Case Study. A Personal Tutor will be allocated to every student for two tutorials to give support to students for writing this case study. Students may request additional time with the personal Tutor in year 2 and a maximum of 3 tutorials are allowed. Any additional tutorials must be paid for.

Help with seminar essays will normally be given by the Seminar Tutor, in the form of advice and guidance in the seminars and not by individual tutorials. A Study Day in term 1 will also be scheduled for guidance on writing both seminar essays and the case study. If a student has particular learning needs in relation to writing essays they must discuss this with the Programme Tutor. The Foundation cannot undertake to provide specialist help for those with specific academic needs for writing essays above those already indicated, but may be able to refer to specialist services for this help. Any financial undertakings must be borne by the student.

For help in writing Case Studies, the student must contact their Personal Tutor. It is the responsibility of the trainee to make contact to arrange these meetings with their Personal Tutor. The purpose of such meetings is to help the trainee relate theory to practice in the construction of their essay. The function of the Personal Tutor is to guide and support in this process and they are not authorised to provide assurance that the essay will pass. A Personal Tutor may also act as a pastoral tutor to the student who wishes to discuss anything confidentially in relation to their training.

Communication

- Questions related to course content should be directed to your Seminar Tutor
- Administrative queries should not be directed to the Programme Tutor but to the Training Administrator or Training Manager (please refer to the section; 'The Course Staff Team')
- All other questions or queries, including those around personal therapy should be addressed directly to the Programme Tutor by phone or email to ensure these are dealt with as soon as possible
- All questions concerning current placements must in the first instance be taken up with the Placement Manager/Centre Manager, and all possible future placements with the Diploma Programme Tutor

- Any questions about client work should be raised with the students' supervisor
- We encourage the use of telephone or face-to-face contact; however, detailed queries should be emailed in order to prevent misunderstandings. Please remember to email the Training Administrator with any change of address, change of phone number or change of email address. It is of the utmost importance that we have the correct contact information for trainees

Management of the Programme

The Training Management Committee (TMC) monitors all aspects of the Diploma Programme from intake and student selection to assessment and final award. The TMC has a consultative and advisory role with regard to the 3 core courses; Foundation Certificate, Diploma and Advanced Diploma programmes including short-courses and Continuing Professional Development workshops.

Each of the core courses is managed by a Programme Tutor:

Foundation Certificate	-	Pam Firth
Diploma	-	Stuart Wilson
Advanced Diploma	-	Valentina Krajnovic

There are regular Training Management Committee meetings, with the Head of Training, to ensure the smooth running of the core courses.

All Diploma core seminar tutors, modular seminar tutors and group leaders are members of the Diploma Course Committee (DCC), which meets to discuss the development of the Programme and from which the assessment panels are drawn.

Student Feedback Forums

We welcome trainee feedback and encourage consultation. This may be done throughout the course either directly to the Programme Tutor or the Training Office. It is extremely important that if students have serious difficulties that arise on or through the course that they raise these (if necessary, confidentially) with the most appropriate person. Where issues of a serious nature or cause for complaint are concerned, The Foundation has a grievance procedure that must be followed. Our aim is to be as responsive as possible, and we encourage trainees to raise any concerns as and when they arise. In addition, a feedback questionnaire is issued at the end of each academic year and is a vital source of information for planning for the future academic years.

COURSE INFORMATION

Course Framework

The course is comprised of modules incorporated into two years of theory seminars. Each academic year is 30 weeks long. The client work takes place concurrently alongside the theory and skills part of the course. This client work is undertaken either internally; within a Foundation Counselling Centre or externally; within one of our pre-approved counselling centres, for 46 weeks of the year. In order to be eligible for the award of Diploma in Psychodynamic Counselling trainees must have completed all modules successfully.

Curriculum Map

Year 1: ½ day per week class attendance plus client work & supervision

Year 2: ½ day per week class attendance plus client work & supervision

- There are 30 teaching weeks in a year, divided into three terms
- Client casework and supervision continues for 46 weeks per year
- Trainees may also be required to attend Saturday workshops which will be communicated at the beginning of each term
- Trainees must attend personal therapy once weekly for the duration of the training programme

Course Days

	Diploma Year 1	Diploma Year 2
St Albans	Wednesday	Wednesday
Bedford	Monday	Wednesday

Course Structure

Components of the course that must be satisfied and passed by the end of Year 1 in order to progress to Year 2 are:

- Written Theoretical Assignments
- Seminar Tutor Assessment Report
- Supervisor Assessment Report
- Minimum of 10 hours client work
- Minimum 80% attendance: theory and skills seminars
- Minimum 80% attendance: supervision groups
- Regular weekly attendance in personal therapy
- Tutorials with Programme Tutor

Components of the course that must be satisfied and passed at the end of Year 2 in order to receive the Diploma are:

- Written Theoretical Assignments
- Written Clinical assignment(s); Case-study
- Supervisor Assessment Report
- Minimum 120 client work hours
- Minimum 80% attendance: theory and skills seminars
- Minimum 80% attendance: supervision groups
- Regular weekly attendance in personal therapy
- Tutorials with Programme Tutor

Trainees who, at the end of Year 2, have not been able to accrue sufficient clinical hours enter into a third year; known as a 'Finisher 1' and sometimes a fourth year (Finisher 2). Finisher 1 and Finisher 2 trainees will be required to:

- Continue seeing clients
- Continue attending supervision groups
- Continue in regular weekly personal therapy

Trainees who, at the end of Finisher Year 1, have not satisfied all of the course components enter into a fourth and FINAL year as a 'Finisher 2'.

Programme Aims

1. To equip trainees with the skills and techniques of the psychodynamic model: to develop a therapeutic relationship and to respond and interpret appropriately within it
2. To enable trainees to work with clients towards the goal of psychodynamic counselling: the resolution of conflicts through insight reached in a therapeutic relationship
3. To inform trainees of the limits and context of the psychodynamic approach so that they can critically assess the psychodynamic model that is taught as the core theoretical model of the programme
4. To equip trainees to work as reflective practitioners
5. To enable trainees to evaluate the theoretical rationale for the body of techniques used in this field and to add to the understanding of what constitutes best practice
6. To enable trainees to understand and communicate the concepts of psychodynamic theory

Course Reading

The financial cost of undertaking an academic course in term of accessing books and articles can be daunting, especially for professional courses where it would be expected that practitioners would normally wish to begin building up their own personal library. For the Diploma Course, the first step on this professional ladder, there is no need for a large outlay on academic textbooks. There are a handful of texts which are recommended over the two years, which are helpful for general background or key texts on specific areas where essays may be written, and these can be purchased, but the issue of acquiring necessary reading for the course is addressed in a number of ways:

1. All papers for weekly reading in seminars which are part of the curriculum, are uploaded onto the Training Website and are available for download by students. Password access to these are given by the training office
2. The Foundation has a library selection of books at both St Albans and Bedford and these are available for student loan. Students should consult these for help with essays. In addition, there

are a number of journal copies in the library, and the Foundation has access to The British Journal of Psychotherapy and Psychoanalytic Dialogues. Please contact the Programme Tutor for these.

3. On occasions, seminar tutors may make reference to a paper, which the Foundation may be able to obtain. This can be done via the seminar tutor or the programme tutor
4. Swiss Cottage library contains a number of psychoanalytic journals and these are available to be viewed and copied at the library. The Wellcome Trust on Euston Road has also a large selection of psychological journals whose articles are free to download. The library is free to use, although you will need to join and visit in order to download to USB or print off.

Personal Development Group

During the second half of the day or evening of the first year of the Programme trainees attend a personal development group. This is an unstructured group composed of usually not more than twelve members and run by a psychodynamically orientated group conductor. The group is confidential in accordance with the BACP Ethical Framework. Through participation in the group, members develop an awareness of themselves within a group context. Being part of a personal development group will give members the opportunity to explore their interactions, conscious and unconscious communications within a group and to connect the theoretical concepts being learnt on the course to their own processes. On occasions, difficult issues may arise for individual participants or the group as a whole, and in such cases the participants have their own personal therapy to help them deal with these issues. These issues must not be raised with any other person external to the group, with the exception being only where personal safety or the safety of third parties is at stake. There is no personal development group in Year 2 and it is replaced by an additional modular seminar.

Essays

The Diploma course is an academic course, in addition to the experiential, personal development, and skills work. Whilst there is some assessment of this within the seminar modules, the major aspect of academic assessment is contained within the 4 theoretical essays and the case study essay. The outlines of each of these essays are contained in the Assessment Handbook. The four theoretical essays (two for each year) must be handed in during early January and mid-May. These dates are non-negotiable, except in extenuating circumstances, and students are responsible for ensuring they manage their time to comply with these deadlines. All essays handed in late will have 5% deducted from the mark. The results of all essays will be sent out 6 weeks after the hand in date.

Case Study

The Case Study is to be handed in on the first Friday of June in the second year of the Diploma, and results will be sent out after the Final Board in mid-July. The student may elect to defer the handing in of this essay, in which case it must be handed in by the first week of September that year. For those students who are finishers, additional dates for handing in the case study can be agreed with the Programme Tutor.

Marking and Results

All theoretical essays will be marked by the seminar tutor, but for the case study, this will be marked by an external anonymous marker taken from the Foundation's pool of marker's, and not the seminar tutor. Following marking, a selection of essays will be sent to an external examiner to assess the standard of essays and marking, and in the case study to an internal moderator prior to submission to the external examiner.

For all essays, students will receive back the results letter, together with the marker's feedback sheet, giving detailed constructive comments on their essay. Should any essay receive a 'fail' (under 50%), the student must contact the Diploma Programme Tutor to discuss the essay and a hand in date for the re-write.

Should the re-submission be marked a 'fail', then a Viva will be offered to the student, details of this procedure can be obtained from the Training Office. If the Viva is assessed as a 'fail' then the student will be asked to repeat the seminar module the following academic year.

Appeal on Marking

If a student has good reason to believe they have been marked unfairly, they must inform their Programme Tutor within 1 week of their result being received, together with detailed reasons for this. The Programme Tutor will then assess the claim and adjudicate on the marks. The marks will then be increased, decreased, or unaltered. The Programme Tutor's adjudication is final. Alternatively, the student may request the paper to be re-marked by the external examiner. Again, this adjudication is final. The student may choose which route they wish to take but cannot request both.

For full details on individual essays please see the relevant section in the Assessment Handbook. For details on appeals against marks given or marker's comments, please see the Training Complaints and Grievance Procedures in the Assessment Handbook.

Course Duration

Trainees should note that whilst there is every expectation that seminars will normally take 2 years to complete, the clinical practice aspect of the training may take longer. In order to complete the training there are clinical requirements. The trainee must have accumulated 120 hours of face-to-face client counselling experience (missed sessions cannot be counted) and have held a caseload of three clients long enough to satisfy their supervisor that they can maintain such a caseload.

In order to progress from Year 1 to Year 2 normally a minimum of 10 hours must be accrued by the Final Board in July. It is the responsibility of the trainee to ensure that their accrual of hours is met, (see Assessment Handbook). You may also be asked to undertake an observed role play in supervision if your clinical hours are low, so that you may progress from Diploma 1 to Diploma 2.

At the end of Diploma 1 a student can elect to defer progressing to Diploma 2 for up to 2 years, without having to repeat Diploma 1. Except in the case of illness, no student can defer during Year 1, and if they do they will be required to start the year again. If the student is considering this they must speak with the Programme Tutor at the earliest possible date so that a deferral can be processed.

If at the end of Diploma 1 a student has no client hours and/or the Supervisor and Seminar Tutor assess the student as possessing an unsatisfactory understanding of skills or theory they may be offered a year of supervised counselling for client work before progressing to Diploma 2. This must be agreed by the Programme Tutor.

A third year, or part of it, may be spent in further supervision whilst the necessary 120 hours are completed, or the case study is written, or the trainee satisfies their supervisor that they are proficient enough practitioners to receive the award. Typically, trainees complete their training within 3 years.

Counselling Skills Component

Counselling Skills training is an integral part of the training. This builds on the skills acquired in the pre-requisite Foundation Certificate year and uses small groups, three-person (triad) and two-person (dyad) role plays and exercises to secure the key skills, including accurate paraphrasing, communicating empathic understanding, active listening on which psychodynamic counselling techniques depend. Throughout the programme you will be encouraged to link psychodynamic theory to your skills practice, this begins to give you an understanding of how you develop 'theory to practice' further on in your training.

COURSE OVERVIEW - YEAR ONE			
Module Code	Course Outline	Term	Weeks 1-30
MC1 Techniques & Practice	Techniques & Practice	1	1-10
MC2 Human Development	Human Development	2	11-20
MC3 Clinical Concepts Part 1	Clinical Concepts Part 1	3	21-30
COURSE OVERVIEW - YEAR TWO			
Module Title	Course Outline	Term	Week
MC4 Psychopathology Part 1	Psychopathology Part 1	1	1-10
MM4 A (Modular) Group-work	Theories of Analytic Group-work	1	1-5
MM4 B (Modular) Professional Issues	Personal and Professional Issues	1	6-10
MC5 Clinical Concepts Part 2	Clinical Concepts Part 2	2	11-20
MM5 Techniques & Practice	The Practice of Counselling	2	11-20
MC6 (Core) Psychopathology Part 2	Psychopathology Part 2	3	21-30
MM6A (Modular) Introduction to Relationship Counselling	Introduction to Relationship Counselling	3	21-25
MM6B (Modular) Introduction to Other Therapeutic Approaches	Introduction to Other Therapeutic Approaches	3	26-30

ASSESSMENT SUMMARY TABLE		
Module	Method of Assessment	Hand in Deadline
Essays Year 1		
MC1 Techniques & Practice	Theoretical - Written Assignment – 2,000 words	Friday 11 th January 2019
MC2 Human Development	Theoretical - Written Assignment – 2,000 words	Friday 19 th April 2019
Essays Year 2		
MC3 Psychopathology	Theoretical - Written Assignment – 2,000 words	Friday 11 th January 2019
MC4 Clinical Concepts 2	Clinical - Written Assignment – 2,000 words	Friday 19 th April 2019
	Clinical Case Study Written Assignment – 3,000 words	Friday 31 st May 2019
Clinical & Theory Assessment Reports - Years 1 & 2		
Mid Year Reports	<ul style="list-style-type: none"> ●MYR STA Th: Seminar Tutor ●MYR TSA Th: Trainee Self-Assessment Seminar ●MYR SVA Clin: Supervisor ●MYR TSA Clin: Trainee Self-Assessment Clinical 	Friday 1 st March 2019
End of Year Reports	<ul style="list-style-type: none"> ●EOY STA Th: Seminar Tutor ●EOY TSA Th: Trainee Self-Assessment Seminar ●EOY SVA Clin: Supervisor ●EOY TSA Clin: Trainee Self-Assessment Clinical 	Friday 21 st June 2019

YEAR ONE

CORE SEMINARS

Term 1

Module Title:	TECHNIQUES & PRACTICE (MC1)
Level:	Year 1
Seminars:	Weeks 1 - 10
Assessment:	Written Assignment – 2,000 words

Module Rationale

The course builds on an assumed satisfactory level of basic counselling skill and goes on to develop:

- Knowledge of the nature of psychodynamic counselling
- The techniques arising from the theoretical concepts of psychodynamic counselling e.g. unconscious communication: projection, introjection, transference, counter-transference; resistance, counter-resistance
- The use of language, responses, non-verbal communication

Trainees will have already completed a course in counselling skills. We assume that they have acquired the ability to listen and to respond empathically in a way that facilitates the client's self-exploration.

