



The
Counselling
Foundation

A Foundation for Personal Growth

Advanced Diploma in Psychodynamic Counselling

Course Handbook

Advanced Diploma in Psychodynamic Counselling Course Handbook 2020-2021

CONTENTS

Introduction	2
Course Information	3-8
The Counselling Foundation Training Team	9
Course Timetable	10
Overall Course Structure Table	11
Assessment Table	12
Core Seminars (Year One) Term 1: <ul style="list-style-type: none"> • Teachings of Freud & Klein and the Development of Attachment Theory Term 2: <ul style="list-style-type: none"> • Freud’s “Children” – Fairbairn and Bion, Exploration of Narcissism and Personality Disorder Why Jung Matters Term 3: <ul style="list-style-type: none"> • Working with Difference, Gender and Sexuality 	13-22
Core and Modular Seminars (Year Two) Term 1: <ul style="list-style-type: none"> • Human Development • Client Assessment Term 2: <ul style="list-style-type: none"> • Specific Pathologies • Short Term Psychodynamic Counselling • Interface with Psychiatry and Medicine Term 3: <ul style="list-style-type: none"> • Clinical Concepts and Technical Issues • Critiques of Other Approaches (MM6A) • Professional Preparation (MM6B) 	23-43
Counselling Skills Development and Clinical Practice	44-47
Course Procedures, Information and Regulations	48-52
Confidentiality Policy and Further Information Regarding Your Training	53-54
BACP Accreditation Pathway	55
Frequently Asked Questions	56

Advanced Diploma in Psychodynamic Counselling Course

Introduction

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

This course is offered by The Counselling Foundation Training Centre. It is a qualifying programme which aims to provide counsellors previously qualified to practise within an agency with the skills and knowledge that will enable them to become independent practitioners or specialist practitioners in NHS or other agency settings. The Programme, when taken in conjunction with our 2-year 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 years 2020-21 including course regulations, structure, content, assessment procedures, staffing and course management.

To support this handbook the Advanced 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. 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 the Training Administrator: training@counsellingfoundation.org.

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.

Course Information

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 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.

Course Framework

The course is comprised of modules incorporated into two years of theory seminars. Each academic year is up to 30 weeks long. The client work takes place concurrently alongside the theory and skills part of the course. This clinical work is undertaken either internally; within a Foundation Counselling Centre or externally; within one of our pre-approved counselling centres, for 42 weeks of the year. In order to be eligible for the award of Advanced Diploma in Psychodynamic Counselling trainees must have completed all modules successfully. The shortest time in which all modules can be completed is two years but often the training is completed in 3 years. The Course Programme MUST be completed within 4 years.

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 up to 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 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 Assignment
- Written Clinical Assignment
- Seminar Tutor Report
- Supervisor Report
- 100 hours client work
- Minimum 80% attendance: theory & clinical seminars
- Minimum 80% attendance: supervision groups
- Regular weekly attendance in personal therapy

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 Assignment
- Written Clinical assignment: Final Clinical Paper
- Supervisor Report
- Minimum 220 client work hours
- Minimum 90% attendance: theory & clinical seminars
- Minimum 90% attendance: supervision groups
- Regular weekly attendance in personal therapy

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'. (Extension Fee information can be found in Course Procedures, Information and Regulations section of the handbook.)

Programme Aims

- To prepare trainees to become independent psychodynamic counsellors or specialist psychodynamic counsellors within an agency and/or NHS setting.
- 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.
- To enable trainees to work as reflective practitioners and to develop their own approach within the psychodynamic model of counselling.

To these ends we aim to provide trainees with:

1. The skills and knowledge necessary to apply psychodynamic concepts and principles to the treatment of their own clients.
2. An understanding of the effects on counselling practice of particular settings.

3. An understanding of the assessment process for psychodynamic counselling.
4. An understanding of the influence of cultural factors on the psychodynamic process.
5. An understanding of the ethical, legal and professional issues relating to independent counselling practice.
6. An awareness of factors involved in creating and delivering a professional counselling service.
7. A strong foundation for continuing professional development.

Seminar Tutors

The seminar tutors teach the theoretical components of the training and mark the coursework (the Bedford seminar tutor(s) mark the coursework of the St Albans trainees and vice versa).

Supervisors

Supervisors are trained and experienced 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 cannot be expected, however, to be expert in the fine detail of the Advanced Diploma Programme, for which reference must be made to either the Seminar Tutor and/or the Programme Tutor.

The Counselling Foundation Training Centre sees the functions of supervision for trainees as a tripartite process:

- a) Helping the student to integrate theory with practice and to develop competent practice (i.e. Training function)
- b) Maintaining the student's personal and professional well-being with respect to client work (i.e. Supportive function)
- c) Affording a degree of protection for the student's clients (i.e. Managerial function)

Personal Tutors

All Advanced Diploma students will have 2 mandatory tutorials with the Programme Tutor each year, normally around November/December and April/May. In addition, each Advanced 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 the Final Clinical Paper. 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 normally 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, in the first instance, to your Seminar Tutor.
- Administrative queries should be directed to the appropriate Training Administrator (please refer to the section; 'The Course Staff Team').
- 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 in the first instance be raised with the students' supervisor.
- We encourage the use of telephone or face-to-face contact; however, detailed queries can 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 & Karen Carter
Advanced Diploma	-	Valentina Krajnovic

There are regular Programme Tutor Committee (PTC) meetings, often including attendance of the Head of Training, to ensure the smooth running of the core courses.

All Advanced Diploma core seminar tutors and modular seminar tutors are members of the Advanced Diploma Course Committee (ADCC), 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. In addition, at the end of each term, the Programme Tutor will either arrange to meet with each individual group, or with a student representative to discuss any issues the trainees wish to raise. Our aim is to be as responsive as possible, and we encourage trainees to raise any concerns as and when they arise. Where issues of a serious nature or cause for complaint are concerned, the Foundation's grievance procedure should be followed. 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 next academic year.

Essays

The Advanced Diploma course is an academic course, in addition to the personal development and client work. Whilst there is some assessment of this within the seminar modules, the important aspect of academic assessment is contained within the 2 theoretical essays and 2 case study essays. The outlines of each of these essays are contained in the Assessment Handbook. The essays (two for each year) will be handed in middle of January and in early June. These dates are non-negotiable, except in special circumstances, and students are responsible for ensuring they manage their time to comply with the deadlines. The results of all essays will be sent out 6 weeks after the hand-in date.

Final Clinical Paper

The Final Clinical Paper is to be handed in on the first Friday of June in the second year of the Advanced 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 end 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 Final Clinical Paper, these will be marked by 2 markers taken from the pool of marker's, and not the seminar tutor. Following marking, a selection of essays will be sent to an external moderator to assess the standard of essays and marking.