The Course works towards Programme Aims and also introduces some of the skills needed in making appropriate referrals. It does so through the Learning Outcomes:

Learning Outcomes

1. Trainees begin to establish a rationale for practice and to evaluate theory against practice
2. Trainees are familiar with the procedures by which a client is assessed, enters and proceeds through counselling at their placement counselling centre
3. Trainees practice the role of counsellor and begin to manage the dynamics of the institution-client-counsellor triangle consciously and in the client's best interests
4. Trainees manage boundaries and make contracts for counselling
5. Trainees listen to and respond to the client's communication conveyed consciously and unconsciously through language, silence, body language, resistance etc
6. Trainees begin to assess and test in the light of experience and theory, the effectiveness of responses derived from various theoretical bases
7. Trainees learn to understand the importance of working with difference in terms of equality and diversity

Syllabus

- Management of a client in institutional settings
- Boundaries
- First session and making a contract
- Fees and money
- Resistance and counter-resistance: forms of client resistance and counsellor techniques
- Transference and counter-transference e.g. positive, negative, punitive, erotic
- Developing the internal observer
- Tracking themes
- Language
- Psychodynamic connections
- Difference
- Termination

Teaching and Learning Methods

Much emphasis is placed on the use of practical role play and exercises. There is usually some theoretical input from the seminar leader to provide a rationale for technique. Role play or practical exercises sometimes in threes with a briefed observer are frequently used. Much care is taken to debrief in order to learn as much as possible from what has occurred and this can be done in small, large or goldfish bowl groups.

Assessment

1. One piece of written work of 2,000 words to demonstrate that trainees have the assimilation and critique of techniques and practice
2. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Indicative Bibliography

- Alfillé, H. and Cooper, J. (eds.) (2002) *Dilemmas in the Consulting Room* London: Karnac
- Casement, P. (1985) *On Learning From The Patient* London: Tavistock
- Casement, P. (1990) *On Further Learning From The Patient* London: Routledge
- Bowlby, J. (1979) *The Making & Breaking of Affectional Bonds*, London: Tavistock
- Jacobs, M. (1991) *Psychodynamic Counselling in Action* London: Saga
- Jacobs, M. (1985) *Swift to Hear* SPCK
- Jacobs, M. (1998) *The Presenting Past* OUP
- Holmes, J. (2012) *Storr's Art of Psychotherapy* Third Edition Florida: CRC Press
- Malan, D. (1979) *Individual Psychotherapy and the Science of Psychodynamics* London: Butterworth's
- Hobson, R. (1985) *Forms of Feeling* London: Tavistock
- Murdin, L. (2000) *How Much is Enough?* London: Routledge
- Murdin, L. and Errington, M. (2005) *Setting Out: The Importance of the Beginning in Psychotherapy and Counselling* Hove; Routledge
- Winnicott, D W. (1986 reprint) *Playing and Reality* Penguin
- Yariv, G. (1985) *Beginnings: Crossing the Threshold* BJP Vol. 4

Additional current books and papers from journals will be recommended during the course.

Diploma Year One 2018-19 Course Outline and Reading List

TERM 1

READING WEEK W/C: 29th October 2018

TECHNIQUES AND PRACTICE

Essential reading:

Gomez, L. (1997) *An Introduction to Object Relations*. London, Free Association Books
Gerhardt, S. (2005) *Why Love Matters*, London, Routledge
Rayner, E. (2005) *Human Development*, London, Routledge
Waddell, M. (2002) *Inside Lives*, Tavistock Series
Symington, N. (1986) *The Analytic Experience*. London, Free Association Books.

Suggested background reading:

Stevens, A. (1998) *An Intelligent Persons Guide to Psychotherapy*, London, Duckworth
Holmes, J. (2001) *The Search for the Secure Base*. London, Brunner-Routledge
Hinshelwood, R. D. (1994) *Clinical Klein*. London, Free Association Books.

WEEK 1

Introduction to the Aims of Psychodynamic Work

- Howard S. (2009) *Skills in Psychodynamic Counselling and Psychotherapy*. London Sage Pub. Ch.5: The First Sessions: The Therapeutic Alliance.

WEEK 2

First Session with the Client

- Ogden, T. (1992) *The Primitive Edge of Experience*. Karnac Books. Ch.7: The Initial Analytic Meeting.
- Hinshelwood, R. (1991) *British Journal of Psychotherapy* (1991) Vol 8, 2. Psychodynamic Formulation in Assessment for Psychotherapy.

Role Play: A first session and setting the frame

WEEK 3

Understanding Ethics and Managing Risk

- *Ethical Framework for the Counselling Professions* (2016) BACP publications.
- Bond T (2015) *Standards and Ethics for Counselling in Action (4th Ed)* London: Sage Ch: 3 Sources of Counselling Ethics pp 39-53.
- Casement, P. (1995) *On Learning from the Patient*. Routledge. Ch.5: Listening from an Interactional Viewpoint: A Clinical Presentation.

Role Play: Dealing with client questions about the counsellor

WEEK 4

Containment

- Casement, P. (1985) *On Learning from the Patient*. London, Routledge. Ch.6: Key Dynamics of Containment.

Role Play: A second session and taking up client concerns

WEEK 5

Endings

- Gray A. (1994) *An Introduction to the Therapeutic Frame* London; Routledge Ch 11: Endings and Evaluation.

Role Play: Dealing with a client's decision to end counselling

Suggested background reading:

Freud, S. (1914) *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. London, Vintage. The Hogarth Press. 2001. Vol. X11. Remembering, Repeating and Working Through.

WEEK 6

Developing the Internal Observer

- Jacobs, T. (1993) *Int. J. Psychoanalysis (1993) Vol 74, 7*. The Inner Experiences of the Analyst: Their Contribution to the Analytic Process.
- Casement, P. (1985) *On Learning from the Patient*. London, Routledge. Ch.3: Internal Supervision: A Lapse and Recovery.

Role Play: Testing out an interpretation in an Early Session

WEEK 7

Transference

- Joseph, B. (2001) *Kleinian Theory: A Contemporary Perspective*. Catalina Bronstein, Ed. London, Whurr Publishers. Ch.13: Transference.
- Murdin, L. (2010) *Understanding Transference*. Palgrave Macmillan, London. Ch.5: The Nature of the Evidence Base for Analysing Transference Patterns.

Role Play: Taking up a missed session with a client

WEEK 8

Counter-transference

- Heimann, P. (1949/50) *Int. J. Psycho-Anal Vol 31* Counter – Transference.
- Hinshelwood, R. D. (1994) *Clinical Klein*. London, Free Association Books. Ch.10: Counter – Transference.

WEEK 9

Money

- Akhtar, S. (2009) *Turning Points in Dynamic Psychotherapy* London, Karnac Books Ch.3: Money.

Role Play: Taking up money issues with a client

WEEK 10

Working with Difference

- Wilson Shula (2003) *Disability, Counselling and Psychotherapy* Palgrave. Ch. 3: Disability and the Practice of Psychotherapy.

Role Play: Informing a client of a break

END OF TERM

Friday 7th December 2018 - St Albans

Friday 14th December 2018 - Bedford

CORE SEMINARS

Term 2

Module Title:	HUMAN DEVELOPMENT (MC2)
Level:	Year 1
Seminars:	Weeks 11 - 20
Assessment:	Written Assignment – 2,000 words Seminar Tutor Assessment

Module Rationale

The psychodynamic approach implies that the past has formed residues, which will be relevant to an understanding of the present even though it may not always be appropriate to work overtly with interpretations linking past and present. The counsellor needs an understanding of the relevance of the past to the present to be able to note and identify patterns and to see how the triangle of past, present and transference forms itself. In addition, the practicing counsellor needs to have a good foundation in current thinking and theorising about human growth and development, such as the work of neuroscientists and early brain development.

This module critically examines psychodynamic views of the psychological development of the human. The emphasis is on normal development and on tracing the growth of various aspects of the adult personality. Typical developmental tasks, crises and adaptations are considered through the corresponding Learning Outcomes below:

Learning Outcomes

1. Trainees demonstrate an understanding of developmental tasks, crises and adaptations/defences and illustrate this with appropriate case material and life experiences
2. Trainees use their own life experience and casework appropriately to examine critically the validity of theoretical assumptions
3. Trainees demonstrate some understanding of the importance of the advances in research on attachment theory for normal emotional development
4. Trainees have some knowledge of recent research in infant and child development, including the work of neuroscientists and attachment theory
5. Trainees can relate analytic theories to each other and to other views
6. Trainees show an emerging ability to engage in the process of dialogue with theory and in theory-making, rather than just reproducing undigested knowledge

7. Trainees show critical awareness of the difficulty of using concepts like “normality” and “chronology”
8. Trainees show an ability to integrate psychological with social, cultural and biological influences whenever appropriate
9. Trainees show an ability to understand how the social, cultural and biological influences have structured and influenced their thinking. To begin to think in terms of working with difference, equality and diversity whilst using psychodynamic theory to underpin their knowledge

Syllabus

The works of developmental psychologists (e.g. Bowlby) are considered and the similarities, differences and conflicts within and between theories are assessed together with their effect on clinical practice. Trainees are introduced to the recent contributions of neuroscientists and attachment theorists (e.g. Schore, Fonagy) and the relevance to their clinical work. Trainees need to be able to assess the relationship of current research in infant and child development to the more metaphorical and symbolic approaches of analytic theory.

- introduction, models of development, debates
- prenatal influences and the experience of birth
- the object relationships of early emotional development
- early brain development and the role of primary caregivers
- development of the capacity to think in the early infant world
- attachment and intersubjectivity
- the developmental tasks of early and later adolescence
- negotiating intimacy in young adulthood
- the object relationships of pregnancy
- the object relationships of fatherhood
- development of adolescence, sexuality and gender
- the developmental tasks of mid-life
- the developmental tasks of old age, death
- intercultural perspectives on early development

Teaching and Learning Methods

Input from the Seminar Tutor is combined with encouraging trainees to test the theory against their own experience and that of their clients. Trainees are asked to research the literature in order to make presentations and to contribute actively to discussions. Reading is required both before and after discussions.

Assessment

1. One piece of written work of 2,000 words to demonstrate that trainees have the assimilation and critique of developmental theory
2. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Indicative Bibliography

- Bowlby, J. (1980) *Loss, Sadness and Depression* London: Hogarth
- Britton, R. (1998) *Belief and Imagination* London: Routledge
- Diamond, N. and Marrone, M. (2003) *Attachment and Intersubjectivity* Whurr Publishers
- Edgumbe, R. (2000) *Anna Freud: a view of development, disturbance and therapeutic techniques* London: Routledge
- Fonagy, P. (2004) *Affect Regulation, Mentalization and the Development of the Self* (2004)
- Fonagy, P. and Target M. (2003) *Psychoanalytic Theories: Perspectives from Developmental Psychopathology* Whurr Publishers
- Gerhardt, S. (2004) *Why Love Matters* Penguin
- Holmes, J. (2001) *Search for a Secure Base* Routledge
- Klein, J. (1987) *Our Need for Others and its Roots in Infancy* London: Routledge
- Kohon, G. (ed.) (1999) *The Dead Mother* London: Karnac
- Limentani, A. (ed.) (1992) *A Psychoanalytic Theory of Infantile Experience* London: Routledge
- Mahler, M S., Pine R., and Bergman A., (1975) *The Psychological Birth of the Human Infant* London: Maresfield Library
- Masterson, J M. Tolpin, Sifneos (1991) *Comparing Psychoanalytic Theories* New York: Brunner Mazel
- Miell, D. and Dallos, R. (eds.) (1996) *Social Interaction and Personal Relationships* London: Sage/the Open University
- Nadel, J. and Camaioni, K L. (eds.) (1993) *New Perspectives in Early Communicative Development* London: Routledge
- Parker, R. (1995) *Torn in Two: The Experience of Maternal Ambivalence* London: Virago Press
- Pines, D. (1993) *A Woman's Unconscious Use of Her Body: A Psychoanalytic Perspective* London: Virago
- Piontelli, A. (1992) *From Fetus to Child. An Observational Psychoanalytic Study* London: Tavistock
- Schore, A. (2003) *Affect Regulation and Repair of the Self* WW Norton and Co Ltd
- Schore, A. (2003) *Affect Regulation and the Origin of the Self: Neurobiology and Emotional Development* WW Norton and Co Ltd
- Segal, H. (1991) *Dream, Phantasy and Art* London: Routledge
- Solnit et al (eds.) (2000) *The Psychoanalytic Study of the Child* London: Karnac
- Steiner, J. (ed.) (1989) *The Oedipus Complex Today* London: Karnac
- Stern, D. (1985) *The Interpersonal World of the Infant* New York: Basic Books
- Trowell, J. and Etchegoyen, A. (eds.) (2002) *The Importance of Fathers* Hove: Brunner-Routledge
- Additional current books and papers from journals may be recommended during the course.**

Diploma Year One 2018-19

Course Outline and Reading List

TERM 2

READING WEEK W/C: Monday 18th February

HUMAN DEVELOPMENT

WEEK 11

Why Attachment Matters

- Gerhardt, S., (2005) *Why Love Matters*, London, Routledge. Ch.1: Back to the Beginning.

Role Play: Dealing with a client who 'acts in'

WEEK 12

Attachment Theory: John Bowlby

- Gomez, L., (1997) *An Introduction to Object Relations*. London, Free Association Books Ch.7: John Bowlby: Attachment Theory.

Essential Reading: Howe D. (2011) *Attachment Across the Life Course: A Brief Introduction*. Basingstoke Palgrave

WEEK 13

How Damage Occurs

- Gerhardt, S. (2005) *Why Love Matters*. London, Routledge. Ch.5: Melancholy Baby.
- Holmes, J. (2001) *The Search for the Secure Base*. London, Brunner-Routledge Ch.1: The psychological immune system and Ch.2: The Six Domains of Attachment Theory.

WEEK 14

Attachment/Separation

- A Bowlby J. (1988) *A Secure Base*. London Tavistock. Ch.7: Role of Attachment and Personality Development.

WEEK 15

Attachment and Dissociation

- Holmes, J., (2001) *The Search for the Secure Base*. Hove, New York, Brunner-Routledge Ch.9: Abuse, Trauma and Memory.

WEEK 16

Psychological Repair

- Wilkinson, M., (2006) *Coming into Mind*, London, Routledge Ch.6: Un-doing Dissociation.

WEEK 17

Adolescence

- Briggs, S., (2008) *Working with Adolescents and Young People: A Contemporary Psychodynamic Approach*. 2nd ed., London, Palgrave Macmillan. Ch.1: Contemporary Adolescence: Still the Age Between.
- Wilkinson, M., (2006) *Coming into Mind*. London, Routledge. Ch.7: The Adolescent Brain.

WEEK 18

Adulthood

- Waddell M., (2005) *Inside Lives* Karnac. Ch.12: The Adult World.

WEEK 19

Middle Age

- Storr, A., (2008) Jung. Fontana Modern Masters, London, Fontana. Ch.5: The Process of Individuation.

Role Play: Exploring issues in working towards an ending

WEEK 20

Old Age

- Waddell M., (2002) *Inside Lives*. London, Karnac. Ch.14: Later Years.

Role Play: Reflecting on a final session with a client

End of Term
Friday 22nd March 2019

CORE SEMINARS

Term 3

Module Title: CLINICAL CONCEPTS Part 1 (MC3)

Level: Year 1

Seminars: Weeks 21 - 30

Assessment: Seminar Tutor Assessment Report

Module Rationale

The theory and practice of psychodynamic counselling are totally interdependent. The focus of this module is to introduce students to a range of theories and practice within the psychoanalytic model of counselling, beginning with an overview of Freud's model of the mind as a rationale for understanding human behaviour, through the shift of emphasis in the work of Melanie Klein, taken on and further developed by Object Relations theorists, and finally by more recent re-formulations in the critiques of the Relational/Intersubjective movement. The module does not provide an exhaustive or an-inclusive overview of all psychoanalytic theories, but seeks to introduce the students to a variety of ways over the last century that unconscious mental functioning has been viewed, as a means of both understanding and engaging with client material.

Learning Outcomes

1. Trainees demonstrate that they can understand psychodynamic theory and can use it to illuminate clinical practice
2. Trainees show they can appreciate the degree of overlap and difference between psychodynamic theories
3. Trainees can begin to develop critical thinking in relation to the theories discussed with sensitivity and thoughtfulness

Syllabus

- The Underpinning Concepts of Psychoanalytical Thought
- Freudian Models of Unconscious
- Melanie Klein and Object Relations Theory
- Paranoid Schizoid and Depressive Positions
- Early Developments on Kleinian Theory: Winnicott and Fairbairn
- Self Psychology: Kohut
- Relational Theory and the Dimension of Intersubjectivity

Assessment

1. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises; the assessment will be recorded in a Seminar Tutor Report
2. Trainees in clinical placement will be required to be assessed by their supervisor; the assessment is recorded in a Supervisor Assessment Report

Indicative Bibliography

Alfillé H. and Cooper J. (2002) *Dilemmas in the Consulting Rooms* London: Karnac

Balint, M. (1968) *The Unobtrusive Analysis* p273 in *The British School of Psycho-Analysis: The Independent Tradition*, ed. Kohon, G London: Free Association Books

Casement, P. (1985) *On Learning from the Patient* London: Tavistock

Casement, P. (1990) *Further Learning from the Patient* London: Routledge

Coltart, N. (1995) *Slouching Towards Bethlehem*. London: Free Association Books

Kohon, G. (ed.) (1986) *The British School of Psycho-analysis: The Independent Tradition* London: Free Association Books

Likierman, M. (2003) *Melanie Klein: Her Work in Context* London and New York: Continuum

Mitchell, S A. (1988) *Relational Concepts in Psychoanalysis: An Integration* Harvard University Press

Murdin, L. (2005) *Setting Out: The Importance of the Beginning in Psychotherapy and Counselling* Hoe and New York: Routledge

Odgen, T. (1982) *Projective Identification and Psychotherapeutic Technique* New York: Aronson

Rosenfeld, H. (1987) *Impasse and Interpretation* London: Tavistock Publications

Wolstein, B. (ed.) (1988) *Essential Papers on Countertransference* New York and London: New York University Press

Wolstein, B. (ed.) (1989) *Essential Papers on Transference* New York and London: New York University Press

Additional current books and papers from journals may be recommended during the course.

Diploma Year One 2018-19

Course Outline and Reading List

TERM 3

READING WEEK W/C: Monday 27th May 2019

CLINICAL CONCEPTS 1: Psychoanalytic Theory from Freud to 21st Century Conceptions

WEEK 21

Freud I. The Beginning of Psychoanalysis

- Mitchell S A & Black M J. (1995) *Freud and Beyond* Basic Books New York. Ch.1: Sigmund Freud and the Classical Psychoanalytic Condition.
- Freud S (1986) *The Essentials of Psycho-Analysis* Hogarth Press. A note on the Unconscious in Psychoanalysis' (1912).

WEEK 22

Freud II. Freud's Model of the Unconscious

- Symington, N. (1986) *The Analytic Experience*. London, Free Association Books Ch.13: The Topographical Model p.135.
- Symington, N. (1986) *The Analytic Experience*. London, Free Association Books Ch.14: The Structural Model p.144.

WEEK 23

Klein and Object Relations

- Gomez, L. (1997) *An Introduction to Object Relations*. London, Free Association Books Ch.2: Melanie Klein: Subject Relations p29-53.
- Klein M (1959) *Envy and Gratitude and Other Works 1946-63* Karnack London Ch.12: Our Adult World and its Roots in Infancy.

Suggested background reading:

Hinshelwood, R. (1994) *Clinical Klein*. London, Free Association Books.Ch.5: Internal Objects.

WEEK 24

The Paranoid Schizoid Position

- Roth, P. (1988) *Introduction to the Works of Melanie Klein*. Segal, H ed. Karnac Books. Ch.3: The Paranoid/Schizoid Position p32 -47.

WEEK 25

The Depressive Position

- Temperley, J. (2001) *Kleinian Theory: A Contemporary Perspective*. Catalina Bronstein ed. Whurr Publishers. Ch.4: The Depressive Position p47.

WEEK 26

Ronald Fairbairn: The Dynamic Structure of the Self

- Gomez, L. (1997) *An Introduction to Object Relations*. London, Free Association Books. Ch.3: Ronald Fairbairn: The Dynamic Structure of the Self p54-79.

WEEK 27

Kohut:

- Mitchell S A & Black M J. (1995) *Freud and Beyond* Basic Books. New York. Ch.6: Psychologies of Identity and Self: Heinz Kohut.
- Ornstein P. H. & Ornstein M.D. *Psychoanalytic Dialogues* (1995) Vol 5:3 p385-391. Some Distinguishing Features of H. Kohut's Self Psychology.

WEEK 28

Contemporary Debates:

- Mitchell S. *British Journal of Psychotherapy* (1998) Vol 15:2 p177-193. Attachment Theory and the Psychoanalytic Tradition: Reflections on Human Relationality.
- Orbach S. *British Journal of Psychotherapy* (1998) Vol 15:2 p194-200. In Dialogue with Stephen Mitchell.

WEEK 29

One Person/Two Person Theory

- Wachtel P (2008) *Relational Theory and the Practice of Psychotherapy* Guilford Press: NY. Ch.2: How do we understand another Person? p16-35 and Ch.3: The Dynamics of Personality, p36-53.

WEEK 30

Intersubjective Theory

- Stolorow R D. *Psychoanalytic Dialogues* (2013) Vol 23:3 p383-389 Intersubjective Systems Theory.

Course Review

Reflections on the Course:

What aspects of the course material have been most fruitful for you?

At this point in time you will be asking yourselves what you have gained from the course.

You might find yourself with more questions than answers. Do you feel enlightened, stimulated, bewildered?

Each member of the group will be asked to bring an idea, a question or a thought about any aspect of the course material. Please prepare for this in advance.

End of Term

Friday 5th July 2019 - for Tuesday to Friday courses

Monday 15th July 2019 - for Monday courses only

YEAR TWO

CORE SEMINARS

Term 1

Module Title:	PSYCHOPATHOLOGY Part 1 (MC4)
Level:	Year 2
Seminars:	Weeks 1 - 10
Assessment:	Written Assignment – 2,000 words

Module Rationale

This module is a vital element in conveying the theory of the psychodynamic approach. Trainees need to understand the models of the mind proposed by analytic theory and its derivatives in order to understand the production of symptoms and dysfunctional behaviour. They are given information and asked to question received ideas and relate differing views to each other. They need knowledge of psychiatric and analytic languages in order to assess the suitability of clients for psychodynamic work and diagnose what the client presents. The Course works towards Programme Aims and does so through the Learning Outcomes as detailed below:

Learning Outcomes

1. Trainees demonstrate an understanding of psychopathology and the contribution made by psychoanalysis in this area
2. Trainees critically examine different theories about psychological defences and their relevance to clinical work
3. Trainees demonstrate a reflectivity about their role as a counsellor and how they see the aim of counselling
4. Trainees use theory as a framework for thinking about the direction of the counselling work
5. Trainees are able to critically evaluate the tension between theory and practice and so become more aware of the presumptions underlying how they position themselves in the work
6. Trainees are able to acknowledge the limits of their own practice

7. Trainees demonstrate sensitivity to racist, sexist, homophobic and other normative prejudices

Syllabus

- Psychopathology as regulation
- Suffering, psychopathology and the unconscious
- Freud, the symptom, talking cure, free association, dreams, sexuality, desire, repetition and beyond the pleasure principle
- Hysteria
- Klein and Object Relations
- Intersubjective theory
- States of mind, phantasy, internal objects, true and false self, symbolism, depression, borderline
- Continental and contemporary thinkers

Teaching and Learning Methods

Students receive a core teaching of a range of psychodynamic ideas, presented as theories of development, from which psychopathology is viewed as clinically observed departures from the paradigms studied. They are expected to take possession of the teaching by means of reading around the topics taught, selecting from suggested reading lists. Some seminars are devoted to the critical discussion of set readings in order to study in more depth and to assist students in the assimilation of knowledge into practice. Emphasis is placed on study which is on the one hand precise in understanding, and, on the other, critical in terms of the context of the theories and their originators. Ideas are handled as formulations which are expected to help the student to understand the process in the consulting room and the implicit organisation and process of the client.

Assessment

1. One piece of written work of 2,000 words to demonstrate that trainees have the assimilation and critique of psychopathology theory
2. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Indicative Bibliography

- Casement, A. (ed.) (1998) *Post-Jungians Today: Key Papers in Contemporary Analytical Psychology*
- Britton, R., Feldman, M., O'Shaughnessy E., (1989) *The Oedipus Complex Today* Karnac Books
- Caldwell, L. (ed.) (2005) *Sex and Sexuality: Winnicottian Perspectives* London: Karnac.
- Fairbairn, W R. (1952) *Psychoanalytical Studies of the Personality* Routledge
- Fletcher Smith, B. (2000) *Mental Slavery: Psychoanalytic Studies of Caribbean People* London: Karnac
- Foucault, M. (1961) *Madness and Civilization* London: Routledge (1997)
- Freud, A. (1986) *Essentials of Psychoanalysis*, Harmondsworth: Penguin
- Freud, S. The Pelican Freud Library, (1984) Vol 11 *On Metapsychology* Penguin, Pelican Books

- Freud, S. The Pelican Freud Library, (1979) Vol 10 *On Psychopathology* Penguin, Pelican Books, *Neurosis and psychosis* (1924)
- Gerhardt, S. (2004) *Why Love Matters: how affection shapes a baby's brain* Hove: Brunner-Routledge.
- Green, A. (1997) *On Private Madness*
- Guntrip, H. (1977) *Schizoid Phenomena, Object Relations and The Self* Hogarth Press
- Harding, C. (2001) *Sexuality: Psychoanalytic Perspectives* Hove: Brunner-Routledge
- Holmes, J. (2001) *Narcissism* Cambridge: Icon Books.
- Kalsched, D. (1996) *The Inner World of Trauma: The Archetypal Defences of the Human Spirit* Routledge
- Laplanche, J. and Pontalis, J B. (1996) *The Language of Psychoanalysis* Hogarth Press, Karnac Books
- Lear, J. (2005) *Freud* London; Routledge.
- Likierman, M. (2001) *Melanie Klein: her work in context* London: Continuum.
- McDougall, J. (1990) *Plea for a Measure of Abnormality* London: Free Association Books
- O'Connor, N. and Ryan, J. (1993) *Wild Desires and Mistaken Identities: Lesbianism and Psychoanalysis* London: Virago
- Perelberg, R J. (ed) (2005) *Freud: a modern reader* London: Whurr
- Phillips, A. (1988) *The Beast in the Nursery* London: Faber and Faber
- Quinodoz, J-M. (2005) *Reading Freud* Hove: Routledge
- Stanton, M. (1997) *Out of Order Clinical Work and the Unconscious Process* London: Rebus Press
- Stein, S., Haigh, R., Stein, J. (1999) *Essentials of Psychotherapy* New York: Butterworth Heinemann
- Steiner, J. (1993) *Psychic Retreats* London: Routledge.
- Waddell, M. (1998) *Inside Lives Psychoanalysis and the Growth of the Personality* Tavistock Clinical Services, London Duckworth
- White, K. (2005) *Attachment and Sexuality in Clinical Practice* London: Karnac
- Winnicott, D W. (1965) *The Maturation Processes and The Facilitating Environment*
- Winnicott, D W. (1975) *Through Paediatrics to Psychoanalysis*, Hogarth
- Winnicott, D W. (1980) *Playing and Reality* Penguin Books, Penguin Education

Additional current books and papers from journals may be recommended during the course

Diploma Year Two (Core) 2018-19

Course Outline and Reading List

TERM 1

READING WEEK W/C: 29th October 2018

Psychopathology Part 1

WEEK 1

Freud. Unconscious Processes

- Fine, R. (1973) *The Development of Freud's Thought*. Aronson New York. Ch.4: The Unconscious.
- Frosh, S. (2002) *Key Concepts in Psychoanalysis*. British Library 2002. Ch.3: Defences.