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 Advanced Diploma Programme Tutor to discuss the essay and a hand-in date for the re-write. All students who need to re-write must have a meeting with a personal tutor prior to their re-submission of the essay.

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 two 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 220 hours of face-to-face

counselling experience (missed sessions cannot be counted).

In order to progress from year one to year two a minimum of 60 hours must be accrued by the End of Year Assessment in June. It is the responsibility of the trainee to ensure that their accrual of hours is met, (refer to the Assessment Handbook).

A third year or part of it may be spent in further supervision whilst the necessary 220 hours are completed, or Final Clinical Paper is written, or the trainee satisfies their supervisor that they are proficient enough practitioners to receive the award. Sometimes trainees complete their training within 3 years.

The 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:

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 email to valentina.krajnovic@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, Wednesdays and Thursdays.

Karen Carter – 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 2 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: 07899 791 946 Karen is available for you to contact her on Mondays and Wednesdays.

Jo Spilling – Clinical Director

Jo is the Clinical Director and holds overall responsibility for clinical aspects of training, all clinical services delivered by The Counselling Foundation and is chair of the Training Final Board. Jo can be contacted by email to jo.spilling@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 by email to pam.firth@counsellingfoundation.org

Mimie Hollist – Head of Training Operations

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.

Training Administrators

Lauren Clifford and Lydia Dettmer are available to answer any queries relating to administration for your course by email to training@counsellingfoundation.org

The Counselling Foundation Course Timetable 2020-21

Term 1	
Start Date	WC Monday 28 th September 2020
Reading Week	WC Monday 26 th October 2020
End Date	Week ending Friday 11 th December 2020
Term 2	
Start Date	WC Monday 11 th January 2021
Reading Week	WC Monday 15 th February 2021
End Date	Week ending Friday 26 th March 2021
Term 3	
Start Date	WC Monday 19 th April 2021
Reading Week	WC Monday 31 st May 2021
End Date	Monday 5 th July 2021

Please see supporting

Assessment Handbook

for

Course Written Assignment

&

General Course Assessment Guidelines

COURSE OVERVIEW – YEAR ONE			
Module Code	Termly Course Outline Title	Term	Week
MC1 Advanced Psychodynamic Theory 1	Teachings of Freud, Klein, Winnicott & Bowlby	1	1 -10
MC2 Advanced Psychodynamic Theory 2	Fairbairn, Bion, Kernberg, Kohut & Jung	2	11 -20
MC3 Advanced Psychodynamic Theory 3	Working with Difference & Sexuality	3	21 -30
COURSE OVERVIEW – YEAR TWO			
Module Title	Course Outline	Term	Week
MC4 Contemporary Thinking (CT) & Development of Psychodynamic Theory (PDT) 1	Human Development	1	1-10
MM4 Client Assessment & Student Presentation of Client Assessment		1	1-10
MC5 Contemporary Thinking & Development of PDT	Specific Pathologies	2	11-20
MM5A Short Term PDT		2	11-15
MM5B Interface with Psychiatry & Medicine		2	16-20
MC6 Contemporary Thinking & Development of PDT	Clinical Concepts & Technical Issues	3	21-30
MM6A Critiques of Other Approaches	Details – Page 40	3	21-25
MM6B Professional Preparation	Details – Page 41	3	26-30

ASSESSMENT SUMMARY TABLE		
Module	Method of Assessment	Hand-In Deadline
<i>Essays Year 1</i>		
MC1 Case Study	Clinical – Written Assignment – 1,500 words	Monday 11 th January 2021
MC2 The Self and the Inner World	Theoretical – Written Assignment – 3,000 words	Monday 26 th April 2021
<i>Essays Year 2</i>		
MC3 Human Development	Theoretical – Written Assignment – 2,750 words	Monday 11 th January 2021
MC4 Psychopathology	Final Clinical Paper – Written Assignment – 5,000 words	11 th June 2021
MM4 Client Assessment	Two Client Assessment Reports	TBC
<i>Clinical & Theory Assessment Reports – Years 1 & 2</i>		
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 • Assessment Report – AD2 only 	Friday 26 th February 2021
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 18 th June 2021

Year One

CORE SEMINARS

Terms 1, 2 & 3

Module Title:	ADVANCED PSYCHODYNAMIC THEORY (MC1-3)
Level:	Year 1
Seminars:	Weeks 1 – 30
Assessment:	Two Written Assignments – 1,500 and 3,000 words Seminar Tutor Assessment

Module Rationale

The Aims of the Course are:

- To build upon the trainee's prior knowledge to enable a differentiated appreciation of a range of psychodynamic theories
- To enable trainees to develop a critically informed awareness of ongoing debates within psychodynamic theory

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 as detailed below:

Learning Outcomes & Objectives

On successful completion of these seminars, trainees will be able to demonstrate the following academic attainments:

1. An ability to compare and contrast the theories studied
2. An ability to discuss the relevance of the theories studied to their own clinical practice
3. A deepening understanding of unconscious processes
4. An understanding of how internal and external worlds meet to influence the personality

Syllabus

Emphasis is placed on the centrality of Freudian and Kleinian thought in psychodynamic theories of development. However, students need to demonstrate understanding of alternative psychodynamic theories to meet Programme Aims. The works of object relations theorists are considered and the similarities, differences and conflicts within and between theories are assessed together with their effect on clinical practice.

- The unconscious and the structure of the personality
- The meeting of the internal and external worlds
- Object relations theories
- Narcissism
- Relationship between borderline and narcissistic personalities
- The Oedipal complex
- Sexuality and gender

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. Two pieces of written work:

One **Case study** of 1,500 words to demonstrate the trainee's incorporation of theories into practice

One **Theoretical Paper** of 3,000 words, on the theme of 'The Self and the Inner World'. The topic must be agreed with the seminar tutor, based on a concept or concepts studied during the year linked to a theoretical approach or concept studied within the seminars. This is to be a theoretical paper but illustrated with clinical material

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 individual presentations and group discussion. They are also expected to demonstrate evidence of reading and understanding of particular texts by using illustrations from their clinical work