WEEK 2

Mourning and Melancholia

- Freud, S. (1917) *In Pelican Freud Library Vol. 11*. Mourning and Melancholia p243 – 258.

WEEK 3

Fairbairn

- Seinfeld, J. (1996) *Containing Rage, Terror and Despair*. Michigan Jason Aronson. Ch.1: Contemporary Developments in Object Relations Theory: Internal Objects, The Autonomous Self, The Black Hole.
- Fairbairn, Ronald. (1940). *Psychoanalytic Studies of the Personality*. London, Routledge. Ch.1: Schizoid Factors in the Personality p3-27.

WEEK 4

Fairbairn

- Armstrong-Perlman, Eleanore M. (1994) *Fairbairn and the Origins of Object Relations*. J, Grotstein & D, Rinsley ed. New York, Other Press. Ch.12: The Allure of the Bad Object. P222-233.
- Cooper H. & Levit D B. *Psychoanalytic Dialogues* (1998) Vol 8:5 pp 603:624. Old and New Objects in Fairbairnian and Relational Theory.

WEEK 5

Klein: Phantasy

- Bott Spillius, E. (2001) *Kleinian Theory: A Contemporary Perspective*. Catalina Bronstein ed. Whurr Publishers. Ch.2: Freud and Klein on the Concept of Phantasy.
- Segal, J (1995). *Phantasy in Everyday Life*. Maresfield Library. Ch.2: Phantasy as Perception p22-36.

WEEK 6

Klein: Paranoid Schizoid Position

- Steiner, J. (1990) *Clinical Lectures on Klein and Bion*. R. Anderson, ed. (1992) London, Routledge The Equilibrium between the Paranoid-Schizoid and Depressive Position.
- Likierman, M. *Psychoanalytic Dialogues* (2006) Vol 16:4 p365-376. Unconscious Experience: Some Relational Perspectives.

WEEK 7

Klein: The Depressive Position

- Weininger, O (1992). *Melanie Klein. From Theory to Reality*. Karnac Books. Ch.2: The Depressive Position: Ego Development and Object Relations p35-79.

WEEK 8

Projective Identification

- Ogden, T.H. (1992) *Projective Identification and Psychotherapeutic Techniques*. London, Karnac Books. Ch.2: The Concept of Projective Identification.

WEEK 9

Manic Defences

- Segal, H *Introduction to the Work of Melanie Klein*. London, Karnac Books. Ch.7: Manic Defence p82-91.
- Winnicott, D, W. (1992) *Through Paediatrics to Psychoanalysis*. Ch.11: The Manic Defence p129-144.
- Altman, N. *Psychoanalytic Dialogues* (2005) Vol 15:3 pp 331-346. Manic Society: Toward the Depressive Position.

WEEK 10

Bion on Thinking and Containment

- Bion, W R (1967). *Second Thoughts*. London, Heinemann Medical Books. Ch.2: Theory of Thinking.
- Riesenberg-Malcolm, R (2001). *Kleinian Theory. A Contemporary Perspective*. Catalina Bronstein ed. Whurr, London. Ch.12: Bion's Theory of Containment.

End of Term
Friday 7th December 2018

MODULAR SEMINARS

Term 1

Module Title: THEORIES OF ANALYTIC GROUP WORK

Level: Year 2

Seminars: Weeks 1 - 5

Assessment: Seminar Tutor Assessment

Module Rationale

Trainees need to understand that their clients are functioning in contexts of various sorts and in particular that they are involved in many different groups. Trainees need to know something of group dynamics and also, they need to know when membership of a therapy group might be helpful. The trainees' own experience is enriched and broadened by understanding group dynamics and by reflecting on their own part in groups.

This seminar therefore works towards Programme Aims and it does this through Learning Outcomes as designated below.

Learning Objectives

1. Trainees show an understanding of the main analytical theories of group dynamics and how the theory of individual psychodynamic work relates to them
2. Trainees explore the ways in which group dynamics are shown in various group settings
3. Trainees use their understanding to illuminate the therapeutic processes in groups that bring about change for the individual
4. Trainees evaluate the limits of the usefulness of their own model in comparison and contrast with groupwork
5. Trainees apply some theory to their own experience of running/participating in groups

Syllabus

- Group dynamics - main analytical theories
- Dynamics in various sorts of group settings
- Therapy groups

Teaching and Learning Methods

Trainees are asked to make presentations based on their experience of running/participating in groups in other contexts. An important learning tool is the ongoing experience of the seminar groups themselves and this is a part of the overall value of the seminar. The Seminar Leader gives input from the literature and from experience. Here trainees have to contend with another mode of working which challenges and in some ways conflicts with their assumptions that individual work is the only way. Trainees have also been in personal development groups and this inevitably feeds into the seminar and although the material is confidential, deepens the experience and adds to the value of the theoretical work.

Assessment

Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises.

Indicative Bibliography

- Bion, W. (1961) *Experiences in Groups* London: Tavistock.
- Brown, D. and Zinkin L. (eds) (1994) *The Psyche and The Social World* Routledge.
- Cheoner, A and Hahn H. (eds) (2002) *Creative Advances in Groupwork* Jessica Kingsley.
- Foulkes, S H. (1964) *Therapeutic Group Analysis* London: George Allen and Unwin reprinted London: Karnac Books (1984).
- Foulkes, S H. (1948) *Introduction to Group Analytic Psychotherapy* London: Heineman (reprinted London: Karnac Books (1983).
- Obholzer, A and Zager Roberts V. (eds) (1999) *The Unconscious at Work* Routledge.
- Pines, M. (1981) *The Frame of Reference of Group Analytic Psychotherapy*, in *International Journal of Group Psychotherapy* 31 (3) July 1981.
- Skynner, R. (ed J Schlapobersky) (1989) *Institutes and How to Survive Them* London: Tavistock/Routledge.
- Yalom, I. and Lescz, M. (2005) *The Theory and Practice of Group Psychotherapy* (Fifth Edition) New York: Basic Books.

Papers from current journals may be recommended during the course.

Diploma Year Two (Modular) 2018-19

Course Outline and Reading List

TERM 1

READING WEEK W/C: Monday 29th October 2018

Theories of Analytic Group Work

WEEK 1

Linking the Individual and the Group

- Nitsun M (1989) *Group Analysis 1989 Vol 2* Early Development: Linking the Individual and the Group.

WEEK 2

Two Major Theorists

- Lawrence W G (2000) *Tongued with Fire: Experience in Groups* London: Karnac. Ch 5: The Fifth Basic Assumption (with Bain A & Gould L.)

WEEK 3

Leadership in Group Therapy

- Foulkes S H (1984) *Therapeutic Group Analysis* London: Karnac. Ch 4: Concerning Leadership in Group Analytic Psychotherapy.

WEEK 4

The Anti Group

- Nitsun M (1991) *Group Analysis 1991 Vol 24* The Anti- Group: Destructive Forces in the Group and their Therapeutic Potential.

WEEK 5

Organization as a defence

- De Board R (2014) *The Psychoanalysis of Organizations* London: Routledge. Ch 9: Organization as a defence against anxiety.

MODULAR SEMINARS

Term 1

Module Title: PERSONAL AND PROFESSIONAL ISSUES

Seminars: Term 1 - Weeks 6-10

Assessment: Seminar Tutor Assessment

Module Rationale

Whilst students need to understand that their clients are functioning in contexts of various sorts it is important to grasp that a counsellor's own background and life experiences both prior and during the course of the counselling can impact upon both counsellor and client in the sessions. This can originate from the counsellor's past, their expectations of their role as counsellors, their family and social circles, and the professional world they are rooted in. This course examines some of those issues related to the counsellor's personal life – the motivations to practice, the need for personal therapy and personal hardships, and also 2 professional issues the counsellor has to interact with and be aware of their implications: supervision and dealing with ethical dilemmas.

This seminar therefore works towards Programme Aims (page 7) and it does this through Learning Outcomes as designated below.

Learning Objectives

1. Students show an understanding of how personal issues impact on practice and how the theory of individual psychodynamic work relates to them.
2. Trainees explore the ways in which 2 professional issues are related to work with clients.
3. Trainees use their understanding to illuminate the way they interact with clients in the light of these issues
4. Trainees evaluate the challenges these issues bring to them personally.

Syllabus

- 3 Personal Issues which relate to counselling practice
- 2 Professional Issues which relate to counselling practice

Teaching and Learning Methods

Students are asked to read the set papers for each week and relate the topics to their own personal experience and practice through discussion and presentation. In discussion or presentation, it is expected that students will share how the topics have impacted upon them and what challenges this has thrown up for them. They are also expected to reflect upon how they respond to these challenges. The students also should demonstrate that they are aware through their reading, of the nature of the professional issues they have studied and some critical thinking of how to apply this awareness to their own practice and work with clients.

Assessment

Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises.

Indicative Bibliography

Papers from current journals may be recommended during the course.

Diploma Year Two (Modular) 2018-19

Course Outline and Reading List

Term 1

READING WEEK W/C: Monday 29th October 2018

Personal and Professional Issues

WEEK 6

Personal Therapy

- Malikiosi Loizos M (2013) *The European Journal of Counselling Psychology Vol 2(1) p33-50* Personal Therapy for Future Therapists: Reflections on a Still Debated Issue.

WEEK 7

Choosing Therapy as a Career

- Barnett M (2007) *Psychodynamic Practice 13:3 pp 257-274* What brings you here? An exploration of the unconscious motivations of those who choose to train and work as psychotherapists and counsellors.
- Adams M (2014) *The Myth of the Untroubled Therapist* London: Routledge. Ch 6: History: A Lens to the Future.

WEEK 8

Hardships in therapy practice

- Kottler J A (1986) *On Being a Therapist* London: Jossey-Bass. Ch 4: Hardships of Therapeutic Practice pp 43-66.

WEEK 9

Ethical Problem Solving

- Bond T (2015) *Standards and Ethics for Counselling in Action 4th Ed* London: Sage. Ch 17: Ethical Problem Solving pp 277-292.

WEEK 10

Supervision

- Wharton B (2003) in *Supervision and Being Supervised* (ed. Wiener J., Mizen R., & Duckham, J.) Basingstoke: Palgrave Macmillan. Ch 5: Supervision in Analytic Training pp 82-99

End of Term
Friday 7th December 2018

CORE SEMINARS

Term 2

Module Title:	CLINICAL CONCEPTS Part 2 (MC5)
Level:	Year 2
Seminars:	Weeks 11 - 20
Assessment:	Written Assignment – 2,000 words

Module Rationale

Psychodynamic counselling places at the very heart of the process the relationship between counsellor and client, the notion of unconscious as well as conscious communication, and the interplay of past with present relationships and situations. This module has as its focus the body of theory which relates to client/counsellor interaction evolved from the clinical work of Freud, and has been further developed by Klein, Winnicott and other Object Relations theorists. Trainees need to be able to see how the clinical concepts that they are taught to use have arisen and developed and to find where there have been and are areas of major conflict and disagreement.

The main purpose of the module is to enable trainees to begin to grasp and comprehend such concepts as transference, counter-transference, trauma, oedipal issues and boundaries in a way that arises out of their own practice and is therefore most useful to them. It therefore works towards Programme Aims and it does so through the Learning Outcomes as detailed below:

Learning Outcomes

1. Trainees are able to describe key concepts with increasing precision and link them with the appropriate theorists, such as; Klein, Bion and Ogden
2. Trainees show an emerging capacity to describe their work with clients in terms of psychodynamic clinical concepts
3. Trainees show a developing understanding of the application of clinical concepts through discussion of case material, exemplification of concepts with clinical vignettes, mini-case presentations around a specific concept etc
4. Trainees become able to use the seminar actively to think clinically about their own work and that of others from the point of view of general principle not supervision
5. Trainees begin to show a capacity to engage creatively with differing clinical views encountered in the reading material, input and discussion and to appreciate the value and limitations of once-weekly work

Syllabus

- the experience and aims of psychodynamic counselling
- content and process
- the analytic attitude
- the therapeutic/working alliance
- the counselling frame/container
- the containing function of the counsellor
- containment and holding
- projection and transference
- counter-transference and projective identification
- interpretation and reconstruction
- insight, working through and the complex
- regression
- management of client issues
- the negative therapeutic reaction and termination

Assessment

1. One piece of written work of 2,000 words to demonstrate that trainees have the assimilation and critique of clinical concepts
2. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Diploma Year Two (Core) 2018-19 Course Outline & Reading List

TERM 2

READING WEEK W/C: Monday 18th February 2019

Clinical Concepts Part 2

WEEK 11

The Oedipal Complex I

- Britton, R., (1985) *Clinical Lectures on Klein and Bion*. R. Anderson, ed. (1992) London, Routledge. Ch.3: The Oedipus Situation and the Depressive Position p34-45.
- Steiner, J., (1985) *Int. Review Psycho-Analysis Vol 12*. Turning a Blind Eye: The Cover Up for Oedipus. p.161-171.