Indicative Bibliography

- Bion, W. (1956) *Second Thoughts* (1967)
- Cooper, J. and Maxwell, N (Eds.) (1995) *Narcissistic Wounds*, Whurr Publications
- Fairbairn, W. (1940) *Psychoanalytic Studies of the Personality*, Routledge and Kegan Paul
- Freud, S. (1933) *New Introductory Lectures in Psychoanalysis*, S.E. 22, or Penguin Vol 2
- Freud, S. (1915) *On Metapsychology, the Theory of Psychoanalysis*, S.E. 14, or Penguin Vol 11
- Freud, S. (1905) *Three Essays on the Theory of Sexuality*, SE 7 and Penguin no 7.
- Fonagy, P. & Target, M., (2003) *Psychoanalytic Theories: Perspectives from Developmental Psychopathology*, Whurr Publications
- Gomez, L. (1997) *An Introduction to Object Relations*, London, Free Association Books
- Jones, E. (1953) *The Life and Work of Sigmund Freud*, Pelican Books (1964)
- Kernberg, O. (1985) *Borderline Conditions and Pathological Narcissism*, Jacob Aronson
- Klein, M. (1976) *Envy and Gratitude and Other Works*, Delta Books
- Klein, M. (1975) *Love, Guilt and Reparation*, Delta Books
- Kohut, H. and Wolf, E. (1978) *The Disorders of the Self*, IJPA Vol 59 p.413
- Mollon, P. (1933) *The Fragile Self*, Whurr Publications
- Segal, H. (1975) *Introduction to the Work of Melanie Klein*, Hogarth Press
- Winnicott, D.W. (1965) *Maturational Processes and the Facilitating Environment*, London: Hogarth
- Winnicott, D.W. (1964) *The Child, The Family and the Outside World*, London: Penguin
- Winnicott, D.W. (1975) *Through Paediatrics to Psychoanalysis*, London: Hogarth Press

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

Advanced Diploma Year One (Core) Reading List

TERM 1

Teachings of Freud & Klein and the Development of Attachment Theory

WEEK 1

Introduction to Advanced Diploma 1

- Meeting Betty Joseph: Encounters through Generations. Institute of Psychoanalysis UK Audio Video Project, 1(1):6 <http://fast.wistia.com/embed/iframe/j3128molm5>
- Milton, J. et al (2004) A short introduction to psychoanalysis. Chapters 1-3. London: Sage Publications, 1-58.
- Freud, S. (1911) Formulations on the Two Principles of Mental Functioning, On Metapsychology, *The Theory of Psychoanalysis* SE.14, or Penguin Vol 11

WEEK 2

Freud and the driven mind

- Freud, S. (1915) Instincts and Their Vicissitudes, *On Metapsychology, The Theory of Psychoanalysis* S.E. 14, or Penguin Vol 11.

WEEK 3

Freud and the structured mind

- Freud, S. (2010) The Ego and the Id, Chap. 2 and; The Ego and the Superego, Chap. 3 in *The Ego and the Id*, Pacific Publishing Studio
- Freud, S. (1933) Revision of the Theory of Dreams, *New Introductory Lectures in Psychoanalysis*, S.E. 22 or Penguin Vol 2

WEEK 4

Freud and the neurological mind

- Solms, Mark (2018) The Neurobiological Underpinnings of Psychoanalytic Theory and Therapy. *Front. Behav. Neurosci.* 12:294. <https://bit.ly/2EzGgln>

WEEK 5

Overview of Klein's theories

- Klein, M. (1959) Our Adult World and its Roots in Infancy, *Ibid.*

WEEK 6

Klein's positions

- Klein, M. (1946) Notes on Some Schizoid Mechanisms, *Envy and Gratitude and Other Works*, Delta Books, 1975

WEEK 7

Envy and gratitude

- Klein, M. (1957) Envy and Gratitude, *Ibid.*

WEEK 8

Emotional Development

- Winnicott, D. (1960) The Theory of the Parent-Infant Relationship, *The Maturation Processes and the Facilitating Environment*, Hogarth Press
- Winnicott, D. (1945) Primitive Emotional Development, *Through Paediatrics to Psychoanalysis*

WEEK 9

True and False Self

- Winnicott, D. (1960) Ego Distortion in terms of True and False Self, *The Maturation Processes and the Facilitating Environment*, Hogarth Press
- Winnicott, D. (1964) The Concept of the False Self, *Home is Where We Start From*, Pelican Books

WEEK 10

Transitional phenomena

- Winnicott, D. W. (1953) Transitional objects and transitional phenomena. *Int. J. Psycho-Anal.*, 34:89-97. <https://goo.gl/itTWVb>
- Young, R M (1994) Potential Space: Transitional phenomena, In: *Mental Space 1994*. <https://goo.gl/tlXlel>

END OF TERM

NOTES:

TERM 2

Freud's "Children" - Fairbairn and Bion, Exploration of Narcissism and Personality Disorder Why Jung Matters

Essential reading:

Gomez, L. (1997) *An Introduction to Object Relations*. London, Free Association Books
Lambert, K. (1981) *Analysis, Repair and Individuation*. Academic Press, London
Symington, N. (1986) *The Clinical Thinking of Wilfred Bion*. Routledge

WEEK 11

Fairbairn's Theory

- Ogden, T. H., **Why Read Fairbairn?**, in Clarke, G.H., Scharff, D. E. *Fairbairn and Object-Relations Tradition*, Ch. 10
- Fairbairn, R. **Synopsis of an Object-Relations Theory of the Personality**, ProQuest 2009

WEEK 12

Development of Fairbairn's Theory

- Kernberg, O., (1980) **Fairbairn's Theory and Challenge**, Grotstein and Rinsley (Eds) *Fairbairn and the Origins of Object-Relations*, Guilford Press, London & New York

WEEK 13

Introduction to Psychopathology

- McWilliams, N. (2011). Developmental levels of personality organisation. Chapter 3 In: *Psychoanalytic diagnosis: Understanding personality structure in the clinical process*. Second edition. The Guildford Press, London. 43-69. Ch.3

WEEK 14

Schizophrenic Thought

- Bion, W. (1956) **Attacks on Linking**, *Second Thoughts* (1967)
- Bion, W. (1956) **Development of Schizophrenic Thought**, *Second Thoughts* (1967)

WEEK 15

Psychotic and Non-Psychotic Personalities

- Bion, W. (1957) **Differentiation of the Psychotic from the Non-Psychotic Personalities**, *Second Thoughts* (1967)
- Abel-Hirsch, N. (1916) **Bion, Alpha-Function and the Unconscious Mind**, *British Journal of Psychotherapy*, Vol. 32:2, May 2016, p. 215-225

WEEK 16

Narcissism

- Kohut, H. and Wolf, E. (1978) **Disorders of the Self**, *UPA* Vol 59, p. 413
- Symington, N. (1993) **Setting the Stage**, *Narcissism: A New Theory*, Ch. 1; **The Intentionality of the Self**, *Ibid*, Ch. 4, Karnac Books, London

WEEK 17

Narcissism 2

- Kernberg, O. (1985) **Clinical Problems of the Narcissistic Personality**, *Borderline Conditions and Pathological Narcissism*

WEEK 18

Psychopathologies

- Steiner, J. (1993) **Review: Narcissistic Object Relations and Pathological Organizations of the Personality**, *Psychic Retreats*