WEEK 12

The Oedipal Complex II

- Messler Davis, J., (2015) *Psychoanalytic Dialogues*. Vol 25:3 pp 265-283. From Oedipus Complex to Oedipal Complexity.

WEEK 13

Literature Review and Preparing to write paper on Individual Psychodynamics

WEEK 14

Symbolic Thinking

- Segal H. (1957) *Notes on Symbol Formation*. International Journal of Psychoanalysis 38: p. 391-397 (In Segal: Symbol Formation pgs 160-177.)

WEEK 15

Bion on Thinking and Containment

- Ogden, T (2004). *International Journal of Psychoanalysis Vol 85*. On Holding & Containing, Being and Dreaming. Pgs. 1349-64
- Abram, J (1996). *The Language of Winnicott*. Karnac Books, London. Holding p183-189

WEEK 16

Winnicott

- Winnicott, D., (1990) *The Maturation Processes and the Facilitating Environment Studies in the Theory of Emotional Development*. Karnac Books. Ch.2: The Capacity to be Alone (1958) p29-36 and Ch.6: The Development of the Capacity for Concern (1963). P73-82.

WEEK 17

Trauma

- Garland, C., (1998) *Understanding Trauma: A Psychoanalytical Approach*. New York, Routledge. Ch.1: Thinking about Trauma.
- Kalsched D., (2009) Interview with Daniela Sieff in *Psychological Perspectives*, Los Angeles Unlocking the Secrets of the Wounded Psyche: the miraculous survival system that is also a prison.

WEEK 18

Transference

- Joseph, B., (1988), *Melanie Klein Today Vol. 2 Mainly Practice*. Elizabeth Bott Spillius ed. Brunner-Routledge. Ch.5: Transference the Total Situation.
- Mann, D., (1997) *Psychotherapy: An Erotic relationship*. Routledge. Ch.1: The Erotic Transference p4-26.

WEEK 19

Counter-transference

- Brenman Pick, I., (1988) *Melanie Klein Today. Vol. 2 Mainly Practice*. Elizabeth Bott Spillius ed. Brunner-Routledge. Ch.3: Working Through in the Counter-transference.
- Bernstein J F. (1999) *Psychoanalytic Dialogues* Vol 9:3 pp 275-293. Countertransference: Our new Royal Road to the Unconscious?

WEEK 20

Counter-transference

- Carpy, Denis V., (1989) *International Journal of Psycho-Analysis* Vol 70. Tolerating the Counter-transference: A Mutative Process. p. 287-294.
- Hoffman, I Z., (2009) *Psychoanalytic Dialogues* Vol 19:5 pp 617-637. Therapeutic Passion in the Countertransference.

End of Term
Friday 22nd March 2019

MODULAR SEMINARS

Term 2

Module Title: The Practice of Counselling (MM5)

Level: Year 2

Seminars: Weeks 11 - 20

Assessment: Seminar Tutor Assessment

Module Rationale

The course continues to build upon an assumed intermediate level of counselling skills and goes on to develop:

- a) Knowledge of the nature of psychodynamic counselling
- b) The techniques arising from the theoretical concepts of psychodynamic counselling e.g. unconscious communication: projection, introjection, transference, counter-transference; resistance, counter-resistance
- c) The use of language, responses, non-verbal communication

This Module will build on a knowledge base by adding the advanced skills particular to psychodynamic counselling. Trainees are required to offer a critique of their own responses and those of others in order to develop an internal supervisor. The module will focus on the management of a client in a particular institution but will allow for the examination of problems of management in general.

The Course works towards Programme Aims and it does this through the Learning Outcomes:

Learning Outcomes

1. Trainees continue to harness a rationale for practice and to evaluate theory against practice
2. Trainees are able to familiarise themselves with the procedures by which a client is assessed, enters and proceeds through counselling within an agency setting
3. Trainees practice the role of counsellor and begin to manage the dynamics of the institution-client-counsellor triangle consciously and in the client's best interests
4. Trainees manage boundaries and make contracts for counselling including negotiating client fees, payment and managing money dynamics in the consulting room

5. Trainees listen to and respond to clients' communication conveyed consciously and unconsciously through language, silence, body language, resistance, etc.
6. Trainees continue to assess and test in the light of experience and theory, the effectiveness of responses derived from various theoretical bases
7. Students use and evaluate the concepts derived from Clinical Concepts, Development and Psychopathology seminars in acquiring advanced counselling techniques, where these seminars are undertaken concurrently with Practice of Counselling

Assessment

1. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion, role plays and exercises

Teaching and Learning Methods

There is input from the seminar tutor and there are opportunities for clinical discussions to maximise the linking of theory with clinical practice. There will be weekly discussion topics and role play scenarios to enable trainees to harness their understanding of Psychodynamic Counselling Skills. Each week trainees will be asked to take it in turns to make **either** a short presentation of ideas from books or from their own client material (where appropriate) to help illustrate these areas of work. Fictional client material may be provided and used as the basis of role plays, so that trainees will have opportunity to experience these issues and to learn from each other. There will be a variety of age, sexual orientation, disability and ethnic background in these role plays.

Indicative Bibliography

- Alfillé, H and Cooper, J. (eds.) (2002) *Dilemmas in the Consulting Room*. London: Karnac Books.
- Casement, P. (1985) *On Learning from the Patient*. London: Tavistock.
- Casement, P. (1990) *On Further Learning from the Patient*. London: Routledge.
- Bowlby, J. (1979) *The Making & Breaking of Affectional Bonds*. London: Tavistock.
- Jacobs, M. (1991) *Psychodynamic Counselling in Action* London: Saga.
- Jacobs, M. (1985) *Swift to Hear*. SPCK.
- Jacobs, M. (1998) *The Presenting Past*. OUP.
- Malan, D. (1979) *Individual Psychotherapy and the Science of Psychodynamics*. London: Butterworths.
- Hobson, R. (1985) *Forms of Feeling*. London: Tavistock.
- Murdin, L. (2000) *How Much is Enough?* London: Routledge.
- Murdin, L and Errington, M. (2005) *Setting Out: the importance of the beginning in psychotherapy and counselling*. Hove; Routledge.
- Winnicott, D W. (1986 reprint) *Playing and Reality*. Penguin.
- Yariv, G. (1985) *Beginnings: Crossing the Threshold*. BJP Vol 4.
- Additional current books and papers from journals may be recommended during the course.**

Diploma Year Two Modular Course Outline 2018 – 19

TERM 2

READING WEEK W/C: Monday 18th February 2019

The Practice of Counselling

- There will be a weekly work discussion group focusing on a specific topic. This provides an opportunity for you to harness your understanding of Psychodynamic Counselling skills.
- Each week we will be asking you to take it in turns to present a client to help illustrate the specific topic for that week.
- The client material will be the basis of the work discussion group. You will have the opportunity to present your client material, answer questions and receive hypotheses from the group and tutor.

Work Discussion Briefing

Overall Format:

10 mins	Presenter provides information about the client focused on the topic for the week, e.g. first sessions. This can include context, background and experience of their relationship with client.
10 mins	Group ask questions and presenter responds. Tutor ensures the group keep to questions rather than hypotheses at this point.
15 mins	Group and tutor discuss the client case that has been presented and develops hypotheses. Presenter sits away from the group and listens but does not participate.
15 mins	Presenter gives a response to what they have heard
10 mins	Feedback and discussion

Roles:

Presenter	To present a real client case that is a current challenge for you in your counselling role. The theme of the client case will fit with the topic matter of that week's modular course, e.g. first sessions.
Group	To help the presenter to understand what might be going on in the client case, to explore hypotheses and support the presenter in taking the client work forward. This requires asking questions directly to the presenter and hypothesising as a group.
Tutor	To manage the time boundaries, to join in with the group in asking questions and hypothesising about the client case.

WEEK	TOPIC	TRAINEE PRESENTATION	FEEDBACK FROM LAST WEEK
<u>Week 1</u>	INTRODUCTION TO STRUCTURE OF TERM & ROLE PLAY EXERCISE		
<u>Week 2</u>	First Sessions		
<u>Week 3</u>	The Therapeutic Alliance		
<u>Week 4</u>	Boundary Issues		
<u>Week 5</u>	Understanding & Working with the Transference I		
Half Term			
<u>Week 6</u>	Understanding & Working with the Transference II		
<u>Week 7</u>	Counter Transference		
<u>Week 8</u>	Defences I		
<u>Week 9</u>	Defences II		
<u>Week 10</u>	Endings		
End of Term			

CORE SEMINARS

Term 3

Module Title: PSYCHOPATHOLOGY Part 2 (MC6)

Level: Year 2

Seminars: Weeks 21 - 30

Assessment: Seminar Tutor Assessment

Module Rationale

This module is a vital element in conveying, in conjunction with (Psychopathology 1), the theory of the psychodynamic approach. Trainees need to understand the models of the mind proposed by analytic theory and its derivatives in order to understand the production of symptoms and dysfunctional behaviour. They are given information and asked to question received ideas and relate differing views to each other. They need knowledge of psychiatric and analytic languages in order to assess the suitability of clients for psychodynamic work and diagnose what the client presents. The Course works towards Programme Aims and it does so through the Learning Outcomes as detailed below:

Learning Outcomes

1. Trainees demonstrate an understanding of psychopathology and the contribution made by psychoanalysis in this area
2. Trainees critically examine different theories about psychological distress and their relevance to clinical work
3. Trainees demonstrate that they are able to use theory as a repertoire to elaborate with the client the question which he/she would like to address in counselling
4. Trainees demonstrate a reflectivity about their role as a counsellor and how they see the aim of counselling
5. Trainees use theory as a framework for thinking about the direction of the counselling work
6. Trainees are able to critically evaluate the tension between theory and practice and so become more aware of the presumptions underlying how they position themselves in the work
7. Trainees are able to acknowledge the limits of their own practice
8. Trainees demonstrate sensitivity to racist, sexist, homophobic and other normative prejudices.

Syllabus

- Psychopathology as regulation
- Suffering, psychopathology and the unconscious
- Freud, the symptom, talking cure, free association, dreams, sexuality, desire, repetition and beyond the pleasure principle
- Narcissism
- Borderline personalities
- Varieties of transference
- Body/mind disorders
- Trauma
- Structural categories, the relation to the other, language, sexuality, gender, race, psychosis, suicide, violence
- Loss and grief as psychopathology

Teaching and Learning Methods

Emphasis is placed on study which is on the one hand precise in understanding, and, on the other, evaluative and critical in terms of the context of the theories and their originators. Ideas are handled as formulations which are expected to help the trainee to understand the process in the consulting room and the implicit organisation and processes of the client.

Assessment

1. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Indicative Bibliography

Caldwell, L. (ed.) (2005) *Sex and Sexuality: Winnicottian Perspectives* London: Karnac.

Fairbairn, W R. (1952) *Psychoanalytical Studies of the Personality* Routledge

Fletcher Smith, B. (2000) *Mental Slavery: Psychoanalytic Studies of Caribbean People* London: Karnac

Foucault, M. (1961) *Madness and Civilization* London: Routledge (1997)

Freud, A. (1986) *Essentials of Psychoanalysis*, Harmondsworth: Penguin

Freud, S. The Pelican Freud Library, (1979) Vol 10 *On Psychopathology* Penguin, Pelican Books, *Neurosis and psychosis* (1924)

Gerhardt, S. (2004) *Why Love Matters: how affection shapes a baby's brain* Hove: Brunner-

Routledge.

Green, A. (1997) *On Private Madness*

Harding, C. (2001) *Sexuality: Psychoanalytic Perspectives* Hove: Brunner-Routledge

Holmes, J. (2001) *Narcissism* Cambridge: Icon Books.

Kalsched, D. (1996) *The Inner World of Trauma: The Archetypal Defences of the Human Spirit*
Routledge

Laplanche J. and Pontalis J B. (1996) *The Language of Psychoanalysis* Hogarth Press, Karnac Books

Likierman, M. (2001) *Melanie Klein: her work in context* London: Continuum.

McDougall, J. (1990) *Plea for a Measure of Abnormality* London: Free Association Books

O'Connor, N. and Ryan J. (1993) *Wild Desires and Mistaken Identities: Lesbianism and Psychoanalysis*
London: Virago

Phillips, A. (1988) *The Beast in the Nursery* London: Faber and Faber

Stanton, M. (1997) *Out of Order Clinical Work and the Unconscious Process* London: Rebus Press

Stein, S., Haigh, R., Stein, J., (1999) *Essentials of Psychotherapy* New York: Butterworth Heinemann

Steiner, J. (1993) *Psychic Retreats* London: Routledge.

Waddell, M. (1998) *Inside Lives Psychoanalysis and the Growth of the Personality* Tavistock Clinical
Services, London Duckworth

White, K. (2005) *Attachment and Sexuality in Clinical Practice* London: Karnac

Additional current books and papers from journals may be recommended during the course.

Diploma Year Two (Core) 2018-19 Course Outline & Reading List

TERM 3

READING WEEK W/C: Monday 27th May 2019

Psychopathology Part 2

WEEK 21

Understanding Narcissism and Shame

- Mollon, P. (2002) *Shame and Jealousy*. Karnac Books, London. Ch.2: Shame - further reflections p23-52.
- Stiffell G. and Holtom R.(2016) Beware the Song of the Sirens: Reflections on the Seductive Face of Narcissism. *British Journal of Psychotherapy* 32 vol 1 p37-52

WEEK 22

Working with Borderline Traits

- Masterson, J. F., (1990) *The Search for the Real Self: Unmasking the Personality Disorders of our Age*, New York, The Free Press. Ch 8: Psychotherapy with the Borderline.

WEEK 23

Child Abuse

- Lewis Herman, Judith (1992) *Trauma and Recovery*. Ch.5: Child Abuse p96-114.

WEEK 24

Self Harm

- Gardner, F (2001) *Self-Harm: A psychotherapeutic approach*. Sussex. BrunnerRoutledge. Ch 2: Meanings – conscious reasoning and unconscious motivation.

WEEK 25

Eating Disorders

- Lawrence, Marilyn. (2008) *The Anorexic Mind*. The Tavistock Clinic Series. Ch.4: Eating Disorders and Object Relations.
- Farrell, E M (1995). *Lost for Words. The Psychoanalysis of Anorexia and Bulimia*. Process Press. Ch.3: The Body and Body Products as Transitional Objects and Phenomena.

WEEK 26

Suicide

- Campbell, D & Hale, R. *Textbook of Psychotherapy in Psychiatric Practice*, Ch.12: Suicidal Acts p287-305.

WEEK 27

Working with Difference

- Newbigin J. (2013) *Psychoanalysis and Homosexuality: Keeping the Discussion Moving* British Journal of Psychotherapy 29 Vol3 P.276-291.

WEEK 28

Working with Difference

- Tuckwell G. (2002) *Racial Identity, White Counsellors and Therapists*. Open University Press. Ch.7: Developing Racially Aware Therapeutic Practice p133-1.

WEEK 29

Bereavement

- Klein, M. (1940) *Love, Guilt and Reparation and other works 1921–1945*. Virago, London 1998. Ch.20: Mourning and its Relation to Manic - Depressive States p344-369.
- Mallon B (2008) *Dying, Death and Grief* London Sage. Ch 1: Attachment and Loss, Death and Dying. Theoretical Foundations for Bereavement counselling.

WEEK 30

Endings

- Machin L. (2013) *Working with Loss and Grief* London Sage Pub. Ch 2: Exploring the Landscape of Loss and Ch 3: Establishing Theoretical Bearings.

Reflections on the Course:

What aspects of the course material have been most fruitful for you? At this point in time you will be asking yourselves what have you gained from the course? You might find yourself with more questions than answers. Do you feel enlightened, stimulated, bewildered?

Each member of the group will be asked to bring an idea, a question or a thought about any aspect of the course material. Please prepare this in advance.

MODULAR SEMINARS

Term 3

Module Title:	Introduction to Relationship Counselling (MM6A)
Level:	Year 2
Seminars:	Weeks 21 - 25
Assessment:	Seminar Tutor Assessment

Module Rationale

Trainees need to understand that although they may be working mainly with an individual, there is no such thing as an individual without a context. They need to know about the dynamic view of the family life cycle and ways in which it is interrupted from within and without. They need to be aware of cultural and societal differences in structures and expectations within the family. It is also very important to gain an understanding of the way in which systemic family therapists and marital therapists work so that trainees will be able to help clients to make informed choices of mode of therapy. The Course works towards Programme Aims and it does so through the Learning Outcomes as detailed below:

Learning Outcomes & Objectives

1. Trainees apply object relations theory to understanding family/marital dynamics
2. Trainees understand basic systems views of the nature of the family and can compare and contrast systems with psychodynamic and other perspectives
3. Trainees relate the changes in family structures and dynamics over time to their own experience and to client material of their own with an appropriate balance between subjective and objective elements
4. Trainees can give criteria for a referral to family and marital therapy
5. Trainees participate in seminar discussions and give presentations with a grasp of theory that is adequate to make sense of experience
6. Trainees evaluate the usefulness of their own model in comparison and contrast with the systemic approach and other family therapy models

Assessment

1. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Teaching and Learning Methods

The Seminar tutor covers the material in different ways according to experience. Input is given from their own reading and experience and trainees are asked to make use of the background reading for discussion and in the seminars. Use is made of role play exercises of family situations and the trainees are asked to call upon their own experience to validate what they experience in the seminar. Video equipment and film may also be used to show family therapists in action. There is input from the seminar tutor and large group discussion.

Additional current books and papers from journals will be recommended during the course.

MODULAR SEMINARS

Term 3

Module Title:	Introduction to Other Approaches (MM6B)
Level:	Year 2
Seminars:	Weeks 26 - 30
Assessment:	Seminar Tutor Assessment

Module Rationale

There are distinctions between schools of counselling and therapy and theoretical approaches to counselling and therapy. A theoretical approach presents a single position regarding the theory and practice of counselling and therapy. A school of counselling and therapy is a grouping of different theoretical approaches that are similar to one another in terms of certain important characteristics that distinguish them from theoretical approaches in other counselling and therapy schools. There are three main schools influencing contemporary individual counselling and psychotherapy practice, these are the psychodynamic school, the humanistic school, and the cognitive-behaviour school. Usually the humanistic school incorporates existential therapeutic approaches. A fourth school, the postmodern school, comprises some more recent approaches. These seminars provide an introduction to some of the main different counselling models and approaches.

The Course works towards Programme Aims and it does so through the Learning Outcomes as detailed below.

Learning Outcomes & Objectives

1. Trainees develop an understanding of the main counselling approaches and models
2. Trainees develop a basic understanding of the fundamentals underpinning each model
3. Trainees begin to evaluate the purpose of each model

Assessment

1. Assessment will be based on class participation; the extent to which the trainee is meeting the learning outcomes of the seminar as demonstrated in discussion and exercises

Teaching and Learning Methods

The Seminar Tutor covers the material in different ways according to experience. Input is given from their own reading and experience and trainees are asked to make use of the background reading for discussion and in the seminars. Use is made of role play exercises of the different counselling approaches and the trainees are asked to call upon their own experience to validate what they experience in the seminar. Video equipment and film may also be used to show different clinicians in action. There is input from the Seminar Tutor and large group discussion.

Current books and papers from journals will be recommended during the course.

Diploma Year Two (Modular) Course Outline 2018-2019

Term 3 – First Half

Introduction to Relationship Counselling (MM6A)

For the Duration of weeks 21 - 25 the seminar tutor will outline the topics to be covered each week, and will advise any papers to be read or preparatory work to be undertaken prior to the seminars.

READING WEEK W/C: Monday 27th May 2019

Diploma Year Two (Modular) Course Outline 2018-2019

Term 3 – Second Half

Introduction to Other Therapeutic Approaches (MM6A)

For the Duration of weeks 26 - 30 the seminar tutor will outline the topics to be covered each week, and will advise any papers to be read or preparatory work to be undertaken prior to the seminars.

End of Term

Friday 5th July 2019 - for Tuesday to Friday courses

Monday 15th July 2019 - for Monday courses only

COUNSELLING SKILLS DEVELOPMENT AND CLINICAL PRACTICE

Supervision and Casework

The theory and practice of psychodynamic counselling are totally interdependent. Trainee counsellors learn theory in the seminars and in supervision show that they can apply it rationally, critically and ethically. They need supervision in order to protect and help their clients. They also need it in order to learn from an experienced practitioner. Supervision is conducted in small groups so trainees also learn from each other. Supervision requires that trainees bring together theory and practice and develop a rationale.

Trainee counsellors are expected to build up to a minimum of 3 clients in Diploma 2, to be seen concurrently, and to hold this client load for a minimum of 6 weeks. Where circumstances mean a student has not been able to do this, in order to be considered to progress to the Advanced Diploma, they must obtain from their supervisor confirmation that they have the ability to work with 3 clients concurrently.

Supervisory assessment is focused on the following:

1. Students demonstrate that they work ethically
2. Students demonstrate that they use basic counselling skills and manage clients effectively
3. Students demonstrate that they apply psychodynamic techniques with sensitivity and discretion
4. Students demonstrate that they understand psychodynamic theory and can use it to illuminate practice
5. Students write case studies according to the criteria
6. Student participation in their supervision group.

Assessment of Supervised Clinical Practice

Trainees and supervisors fill in an Assessment Report Form (see **Assessment Handbook**) which requires comment on Learning Outcomes and Clinical Questions, captured each year in the Mid Year Reports and the End of Year Reports. Continuous assessment is carried out on the verbatim presentations.

In addition, a clinical essay; case-study must be written in the second year/final year of the Diploma. Case Studies are marked anonymously by markers who are not the trainee's supervisor or seminar tutor. Each essay must be passed.

Supervised Clinical Practice

Placements may be undertaken (internally) within a Foundation Counselling Centre or within a pre-approved (external) counselling agency. (Trainees placed internally may be asked to work from another Foundation counselling centre if there is, at any time, a shortage of clients within the original allocated centre).

Trainees are required to undertake a supervised clinical placement from Year 1 of the Diploma Programme. It is expected that trainees will begin attending a supervision group in the October and upon recommendation from the supervisor/agency, would then hope to commence seeing clients in either Term 1 or Term 2. This is provided trainees have applied for and been accepted after receiving notification of vacancies in placements, been in their own personal therapy for a minimum of 6 months prior to starting the course and have obtained the required DBS clearance. Some trainees do not start in placements until Term 2.

A 'clinical placement', is required to provide trainees with the opportunity to work with clients under supervised conditions. These clinical placements are a mandatory part of the training and are necessary to practice the skills taught on the theory part of the Diploma Course Programme. To become, ultimately, fully accredited by a professional membership counselling body (e.g. BACP, UKCP, BPC) trainees will need to demonstrate a certain amount of clinical hours, normally 450 and also 450 theory and skills seminar hours. Clinical placements provide continuous assessment, line management and supervision whilst developing practical skills as a professional practitioner working with a portfolio of clients.

For award of the Diploma alone 120 client hours are required. (Some trainees will choose to have more than one approved clinical placement if they find that they are not accruing sufficient hours in their main placement).

Students should be aware that some external agencies may levy a contribution towards the costs of supervision of a trainee counsellor. This cost must be borne by the trainee.

Supervision is considered essential to therapeutic effectiveness and so trainees are required to attend weekly supervision until the required amount of 'client hours' is achieved. Trainees on clinical placement are required to receive a minimum of 1½ hour of group supervision per week as they work towards completing the minimum 120 hours of counselling practice. Attendance at supervision (46 weeks per year) is mandatory and meets the guidelines and requirements of the BACP code of ethics and practice. For the trainees having individual supervision for placement clients, this must be a minimum of 2 hours per month. In order to meet the full clinical requirements of the Diploma Programme, trainees need to work with a range of clients, normally building up to 3 or more on a weekly basis.

Obtaining a Clinical Placement

It is the responsibility of the trainee to arrange his or her own clinical placement with an agency that is acceptable to the Foundation. There are a number of local agencies which we have already approved and you will be sent a copy of this list prior to the beginning of term. We also have our own centres located in Bedford, Broxbourne, Luton, St Albans and Stevenage who give first preference to Counselling Foundation trainees in filling vacancies for trainee counsellors. All applicants for our Diploma Course have their names automatically considered for a placement at one of our centres. In offering a placement one key criterion is your availability in terms of being able to take up client appointments and for attending supervision groups. However, the number of places is limited - normally between 10 - 15 in any one year.

Obtaining the 120 client hours from a placement in a short time frame can never be guaranteed. It is dependent upon many factors, particularly the flow of clients who are appropriate for trainees and your matching availability. Therefore, the Diploma Course regulations allow for up to an additional 24 months beyond the 2 years to complete these hours.

Placements within a Foundation Counselling Centre (internal placement)

Centre Heads will introduce trainees to the relevant professional and administrative procedures and will ensure that the trainee is allocated to a supervision group. The trainee must follow all counselling service procedures, regulations and guidelines and seek advice from the Centre Head or supervisor if in doubt.

During Diploma Year 1 trainees will take on their first clients and begin the process of presenting the counselling session to their supervision group. They will begin to learn how to make a contract, negotiate a fee, maintain boundaries of time and space, etc. They will be asked to keep factual records of sessions at their Counselling Centre, a supervisory journal and a professional log.

The supervision group may contain counsellors with a range of experience. There will usually be 4 counsellors in a supervision group and a caseload of not more than 12. Supervision sessions last 90 minutes and take place weekly. The supervisor will assess when a trainee is ready to begin counselling and will explain the arrangements for allocation of clients.

Working in a centre involves a considerable commitment of time. Counselling takes place at a time agreed between counsellor and client and when there is a room available. It may not be possible that clients will be able to be seen in sequence. Supervision takes place at an established and probably different time from when the clients can be seen. Several journeys a week to the Counselling Centre may be necessary in addition to attendance at the seminars.

A trainee is expected to attend Counsellors' Meetings at his/her centre. Some centres allow trainees to attend Centre Committee meetings either in an elected or informal capacity.

Most centres arrange occasional events such as workshops, seminars and lectures and although these are voluntary, trainees should make every effort to attend.

When a client begins counselling, they are deemed to be a client of the Centre. Trainees will be responsible for collecting client fees on behalf of the centre and submitting them to the Centre Administrator. Trainees receive weekly supervision for 46 weeks each year in the Counselling Centre to which they have been allocated.

There are occasions when a supervisor may require a counsellor to follow a particular procedure. It is always important for trainees to bring back to the supervision any anxieties with their client work or their relationship within the supervision group, which they feel has not been addressed adequately.

Trainees are required to keep notes of each of their counselling sessions and use these to make a regular verbal report on their work with each client. Trainees are also expected to contribute to the discussion of clients presented by other counsellors in their supervision group as the caseload is held by the group.

The Training Centre reviews quarterly the allocation of internal placements to trainees who undertake our courses. Trainees will be informed of vacancies via our website if further placements become available.

Once a student has been offered a placement by a counselling centre the trainee must return the Placement Form to the St Albans Administrator.

Counselling within a Pre-Approved External Counselling Centre (external placement)

The Counselling Foundation has organised tripartite agreements with some appointed external agencies to ensure that our framework for clinical practice is followed. In accordance with the needs of our centres and the external agencies procedures and regulations, you will need to familiarise yourself with both centres placement agreements.

This may require that you attend two supervision groups; one within our centres **and** one with the external agency you are placed with.

Trainees are able to apply for more than one placement. If a trainee wishes to take a place in an external agency that is not currently approved by us then they should contact the Programme Tutor who will arrange a visit and issue a framework for clinical practice contract. We encourage our trainees to proactively look for placements in their local area as well as use the information provided by the Training Centre.

Once a placement has been offered to the trainee they must return the Placement Form to the Training Administrator.

Counselling Skills Role Plays - Triads

Triads are a valuable method of learning new counselling techniques for trainee counsellors. Within the triad, each person takes on one of the following roles:

- Counsellor
- Client
- Observer

For face-to-face practice, chairs should be arranged so that the counsellor and client face each other and the observer looks on. The observer can then relay back information to the other two with regard to their body language, facial expressions, tone of voice and so on.

Each member of the triad should expect to receive feedback on his or her skills at each session. Therefore, each trainee must play each part of counsellor, client and observer each week. The Seminar Tutor will spend some time with each triad to observe the trainees' abilities to demonstrate the skills practiced and give verbal feedback.