WEEK 19

Theories of Carl Jung

- Fordham, M. (1978) **The Model**, Ch. 1, *Jungian Psychotherapy: A Study in Analytical Psychology*, Karnac Books, London
- Jung, C. (1934) **The Personal and the Collective Unconscious**, Part 1, Ch. I, *The Relations Between the Ego and the Unconscious (Collected Works of Carl Jung, Vol. 7)* Princeton University Press

WEEK 20

Theories of Carl Jung 2

- Samuels, A. (1983). The Theory of Archetypes in Jungian and Post-Jungian Analytical Psychology. *Int. R. Psycho-Anal.*, 10:429-444. <https://bit.ly/3gKagYv>
- West, M. (2011), **Jung and Dreams**

End of Term

NOTES:

TERM 3

Working with Difference, Gender and Sexuality

Suggested background reading:

Mollon, P. (1993) *The Fragile Self*, Whurr Publications
Birksted & Breen, (1993) *The Gender Conundrum*, Routledge

WEEK 21

Attachment Theory

- Bowlby, J (1988) The role of attachment in personality development. In: A secure base: Clinical applications of attachment theory. Routledge. <https://bit.ly/3gKjYKy>
- Harlow, H. (1958) Monkey Love - Contact Comfort & The Strange Situation, *YouTube*
- Spitz, R. (1952) Emotional Deprivation in Infancy: A Study by Rene Spitz, *YouTube*

WEEK 22

Attachment and Love

- Holmes, J. (2015) Attachment Theory in Clinical Practice: A Personal Account, *British Journal of Psychotherapy* 31, Vol. 2, p. 208-228
- Gerhardt, S. (2004) Torment, *Why Love Matters*, Ch. 7, London, Routledge
- Gerhardt, S. (2009) Why Love Matters: How Affection Shapes a Baby's Brain, Presentation given to the Quality of Childhood Group, European Parliament

WEEK 23

Working with difference

- Brauner, R. (2000) Embracing difference: addressing race, culture and sexuality. In: Issues in Therapy with Lesbian, Gay and Bisexual Clients. Eds. Charles Neal and Dominic Davies. Buckingham, OUP. 7-21.

WEEK 24

Fear of difference or fear of similarity

- Kinouani, G (2019). Difference, whiteness and the group analytic matrix: An integrated formulation, In: *Group Analysis*, 53(1).
- Tan, R. (1993). Racism and Similarity: Paranoid-Schizoid Structures. *Brit. J. Psychother.*, 10:33-43.

WEEK 25

Racism in the consulting room

- Video: 'Black Psychoanalysts Speak' <https://youtu.be/N8-Vli7tb44>
- Altman, N. (2000). Black and White Thinking: A Psychoanalyst Reconsiders Race. *Psychoanal. Dial.*, 10:589-605.

WEEK 26

Gender & Sexuality

- Fonagy, P. (2009) Psychosexuality and psychoanalysis: an overview. In: Identity, gender and sexuality: 150 years after Freud. Ed. P. Fonagy, R. Krause and M. Leuzinger-Bohleber. Abingdon: Routledge. 1-19. <http://bit.ly/2ml77lj>
- Fancher, K.E. (1973), Sexuality, Ch. 5, *Psychoanalytic Psychology*.

WEEK 27

Erotic transference

- Lijtmaer, R.M. (2004). The Place of Erotic Transference and Countertransference in Clinical Practice. *J. Amer. Acad. Psychoanal.*, 32(3):483-498.

WEEK 28

Oedipus Revisited

- Britton, R. (1992), The Oedipus Situation and the Depressive Position, *Clinical Lectures on Klein and Bion*.
- Temperley, J. (1993) Is the Oedipus complex bad news for women? *Free Associations*, 4:265-275.

WEEK 29

Female and Male Sexuality

- Raphael-Leff, J, Contemporary Views on Femininity, Gender, and Generative Identity, ch. 2, *On Freud's "Femininity"*, Ed. L.G. Fiorini and G. Abelin-Sas Rose, Karnac Books
- Glasser, M., "The Weak Spot" - Some Observations on Male Sexuality, Ch. 10, *The Gender Conundrum: Contemporary Psychoanalytic Perspectives on Femininity and Masculinity*, The New Library of Psychoanalysis

WEEK 30

Perversion

- Jureidini, J. (2001). Perversion: Erotic Form of Hatred or Exciting Avoidance of Reality? *Journal of American Academy of Psychoanalysis*, 29:195-211

Course Review

Takes place at the last Core Seminar.

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

Year Two

CORE SEMINARS

Terms 1, 2 & 3

Module Title:	CONTEMPORARY THINKING & DEVELOPMENT OF PSYCHODYNAMIC THEORY (MC1-3)
Level:	Year 2
Seminars:	Weeks 1 - 30
Assessments:	Two Written Assignments – 2,500 and 5,000 words Seminar Tutor Assessment

Module Rationale

Integration of Advanced Psychodynamic Theory with Clinical Practice & Client Assessment with the aim:

- To examine the ways in which clinicians have developed and applied key psychodynamic concepts and relate them to trainee's ongoing clinical work.
- To facilitate the development of each trainee's specific clinical and theoretical interest and provide them with an opportunity to pursue these in the seminars and in private study.
- To facilitate the awareness of the counselling style of each trainee in order to facilitate a personal approach to psychodynamic counselling.
- To teach trainees the basic theory of psychodynamic assessment.
- To enable trainees to be aware of the main presenting problems most and least likely to respond to psychodynamic counselling.

Learning Outcomes & Objectives

On successful completion of these seminars, trainees will be able to demonstrate the following academic attainments:

1. An ability to understand key metapsychological concepts underlying psychodynamic practice
2. An ability to relate these concepts to their own clinical experiences
3. An ability to demonstrate their understanding by presentations of the concepts and their application to their own work and by feedback to other presentations within the seminar
4. Trainees should understand the main positive indicators for psychodynamic counselling
5. Trainees will have gained knowledge and understanding of the use of counter-transference feelings in the making of assessments
6. Trainees should be aware of the main presenting problems which are least likely to respond to psychodynamic counselling

Syllabus

- Developmental psychology
- Psychopathology
- Advanced clinical concepts
- Advanced theoretical issues
- Further exploration of clinical concepts and theoretical issues
- Schools of psychoanalytic theory
- Practice of counselling
- Linking psychodynamic theory with practice
- Presentations by students of clinical work

Teaching and Learning Methods

Students receive a core teaching of a range of psychodynamic ideas presented as theories of development and function deriving a psychopathology 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

Two pieces of written work:

1. A **Theoretical Paper** of 2,500 words, to demonstrate that trainees have the assimilation and critique of psychopathology theory
2. A **Final Clinical Paper** of 5,000 words. The topic must be agreed with the seminar tutor, based on a concept or concepts studied during the year linked to a theoretical approach or concept studied within the seminars. This is to be a case study, illustrated with clinical material and informed by theory

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

also expected to demonstrate evidence of reading and understanding of particular texts by using illustrations from their clinical work.

Indicative Bibliography

Term One

Birksted Breen (Ed) (1963) *The Gender Conundrum* Routledge
Davenhill, R. *Looking into Later Life: a Psychoanalytic Approach to Depression and Dementia in Old Age*, Tavistock Clinic Series, Karnac
Freud, S. (1933) *New Introductory Lectures in Psychoanalysis*, S.E. 22, or London: Penguin Vol 2.
Hinshelwood, R. (1994) *Clinical Klein*, London: Free Association Books
Lomas, P. (1987) *The Limits of Interpretation*, Jason Aronson, London
Ogden, T. (1992) *The Primitive Edge of Experience*, Ch.2. Maresfield Library, London
Waddell, M. (1998) *Inside Lives: Psychoanalysis and the Growth of the Personality*, Tavistock Clinic Series, Karnac

Term Two

Alvarez, A. (1992) *Live Company: Psychoanalytic Therapy with Autistic, Borderline, Deprived and Abused Children*, London: Routledge
Campbell, D. (1999) *Psychoanalytic Understanding of Violence and Suicide*, London: Routledge
Birksted Breen (ed.) (1963) *The Gender Conundrum*, London: Routledge
Cooper, J. and Maxwell, N (eds.) (1995) *Narcissistic Wounds: a Clinical Perspective*, Whurr Publications
Garland, C. (ed.) (1998) *Understanding Trauma*, London: Tavistock Clinic Series
Hinshelwood, R. (2004) *Suffering Insanity*, London: Routledge
Jackson, M. and Williams, P (1994) *Unimaginable Storms: A Search for Meaning in Psychosis*. London: Karnac
Khan, M. (1974) *The Privacy of the Self*, London: Hogarth Press
Morgan, D. and Ruzsyczynski, S (eds.) (2007) *Lectures in Violence, Perversion and Delinquency*, London: Karnac
Ogden, T.H. (1992) *Projective Identification and Psychotherapeutic Techniques*, London: Karnac
Rey, H. (1994) *Universals of Psychoanalysis in Borderline and Psychotic States*, Free Association Books
Spillius, E. (ed.) (1989) *Melanie Klein Today: Mainly Theory*. Routledge: New Library of Psychoanalysis
Symington, J. (2000) *Imprisoned Pain and its Transformations*. London: Karnac
Williams, G. (1997) *Internal Landscapes*, Tavistock Clinic Series, London: Karnac
Williams, A., H. (1998) *Cruelty, Violence and Murder*, London: Karnac

Term Three

Anderson, R. (ed.) (1992) *Clinical Lectures on Klein and Bion*, Routledge: The New Library of Psychoanalysis
Bishop B. et al (eds.) (2004) *Elusive Elements In Practice*, London: Karnac
Britton, R. (2003) *Sex, Death and the Superego*, London: Karnac
Hinshelwood, R. (1994) *Clinical Klein*, London: Free Association Books
Hughes, (1991) *The Inner World and Joan Riviere*, London: Karnac
Joseph, B. (1989) *Psychic Equilibrium and Psychic Change*, Routledge, New Library of Psychoanalysis,
Kohon, G. (ed.) (1986) *The British School of Psychoanalysis*, London: FA Books

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

Advanced Diploma Year Two (Core) Course Outline

TERM 1

Human Development

Preparatory Reading:

Freud, S. (1933) *New Introductory Lectures on Psychoanalysis*

Klein, M. (1957) *Envy and Gratitude*, London, Tavistock, Basic Books

Weekly papers highlighted in bold print are 'essential reading' and the other(s) 'desired reading'

WEEK 1

Baby Observation

- Shuttlesworth, J. (1989) Psychoanalytic Theory and Infant development, in: Miller, L., Rustin, M., Shuttlesworth, J.: *Closely Observed Infants*, London, P. 22-51
- Briggs, A. (2008) Translating Nature: Development of E Brick's method for finding words to describe what is seen and experienced in infant observation and clinical work, In: *BJP Vol 24, No 1*

WEEK 2

Development: Early Infancy

- Ogden, T. (1992) The Structure of Experience, in *The Primitive Edge of Experience*, Ch.2. Maresfield Library, London
- Hinshelwood R. (1994) Introjection and Projection, Ch. 2: In *Clinical Klein*, Free Association Books, London

WEEK 3

Inter-subjectivity

- Ogden, T. (1992) Towards an Intersubjective Conception of the Subject: The Kleinian Contribution, in, subject of Analysis Ch. 4 Maresfield Library, London
- Ogden, T. (1992) Winnicott Intersubjective Subject, in, subject of Analysis Ch. 4 Maresfield Library, London

WEEK 4

Development: Late Infancy

- Steiner, D. (1999) The toddler and the wider world, Ch. 4 in Hindle, D., Vaciago Smith, M. *Personality Development: A Psychoanalytic Perspective*, Routledge

- Hinshelwood, R. (1994) *The Paranoid Schizoid Position and the Mind as an Apparatus for evacuation*, Ch. 7 & *The Depressive Position*, Ch.6 in *Clinical Klein*, Free Association Books, London

WEEK 5

The Oedipus Complex 1

- Ivey G (2006) *Configurations of Threeness: Oedipal Models, Oediperal levels*, BJP, Vol. 23, No. 1
- Halberstadt-Fraud H. C. (1998) *Electra versus Oedipus: Femininity Reconsidered*, in *Int. J. Psychoanal* Vol 79, No. 41

WEEK 6

The Oedipus Complex 2

- Britton, R. (1989) *The Missing Link: Parental Sexuality in the Oedipal Couple*, in *The Oedipus Complex Today: Clinical Implications*; Karnac Books
- Grier, F. (2004) *No Sex Couples, Catastrophic Change and the Primal Scene*, in *Oedipus and The Couple*, Karnac Books

WEEK 7

Adolescence

- Copley, B. (1993) *Adolescence: A process of change*, Ch. 4 in: *The World of Adolescence: Literature, Society and Psychoanalytic Psychotherapy*, FAB
- Wilson, P. *Textbook of Psychotherapy in Psychiatric Practice* Ch.19 *Psychotherapy with Adolescents*

WEEK 8

Adulthood

- Waddell, M. (1998) *The Adult World*, Ch.12 in *Inside Lives* reference as above
- McDougall, J. (1980) *Plea for a Measure of Abnormality*, Ch. 13 in *Plea for a Measure of Abnormality* International Universities Press, Madison, Connecticut.