At times you may be asked to role play a real-life situation. In such cases, when the trainee takes on the role of the client, the triad experience may feel more meaningful if the trainee is able to role play a realistic situation. The situation can be taken from people you know, your own past situations which you have resolved, or situations you make up. The more real the role plays, the easier it may be for the counsellor in the triad to use appropriate counselling skills. The observer should literally observe without making any judgements or interpretations (they can write details down so that it can more easily be revisited after).

The information gathered can include everything from tone of voice to movement of the hands. The observations are fed back to the counsellor and client at the end of the triad session for evaluation. Comments need not be evaluative, merely observational facts without any personal interpretation.

Problems with Triads

It is important **not** to use triads as a way to get counselling for your own problems. Therefore, it is important for trainees to only reveal information about themselves that they are willing for others to know about them. In other words, it is important to have clear limits on what you are willing to discuss in the triad. Whilst there is a need to set limits on the personal information revealed, trainees should be willing to honestly evaluate their counselling skills development. A trainee's openness and

flexibility to consider their strengths and weaknesses is important. It is also important for the trainee to seek out feedback as to their performance.

Trainee counsellors or triad participants may be reluctant to reveal and speak about problems due to a lack of trust in others:

- A belief that they will be rejected as counsellors
- A belief that they will become distressed
- A belief that they will not receive adequate support from the trainee counsellor

It may feel easier to role play imagined problems or other people's problems; however, it may be difficult to simulate problems and solutions to problems that you yourself are not experiencing. In such instances role play may be a challenge and issues that are real life ones should be used instead. However, we do advise that trainees be aware of keeping themselves safe enough to work within a classroom setting and should any overwhelming feelings be evoked that these should be discussed with your therapist.

Continuing Professional Development (CPD) & Training Workshops

The Foundation Training Centre will organise workshops relevant to client work which trainees are invited to attend. Such attendance is voluntary and would normally involve a fee for workshops.

BACP Codes of Ethics and Practice

The Foundation Training Centre embraces individual counselling, individual psychotherapy and group psychotherapy.

Counsellors and psychotherapists are bound by relevant codes for each area of work they undertake. Thus counsellors, while counselling, are bound by the *BACP's Codes of Ethics and Practice for Counsellors*. Trainers and Supervisors, in their work for The Counselling Foundation, are bound by and required to be familiar with the relevant BACP Guidelines for those areas of work. Psychotherapists both qualified and in training, and trainees on the Graduate Diploma, abide by the Code of Ethics and Practice in accordance with the BACP Guidelines.

Compliance with the BACP Ethical Framework

All trainees are expected to comply with the British Association for Counselling and Psychotherapy Ethical Framework. This can be found on the BACP website. Should there emerge evidence of a breach of this Ethical Framework, the Head of Clinical and Training will make a formal investigation should this breach be upheld, then in discussion with the Training Management Committee, the BACP will be notified of any violation which is considered to bring into question a trainee's suitability to practice counselling. If the trainee is a BACP member, s/he will then be subject to BACP's procedures.

The question of note-taking is particularly important to trainees, and one such area where a breach of ethical guidelines may be observed. We recommend that trainees keep a "supervision journal" in which counselling and supervision sessions are recorded, with due attention paid to the restraints imposed by client confidentiality. Please see the back of this handbook for the confidentiality policy.

COURSE PROCEDURES

INFORMATION

REGULATIONS

Attendance

The minimum requirement for attendance at seminars, experiential group, counselling sessions and supervision is 80% per term. The attendance requirement will only be waived in exceptional circumstances. Where there are substantial grounds for waiving the attendance requirement the trainee must put these in writing (in the first instance) to the Programme Tutor providing supportive documentation (e.g. medical certificate).

Failure to complete the minimum attendance requirement without good cause will normally result in a requirement that the module be repeated or that the trainee withdraws from the Programme.

If a trainee cannot attend for a particular seminar, it is the trainee's responsibility to inform the seminar leader before the seminar time, and as soon as possible. In the event of a trainee being unable to attend more than one consecutive seminar, they must also inform the Training Office, and must not expect their seminar tutor to convey this information.

Should a seminar tutor be unable to attend a seminar, either planned or unexpectedly, they must inform both the trainees and the Training Office. All trainees and seminar tutors must be in possession of respective email and mobile phone, or alternative phone numbers. It is not the responsibility of the Training Office to pass on information of this sort between the different parties.

Should exceptional circumstances arise that would entail cancelling a seminar e.g. weather conditions, it is the seminar leader's responsibility to determine if the seminar should be cancelled, and to inform the trainees and Training Office.

Seminars

Whilst attending the seminars you will be asked to arrive with plenty of time to ensure you are able to commence at the designated start time. A register will be taken each week and you are requested to adhere to the boundaries and structure of the course. These boundaries are put in place to minimise any disruption to the group throughout the duration of your training.

Training Website

To allow you to have easier access to course material, we have put this information on to the Training Website. Course paper/reading, course outlines and course handbooks will be accessible to you via our website. You will be allocated an access password to enter this part of the website: <http://www.counsellingfoundation.org/training/online-resources/>. All students will be expected to familiarise themselves with the Training Centre Policies and library available on the website. Students will also be able to find details of Continual Professional Development days advertised which run at the Training Centre in addition to seminars.

Parking

The Counselling Foundation is unable to provide parking facilities for trainees. Please check local sources for guidance.

Data Protection

Basic information relating to each trainee is kept at the St Albans Training Centre. During the first term of the academic year, a Study Day will be held on a Saturday (normally early November), at which Diploma 1 students will be introduced to the principles of data protection and client work. These will include, such things as the securing of client files and note-taking, verbal communications of client material, and securing of confidentiality and anonymity of client's material.

For more information please see the full policy of The Counselling Foundation's approach to GDPR which is available in the course content area of the website <https://counsellingfoundation.org/training/online-resources/course-content/student-policies-and-placement-information/>

Personal Therapy

Each trainee is required to be in approved personal therapy until they have successfully completed the Programme and they have received written confirmation of their award (following the Final Board Meeting). Therapy must be on a frequency of at least once a week. Given the nature of personal therapy, it is expected that students will not discuss the identity of their personal therapist, either past or present, or share on any social platform, given that it may be unavoidable that on occasions more than one student in a cohort of students could be with the same therapist.

An approved therapist is one who has completed a training recognised as compatible with the Training Centre, has specific post-qualification experience and has been approved by The Training Centre. The designation "approved" is not intended to make any judgment about the qualities of individual therapists or their trainings. If a trainee has concerns about their therapist they should raise these with the Programme Tutor. The post-qualification experience for a Diploma student means that the therapist chosen must have had training to Diploma level, must be using the psychodynamic model for the therapy, and must have graduated for a minimum of 3 years. When approaching a therapist to work with it is the student's responsibility to ascertain this information and supply it to the Training Office. No student can commence therapy unless the Training Office has cleared the therapist as a suitable one for the student. If the student wishes to continue on to the Advanced Diploma, then the level of qualification must be to at least Advanced Diploma level, and the student wishing to find a therapist for their Diploma course may wish to bear this in mind, rather than have to change therapist prior to commencing the Advanced Diploma.

Professional therapy provides a relationship in which clients can safely explore their experiences and become aware of hidden feelings and discover new perspectives and insights. It is partly through their own personal therapy that trainees develop the qualities required to provide this sort of relationship. Stability, personal suitability for the work and increasing emotional openness and maturity are all important. Sustaining the counselling relationship, sometimes over a considerable period of time requires a commitment of time and energy.

Trainees should arrange and/or communicate their therapy arrangements to the Training Office. Any termination of therapy, suspension of therapy or change of therapist must be communicated by the trainee to the Training Coordinator and to the Programme Tutor. **The cost of personal therapy is borne by the trainee in addition to the Programme fees.**

Therapy arrangements are strictly private and confidential. Personal therapy, whilst being a requirement of the training, is not an assessed part of the Programme. Therapists are asked to confirm each year and before graduation that the trainee has fulfilled the therapy requirement, but they play no part in assessment. In this way, the Training Centre attempts to minimise intrusion on the privacy of therapy. Trainees are recommended to maintain the boundaries and confidentiality of their own therapeutic experience and to treat it as a model for their own practice as counsellors.

Therapy Criteria

Qualification

1. Diploma level or ideally Advanced Diploma/Post-Graduate level and above
2. Evidence of at least 2 years training in the psychodynamic model

Experience

1. 3 years post-qualifying experience
2. Currently working from a psychodynamic orientation

Accreditation

1. Registered with one of the following professional bodies: BACP, UKCP (Psychodynamic Section), BPC
2. In future, we may obtain BPC accreditation and so any students wishing to keep their options open (in the event we do get accreditation and wish to apply for membership) should choose a therapist who is registered with the BPC

The Training Centre will annually monitor that trainees have continuously attended therapy no less than once a week by communicating directly with their therapist.

Trainees would normally be in therapy for a minimum of 6 months prior to starting work with clients.

Disclosure and Barring Service

Trainee counsellors will be required to complete a DBS form so that a DBS check may be conducted prior to starting their clinical placement. You may have a DBS check with another organisation; however, it is the policy of the Counselling Foundation that all individuals who have contact with clients have a DBS check through The Training Centre.

Only those applicants who obtain satisfactory DBS approval can work with clients, therefore, applicants who fail to obtain DBS approval will not be offered a trainee clinical placement.

Support for Trainees on the Course

- Trainees will be allocated a personal tutor in Year 2 or in exceptional cases in Year 1. They can arrange to meet with their personal tutor on 3 occasions in the year
- Twice yearly tutorials with the Programme Tutor for both Diploma 1 and 2
- Seminar tutors give **group tutorials** to support preparation for written assignments, and feedback on role plays and skills development
- Supervisors give weekly support with client work in **supervision groups**
- The Training Office offers information and advice on all administrative matters

Trainee Commitment

Trainees are responsible for their own learning which means allocating sufficient time and priority to the course. During an average week a trainee will be expected to:

- Attend the course consisting of 4 hours contact time (approx. 30-32 weeks per year)
- Allocate an equivalent amount of reading and course preparation time, i.e. 4 hours minimum
- Be in personal therapy; 1 hour weekly (approx. 46 weeks per year)
- Undertake client work in an agency setting. Gradually building up from 1 to 3 clients or more (approx. 46 weeks per year)
- Attend group or individual weekly supervision; 1½ hours weekly (approx. 46 weeks per year)
- Attend centre meetings and undertake occasional work in the centre

Private Study

It is expected that all trainees will acquire the habit of regular reading of professional journals and books since this is an essential feature of the working life of all psychodynamic counsellors, however experienced they may be. On average trainees are expected to spend 6 hours a week on private study. Attention will be paid in assessments to a trainee's breadth of relevant reading together with the way that they engage with this and relate it to their clinical work. You must demonstrate that you have reflected upon the theoretical and case material critically (not simply regurgitated information) and then can apply this to your own clinical work. Please note that this critical, reflective approach to theory and practice takes time and that psychic space is needed in order to mull over the reading and make links and this cannot be done in a rush or at the last minute.

Some relevant books and journals are available for loan at the St Albans Training Centre and Bedford Counselling Centre. The Training Administrator will advise you of the arrangements for using the library.

Personal Journal

Trainees are encouraged to keep a personal journal during all stages of their training. The journal is intended to be a personal document, chronicling personal responses to the learning experience of the Programme, their insights into their own behaviour, feelings, what they can observe going on in themselves and others, and attempts to reconcile and integrate the different strands of development that the Programme will stimulate.

Interruption of Training

If a student wishes to interrupt their programme of study for any reason they should in the first instance discuss this with their Programme Tutor, who will discuss this and the options for them for continuing training. This must then be requested in writing. Students will then complete the appropriate Deferral or Withdrawal form, copies of which will be available from the Training Office at St Albans. The maximum period of interruption of studies will be 2 years. Only in exceptional circumstances can the student return to training at a mid-point during a year. If the student is in supervision and seeing clients they must also discuss this with their supervisor and the Centre Head as due attention must be paid to the needs of any clients the student may be seeing as part of their clinical requirement. This may mean that students work to a planned ending with their clients.

Other Trainings

Trainees may not pursue other related trainings whilst working towards the Diploma. If trainees wish to apply for other trainings whilst they are still in training with The Counselling Foundation, the Head of Training must be notified.

Equal Opportunities

The Programme operates within the terms of the Equal Opportunities Policies of The Counselling Foundation. These aim to ensure in the admission and treatment of students that no one receives less favourable treatment on grounds such as race, colour, nationality, ethnic or national origin, gender, marital status, family responsibilities, disability, age, sexual preference, political or religious beliefs, social class, trade union activity or other unreasonable grounds.

Fee Payment and Graduation

No trainee will be awarded their qualification unless all outstanding payments due to the Foundation Training Centre have been cleared. All fees must be paid promptly. A trainee who accepts a place on the course accepts financial responsibility for the duration of the course. Where fees are paid by employers, the employer will be contacted by the Counselling Foundation to verify this. If an employer will not take financial responsibility for payment, the responsibility lies with the trainee to pay. The Certificates will not be awarded if fees are outstanding.

Late payment of fees may result in the trainee being asked to leave tutorials and/or not receiving their award until fees have been cleared and not progressing onto the next part of the course. If a trainee is having difficulty meeting the agreed payment plan they must in the first instance inform by writing by email or letter to the Finance Manager Mrs Nicky McDonald at nicky.mcdonald@counsellingfoundation.org

Those Diploma 2 students having not completed all the course requirements by the end of October will be unable to receive their award at the Graduation in November. Although they may have completed all requirements at any point after this, they will not receive the Diploma award until the following November. For the purposes of qualification verification, they will receive a letter from the Programme Tutor confirming they have successfully completed all the Diploma course requirements.

Welfare of Clients

In the event of a supervisor being concerned for the welfare of a client or about the trainee's emotional health, the supervisor must communicate their concern to the Head of Training. The Head of Training will explore the matter further. If the concerns are found to be justified, the Foundation reserves the right to terminate an individual's training.

Course Progression

The **Diploma** is an access course to the **Advanced Diploma**. Trainees are invited to consider applying for the Advanced Diploma course. If they do not enrol on the Advanced Diploma then they are normally expected to end their placement within 2 years of attaining the award in order to make way for new trainees.