WEEK 9

Aging

- Waddell, M. (1998) *Only Connect – The Links between Early and Later Life*, Ch.11 in *Looking into Later Life* (as above)
- Davenhill, R. 'Individual Psychotherapy' Ch. 4 in *Looking into Later Life: a Psychoanalytic Approach to Depression and Dementia in Old Age*, Karnac, Tavistock Clinic Series

WEEK 10

OVERVIEW OF THE TERM'S WORK

- Winnicott, D. (1974) **Fear of Breakdown**, *Int. rev. Psychoanalysis*, 1, 103-7

End of Term

MODULAR SEMINARS

Term 1

Module Title:	CLIENT ASSESSMENT
Seminars:	Weeks 1 - 10
Assessment:	Seminar Tutor Assessment, Intake Supervisor Assessment

Module Rationale

From the beginning of Term 1 in Year 2, concurrently with the seminar-based assessment work, trainees will join the assessment team in their placement counselling centre.

Assessment placement: Trainees will make two presentations of assessments they have completed to the Centre Intake supervision group/ referral panel. The Assessment supervisor will prepare a report which assesses the following learning outcomes seeking also to verify the trainee's ability to assemble the information gained in the interview, to analyse this material and to write a coherent report which gives a clear picture of the client, their history and presenting problem:

Learning Outcomes & Objectives

1. Trainees show the ability to assemble the information gained in the interview
2. Trainees show the ability to analyse this material and to write a coherent report which gives a clear picture of the client, their history and presenting problem
3. Trainees use their understanding to illuminate the relationship between the assessor and the client
4. Trainees apply some theory to their own experience of client assessment

Syllabus

- Client Assessment
- Psychodynamic Formulation
- Use of Transference and Countertransference in the Assessment

Teaching and Learning Methods

Trainees are asked to make presentations of at least one of their Client Assessment to the peer group. The group reflection and discussion follows.

Assessment

The assessment supervisor's report is completed when the trainee has completed their placement. This usually takes one term but could be longer.

Advanced Diploma Year Two (Modular) Course Outline

TERM 1

Client Assessment

WEEK 1

- Garelick, A. (1994) **Psychotherapy Assessment: Theory and Practice**, *Psychoanalytic Psychotherapy*, Vol. 8 No. 2

WEEK 2

- Berkowitz, R. (1993) **Assessment for Psychoanalytic Psychotherapy: an overview of the literature** in *Assessment in Psychotherapy*, Chap. 1

WEEK 3

- Hinshelwood, R. D. (1991) **Psychodynamic Formulation in Assessment for Psychotherapy**, *British Journal of Psychotherapy*, Vol. 8 No. 2

WEEK 4

- Davis, A. (1993) **The significance of the opening story** in *Assessment in Psychotherapy*, Ch. 5

WEEK 5

- Schachter, J. (1997) **Transference N Countertransference Dynamics** in *The Assessment Process Psychoanalytic Psychotherapy*, Vol. 11 No. 1

WEEKS 6 -10

Trainees' Presentation of Client Assessments and Group Discussion

Further group reflections and learning from the process.

Additional Reading:

- Brooke, R. (1994) **Assessment for Psychotherapy: Clinical Indicators of Self Cohesion and Self Pathology**, *British Journal of Psychotherapy*, Vol. 10 No 3
- Milton, J. (1997) **Why Assess? Psychoanalytic Assessment in The NHS**, *Psychoanalytic Psychotherapy*, Vol. 11
- Ogden, T. H. (1992) **The Initial Analytic Meeting** in *The Primitive Edge of Experience*, Ch. 7

WEEK 10

Term Review

Part of the last seminar will be spent on course review.

End of Term

NOTES:

TERM 2

Specific Pathologies

WEEK 11

Trauma

- **Garland, C. (1998) Thinking About Trauma, Ch. 1 in *Understanding Trauma, 1998*, Ed. Garland, C. Tavistock Clinic Series**
- Khan, M. (1963) The Concept of Cumulative Trauma, in *The Privacy of the Self* (1974) Hogarth Press

WEEK 12

Eating Disorder

- **Williams, G. (1997) Foreign Bodies, Ch. 11 in *Internal Landscapes*, Tavistock Clinic Series**
- Rey, H. (1994) 'The Anorexic', Ch. 4 in *Universals of Psychoanalysis in Borderline and Psychotic States*, Free Association Books

WEEK 13

Depression and Manic Depression

- **Rey, H. (1984) The Psychodynamics of Depression, Ch. 11 in *Universals of Psychoanalysis in Borderline and Psychotic States*, Free Association Books**
- Jackson, M. and Williams, P. (1994) Manic Depressive Psychosis, in *Unimaginable Storms: A Search for Meaning in Psychosis*, Karnac Books

WEEK 14

Suicide

- **Campbell, D. (1999) 'The Role of the Father in the Pre-suicide State' in *Psychoanalytic Understanding of Violence and Suicide*, Routledge (1999)**
- Schachter, J. (1999) The paradox of Suicide: Issues of Identity and Separateness in *Psychoanalytic Understanding of Violence and Suicide*, Routledge (1999)

WEEK 15

Violence

- **Fonagy, P. and Target, M. (1999) Towards Understanding Violence: the use of the body and the role of the father, in *Psychoanalytic Understanding ...* (as above)**
- Perelberg, R.J. (1999) A Core Phantasy in Violence in *The Psychoanalytic Understanding*

WEEK 16

Perversion and Delinquency 1

- **Morgan, D. (1995) 'Destroying the Knowledge of the Need for Love: Narcissism and Perversions' in Cooper, J. and Maxwell, N. eds. *Narcissistic Wounds: a Clinical Perspective*, Whurr Publications**
- Lloyd-Owen, D. (2007) 'Perverse Female: Their Unique Psychopathology' in Morgan, D. and Ruszczynski, S. eds. *Lectures in Violence, Perversion and Delinquency*, Karnac Books

WEEK 17

Perversion and Delinquency 1

- Wood, H. (2007) 'Compulsive Use of Virtual Sex and Internet Pornography: Addiction or Perversion?' in *Lectures in Violence, Perversion and Delinquency*
- Williams, A. H. (1998) 'Criminality and the Clastrum' in *Cruelty, Violence and Murder* Karnac Books

WEEK 18

Borderline Pathology

- Rey, H. (1979) 'Schizoid Phenomena in the Borderline' in *Melanie Klein Today: Mainly Theory* (1989), Spillius, E. ed. Routledge New Library of Psychoanalysis
- Alvarez, A. (1992) 'A Developmental View of Defence: Borderline Patients' Ch.8 in *Live Company: Psychoanalytic Therapy with Autistic, Borderline, Deprived and Abused Children*, Routledge

WEEK 19

Psychosis

- Jackson, M. (2001) 'Mostly Theory' Ch. 17 in *Weathering the Storms*, Karnac Books
- Hinshelwood, R. (2004) 'What's it Like? Psychoanalytic Theories of Schizophrenia' in *Suffering Insanity*, Brunner Routledge

WEEK 20

Projective Identification

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

End of Term

NOTES:

MODULAR SEMINARS

Term 2

Module Title:	SHORT TERM WORK (MM5A)
Level:	Year 2
Seminars:	Weeks 1 - 5
Assessment:	Seminar Tutor Assessment

Module Rationale

Aims

- To introduce the principles and competencies which specifically relate to short term psychodynamic counselling.
- To provide trainees with the understanding necessary to assess a client's suitability for short term counselling and to practice it where appropriate.

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

Learning Outcomes & Objectives

On successful completion of these seminars trainees will be able to demonstrate the following academic attainments:

1. An understanding of different approaches to short term counselling within the psychodynamic model.
2. An understanding of how one model of psychodynamic short-term counselling is applied in practice, including an awareness of the nature of the short term contract, the use of an agreed focus and a definition of the purpose and means of treatment.
3. An understanding of the nature of the short term therapeutic alliance in which a shared understanding of the purpose of the treatment and an appropriate bond are established.

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.
2. Method of Assessment: verbal feedback from the seminar tutor.

Teaching and Learning Methods

There is input from the seminar tutor, and extensive use made of papers and selected texts to be read in advance of the seminar for group discussion. Trainees are expected to introduce discussion of themes from these papers and texts where appropriate. There are opportunities for clinical discussions to

maximise the linking of theory with clinical practice.

MODULAR SEMINARS

Term 2

Module Title: INTERFACE WITH PSYCHIATRY AND MEDICINE (MM5B)

Level: Year 2

Seminars: Weeks 6 - 10

Assessment: Seminar Tutor Assessment

Module Rationale

Aims

1. Trainees acquire the language of psychodynamic theory and practice in other seminars such as psychopathology but they also need to be able to speak to doctors and psychiatrists.
2. These seminars are designed to introduce those trainees who are not yet familiar with it, to the concepts and language of diagnosis and treatment.
3. Trainees are encouraged to see where the psychiatric approach overlaps and where it is different from psychodynamic approaches.

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

Learning Outcomes & Objectives

On successful completion of these seminars trainees will begin to demonstrate an understanding of the following:

1. Patient phenomena in psychiatric terms.
2. Relate psychiatric approaches to psychodynamic approaches.
3. Reasons why a psychiatric referral might be required.
4. Assessing client need and capacity in psychiatric terms.

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.
2. Method of Assessment: verbal feedback from the seminar tutor.

Teaching and Learning Methods

There is input from the seminar tutor, and extensive use made of papers and selected texts to be read in advance of the seminar for group discussion. Trainees are expected to introduce discussion of themes from these papers and texts where appropriate. There are opportunities for clinical discussions to

maximise the linking of theory with clinical practice.

Advanced Diploma Year Two

(Modular) Course Outline

Term 2 – Part One

Short Term Psychodynamic Counselling

WEEK 11

- Gustafson. J. (1993) **The complex secret of Brief Psychotherapy in the works of Malan and Balint**, in *Forms Of Brief Therapy*, Ch. 5

WEEK 12

- Mann. J. (1993) **The Core of Time-Limited Psychotherapy: Time and Central Issue**, in *Forms Of Brief Therapy*, Ch. 3

WEEK 13

- Mohamed C. & Smith R. (1993) **Time Limited Psychotherapy**, in *Time limited psychotherapy at the Women's Therapy Centre: a guide to practice* (Unknown Binding), Ch. 6

WEEK 14

- Coren. A. (2001) **Short-Term Psychotherapy, Ch. 8: Difference in Therapeutic technique between Open-ended and Time-limited Therapies**

WEEK 15

- Strupp. H. (1993) **Toward the refinement of time-limited Dynamic Psychotherapy**, in *Forms of Brief Therapy*, Ch. 8
- **Interface with Psychiatry** – more on the referral process to Mental Health Services – to be confirmed

Additional Reading:

- Budman. S. H. (1993) **Looking Towards the Future**, in *Forms of Brief Therapy*, Ch. 17
- Bauer, G. & Kobos, J.C. (1987) **Brief Therapy: Short Term Psychodynamic Intervention**, Jason Aronson, London
- Coren, A. (2010) **Short Term Psychotherapy: A Psychodynamic Approach**, Palgrave, Macmillan, New York

Advanced Diploma Year Two

(Modular) Course Outline

Term 2 – Part Two

Interface with Psychiatry and Medicine

During this half-term students will be asked to present a clinical picture of one of the chosen mental health difficulties/'pathologies'

WEEK 16

- Rosenhan. D.L. (1984) **On Being Sane in Insane Places**, in *The Invented Reality*, WW Norton & Co Inc, New York

WEEK 17

- Stafford-Clark D. & Bridges P. (1990) **Psychiatry for Students, Chap. 1; The nature of the subject & Ch. 2: The clinical approach**, Unwin Hyman London

WEEK 18

- Stafford-Clark D & Bridges P (1990) **Psychiatry for Students, Chap. 4: Personality development and personality disorder**, Unwin Hyman London

WEEK 19

- Medication and Mental Health 1

WEEK 20

- Medication and Mental Health 2

Additional Reading:

- Mastering Psychiatry A core Textbook for Undergraduates (3rd Edition), 2014

End of Term

Advanced Diploma Year Two

(Core) Reading List

Term 3

Clinical Concepts and Technical Issues

WEEK 21

Ending

- Kegerreis, S. (2013) When I can come on time I'll be ready to finish: meanings of lateness in Psychoanalytic Psychotherapy, *British Journal of Psychotherapy*, Vol.29, Issue 4

WEEK 22

Splitting, Omnipotence and Projective Identification 1

- Hinshelwood, R. (1994) Projective identification, Ch.8 in *Clinical Klein*, Free Association Books, London
- Symington, J. (1985) The survival function of primitive omnipotence, *IJPA* 66,481-86

WEEK 23

Splitting, Omnipotence and Projective Identification 2

- Feldman. M. (1992) Splitting and Projective Identification, in *Clinical Lectures on Klein and Bion* ed. Anderson, R. Routledge New Library of Psychoanalysis, London
- Spillius. E. (1992) Clinical Experiences of Projective Identification, in *Clinical Lectures on Klein and Bion* ed. Anderson, R. Routledge New Library of Psychoanalysis, London (1989), ed. Spillius and Feldman, Routledge, London

WEEK 24

Splitting, Omnipotence and Projective Identification 3

- Joseph, B. (1984) Projective identification: some clinical aspects, in *Psychic Equilibrium and Psychic Change* (1989) Routledge New Library of Psychoanalysis, London
- Hinshelwood, R. (1994) Omnipotence or Reality, in *Clinical Klein*, Free Association Books London