The **Advanced Diploma** (equivalent to postgraduate level) is 2-year training and comprises:

- Theoretical Seminars
- Short-term and long-term counselling
- Supervision
- Personal Therapy

The Advanced Diploma fulfils the training requirements for individual counsellor accreditation with professional bodies.

The Diploma and the Advanced Diploma combined equate to a BACP accredited course.

For those Diploma students who have accrued more than the stipulated 120 client hours during their training, they cannot count the additional hours towards the Advanced Diploma requirement of client hours. They can however use them towards the BACP requirement for full accredited professional membership, which can be applied for after successful completion of the Advanced Diploma.

Extension Fees

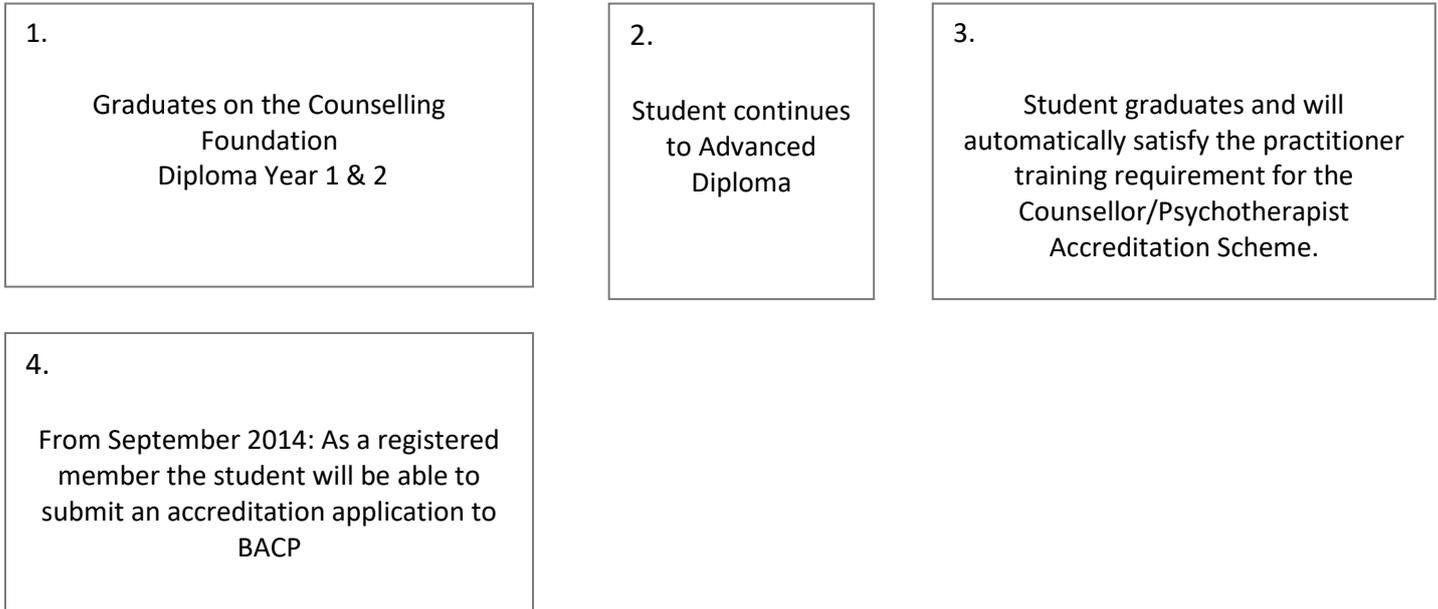
Students are liable for additional fees if the training continues beyond the Re-Submission Board usually held in September of Diploma Year 2. These fees are where academic work is still outstanding and are levied on a term by term basis until the academic work has been successfully passed. Usually this would be the writing of the case study. *No fees are levied where a lack of client hours is the reason for the Diploma not being completed.*

These extension fees are currently £320 per term, paid in advance.

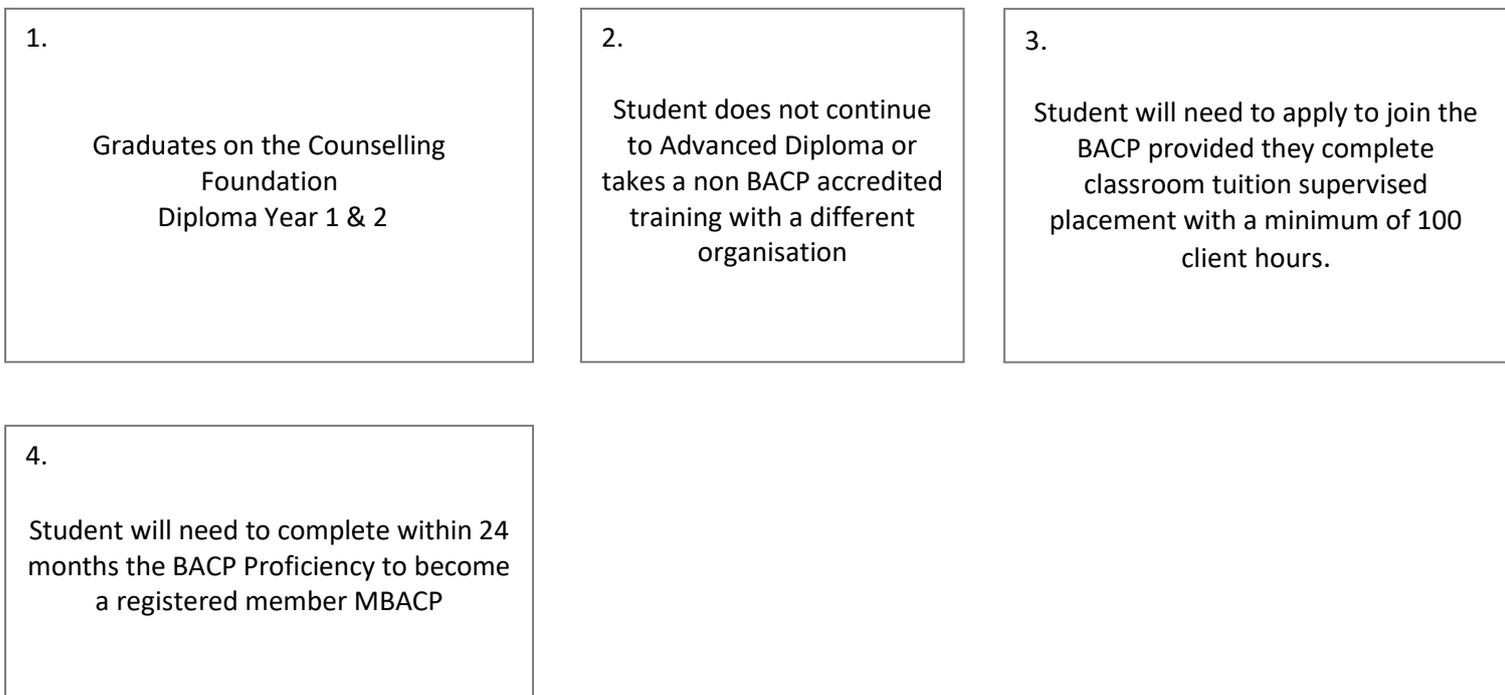
Trainees must remain in personal therapy until the all Diploma requirements are completed.

BACP Accreditation Pathway

Pathway Criterion 4.1



Pathway Criterion 4.2



CONFIDENTIALITY POLICY AND FURTHER INFORMATION REGARDING YOUR TRAINING

Guidance for Trainees

To facilitate the integration of theory and practice health and/or social care trainees will be asked to explore and reflect on a range of personal experiences they have had whilst in clinical practice. This exploration may be within informal contexts such as trainee group discussions and/or within the context of assessment. Maintaining the confidentiality of information about personnel and/or organisations is an important part of professional practice.

Details of information gained in clinical practice must therefore not be disclosed to others who are not involved in the care/practice situation. If data collected whilst in clinical practice forms part of an in-course assessment the details should be presented in such a way that confidentiality is maintained.

Personal Conduct

It is the policy of the Foundation that all staff members treat students with due respect, care and consideration and with impartiality, and we expect the same behaviour from all students. All students should seek to model the level of professionalism they would seek to show to clients, to their colleagues and to all staff. Differences of opinion and disagreement are a part of working together and healthy components of any group situation. We all seek to resolve any difference of opinion or difficulty encountered on the course amicably and in a collaborative way. Any form of abuse or aggression to a staff member or other student is treated seriously, and could result in the student having this placed in their student record.

Principles of Good Practice

1. Students must maintain the confidentiality of all information that has become known to them about clients/patients, users of the health care service, personnel and host organisations.
2. Before using information from clinical practice experiences, trainees are advised to ask the permission and oral consent of the persons involved. Trainees must maintain anonymity of all practice information, which might lead to the identification of individuals. Trainees may seek guidance and support from their lecturers, placement assessors/supervisors and/or Personal tutors.
3. Trainees should not disclose detailed information, and must protect confidentiality by using pseudonyms for the names of both individuals and organisations'. Trainees must acknowledge this action has been taken at the beginning of their presentations written assignments.
4. To ensure confidentiality we highly recommend all students should keep a personal email address that can be accessed only by the trainee. For this reason, we prefer students to have a home email address that is personal to them **only** rather than joint access. The Training Centre will use your given email address from time to time to communicate important course literature and updates.

Procedure for Dealing with Breaches of Confidentiality

Formatively Assessed Work and Class Discussions

Trainees must not make reference to the names of individuals or organisations in formative Assessment or class discussions. Where breaches occur the Seminar Tutor should correct the behaviour immediately advising the whole student group of the limits of confidentiality. The Seminar Tutor should subsequently meet with the individual trainee(s) after the session to ensure he or she is apprised of the correct behaviour.

1. Refers to all information which is **not** in the public domain, this may be information relating to individuals or organisations
2. Individuals includes other professionals and clients/patients
3. Summative Assessed Work

In the case where it is suspected that a student is guilty of breaching confidentiality the following procedure will apply:

- The Marker(s) will endorse the piece of work on the front cover with a note identifying the nature of the suspected offence and where relevant, the location of any part where he or she suspects breach of confidentiality
- Where an allegation suggests that a breach of confidentiality has occurred, this will be dealt with by the Board of Assessors
- In determining the appropriate penalty to be imposed, the Board of Assessors will take account of:
 - The extent of the breach of confidentiality
 - The level of study
 - Previous offences
 - Whether the trainee admits or denies the offence
 - Any extenuating circumstances
 - Whether the trainee was grossly negligent in not taking sufficient care to prevent the breach of confidentiality.

Further Information Regarding Your Training Centre

- A full set of Training Policies are available from the www.counsellingfoundation.org website in the student section. We recommend that all trainees make themselves aware of the Policies available and you will be emailed any policies that are updated during your course.
- If your class is unable to run due to adverse weather conditions details to changes of classes will be posted to the website home page. Please check the website before calling the office.
- The trainee has a responsibility to themselves and others for Health & Safety. Trainees must be aware of the emergency procedure in their individual centres and in voluntary placements.
- Accidents and Incidents must be reported to your tutor and the appropriate forms completed.

FREQUENTLY ASKED QUESTIONS

1. Is the course BACP accredited?

Yes, the Diploma and the Advanced Diploma combined are recognised as an accredited course by the BACP.

2. How long does the training take?

Some trainees are able to complete the training in 2 years but most achieve completion, inclusive of the 120 clinical hours, before the end of the third year. This is sometimes the case for 2 reasons:

- 1) Lack of suitable clients for first year trainees in centres,
- 2) Minimal availability of the trainee.

Typically, the greater weekly availability you have the better chance of being assigned clients.

3. What happens if I fail a written assignment?

You will have the opportunity to re-submit normally within a 2 to 8 week deadline (depending on the assignment).

4. How many clinical hours do I need?

You will need to accrue a minimum of 120 (face-to-face) client hours not counting missed sessions.

5. What if I don't get my clinical hours in 2 years?

You would then enter into a third year, become a Finisher 1 and you may incur extension fees. You would no longer be attending weekly seminars but, if your final paper remains outstanding, you would be expected to attend monthly clinical seminars (usually held on a Saturday) at the Training Centre, St Albans and sometimes in Bedford. You would continue working with your clients, attending your supervision and your personal therapy. The course CANNOT be extended beyond 4 years.

6. Can I go to any counselling centre and start seeing clients?

Various external agencies have been pre-approved as working in line with our policies and procedures.

Nevertheless, if you know of a counselling agency that can offer you a placement, please contact the Training Coordinator with the agency's details. A site visit will then be arranged to ascertain if they meet our criteria.

7. Where can I get a placement?

We do endeavour to place some trainees within one of our 5 counselling centres. However, places are limited, usually to between 6 and 12 p.a. We will provide you with a list of approved external agencies. Guidance and support from the Programme Tutor is offered.

8. What determines whether the Counselling Foundation has internal placement vacancies?

The key determinant is the flow of clients versus trainees already in placement awaiting to accrue hours.

9. If I am offered an internal placement with the Foundation, what happens to my placement when I complete my course and clinical hours?

Trainees are invited to consider applying for the Advanced Diploma course. If they do not enrol on the Advanced Diploma then they are normally expected to end their placement in order to make way for new trainees.

10. If I complete my training in 2 years will I need to end my placement?

Trainees are given an additional year to consolidate their training and consider their further training options. A number of our trainees elect to do our Advanced Diploma training.

The Counselling Foundation Course Timetable 2018-19

	AUTUMN TERM
Start Date	WC Monday 24 th September 2018
Reading Week	WC Monday 29 th October 2018
End Date	Week ending Friday 7 th December 2018
	SPRING TERM
Start Date	WC Monday 7 th January 2019
Reading Week	WC Monday 18 th February 2019
End Date	Week ending Friday 22 nd March 2019
	SUMMER TERM
Start Date	WC Tuesday 23 rd April 2019
Reading Week	WC Monday 27 th May 2019
End Date	Week ending Friday 5 th July 2019 for Tuesday – Friday courses Monday 15 th July 2019 for Monday courses only

Please see supporting

Assessment Handbook

for

Course Written Assignment

&

General Course Assessment Guidelines