WEEK 25

The Superego

- Britton, R. (2003) The ego – destructive superego, in *Sex, Death and the Superego*, Karnac Books, London
- Brenman, E. (2006) The recovery of the good object relationship: the conflict with the Superego, in *Recovery of the Lost Good Object* ed. Spoto, Routledge

WEEK 26

Negative Therapeutic Reaction and Envy

- Riviere, J. (1936) A contribution to the analysis of the negative therapeutic reaction, in *The Inner World and Joan Riviere*, (1991) ed. Hughes, Karnac, London
- Joseph, B. (1986) 'Envy in everyday life' in *Psychic Equilibrium and Psychic Change*

WEEK 27

Containment

- Steiner, J. (2004) Containment, enactment and communication, in *Pursuit of Psychic Change*, ed. Hargreaves and Varchevker, Brunner Routledge, London
- Oclander-Goldie (2000) Catastrophe, containment and manic defences, in *Imprisoned Pain and its Transformations* ed. Symington, J. (2000) Karnac, London

WEEK 28

The Analytic Relationship

- Knox, J. (2009) The analytic relationship: integrating Jungian, attachment theory and developmental perspectives, *British Journal of Psychotherapy*, Vol. 25, Issue 1, pp. 5-23

WEEK 29

Technical Consideration

- Segal, H. (1987) What is therapeutic and counter therapeutic in psychoanalysis?, in *Yesterday, Today and Tomorrow* ed. Abel-Hirsch, Routledge, London
- Coltart, N. (1982) Slouching towards Bethlehem – or thinking the unthinkable in Psychoanalysis, in *The British School of Psychoanalysis* (1986) ed. Kohon, FA Books

WEEK 30

Technique and Students Questions

- Symington, N. (1986) The analyst's act of freedom as an agent of therapeutic change, In *The British School of Psychoanalysis* (1986) ed. Kohon, FA Books
- Carey, F. (2004) Therapy by design: style in the therapeutic encounter, in *Elusive Elements In Practice*, eds. Bishop et al, Karnac, London

Reflections on the Course:

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

NOTES:

MODULAR SEMINARS

Term 3

Module Title: CRITIQUE OF OTHER APPROACHES (MM6A)

Level: Year 2

Seminars: Weeks 21 – 25

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 a space to explore some of the main different counselling models and approaches.

The aims are:

- To compare and contrast the main approaches in psychotherapy and counselling
- To encourage trainees to evaluate and gain an understanding of the fundamentals of the different approaches presented

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

Learning Outcomes & Objectives

1. Trainees will have discussed and reflected on the different approaches and be able to compare, contrast and make distinctions between these approaches.
2. Trainees will have been able to understand the main tenets of these approaches and begin to evaluate the purpose of each model.
3. Trainees evaluate the usefulness of their own model in comparison and contrast with other ones presented.

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.

MODULAR SEMINARS

Term 3

Module Title:	PROFESSIONAL PREPARATION (MM6B)
Level:	Year 2
Seminars:	Weeks 26 – 30
Assessment:	Seminar Tutor Assessment

Module Rationale

During the last term of the course, the theme of the first seminars will be on professional preparation for independent practice. The topics to be covered will be:

- The GP setting
- Working in the NHS
- Working in a school
- Working in a prison
- BACP /UKCP accreditation
- Setting up a private practice
- The ethics of private practice
- The need for continuing professional development and the ways of pursuing it

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

Learning Outcomes & Objectives

1. Trainee's Self-development as a counsellor
2. The trainee's ability to discern underlying problem
3. The trainee's ability to use the supervision group as a space for further discussion and reflection
4. The trainee's capacity to work towards theoretical formulations

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.

Teaching and Learning Methods (MM6A & MM6B)

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. 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.

Advanced Diploma Year Two

(Modular) Course Outline

Term 3 – Part One

Critiques of Other Approaches (MM6A)

WEEK 21

Group Analytic Approach

Hand-out from Seminar Tutor

WEEK 22

Sibling Relationships in the Consulting room

Hand-out from Seminar Tutor

WEEK 23

EMDR - Eye movement desensitization and reprocessing

Hand-out from Seminar Tutor

WEEK 24

Working with Sexuality in the Consulting room

Hand-out from Seminar Tutor

WEEK 25

Working with Addiction

Hand-out from Seminar Tutor

The content and order of the seminars may change slightly, depending on the trainees' interests and the availability of tutors.

Advanced Diploma Year Two (Modular)

Course Outline

Term 3 – Part Two

Professional Preparation (MM6B)

WEEK 26

Working with Adolescents

Hand-out from Seminar Tutor

WEEK 27

Research in Counselling and Psychotherapy

Hand-out from Seminar Tutor

WEEK 28

Working with Arts

Hand-out from Seminar Tutor

WEEK 29

Systemic Approach in the End of Life Care

Hand-out from Seminar Tutor

WEEK 30

Private Practice

The content and order of the seminars may change slightly, depending on the trainee's interests and the availability of tutors.

End of Term

Counselling Skills, Development & Clinical Practice

Supervision & 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 see at least 3 clients per week concurrently throughout the training, write verbatim accounts of client work to present in weekly supervision groups and demonstrate:

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

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 (February) and the End of Year Reports (June). Continuous assessment is carried out on the verbatim presentations. The deadline dates for these reports must be adhered to.

In addition to the case study, the *Final Clinical Paper* must be written in the second year/final year of the Advanced Diploma. Clinical essays are marked anonymously by a team of 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 Advanced 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 or continue seeing clients in Term 1. This is providing trainees have been in their own personal therapy from the beginning of the course and have obtained the required DBS clearance.

A placement within a counselling agency, a 'clinical placement', is required to provide trainees the opportunity to work with clients under supervised conditions. Clinical placements are a mandatory part of the training and are necessary to practice the skills taught on the theory part of the Advanced Diploma Course Programme. To become, ultimately, 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 hours.

For award of the Advanced Diploma alone 220 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.

Clinical placements provide continuous assessment, line management and supervision whilst developing practical skills as a professional practitioner working with a portfolio of clients. Some agencies may levy a contribution towards the costs of supervision and for the Mid-Year and End of Year which form part of the criteria for the course of a trainee counsellor. If this is the case the additional cost will have to be paid 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 220 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 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 Advanced 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 applicant to arrange his or her own clinical placement with an agency that is acceptable to The Counselling Foundation. There are a number of local agencies which we have already approved.

If the applicant wishes to have a placement at an external agency that has not already been approved, there is a clear procedure to be followed: the applicant needs to contact, the Programme Tutor who will then make contact with the agency to ascertain that it will be compatible with the requirements of the Foundation's training.

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 Advanced 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 6 and 12 in any one year.

Obtaining the 220 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 Advanced Diploma Course regulations allows for up to an additional 24 months beyond the 2 years set for the core academic work.

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 Clinical Manager if in doubt.

Centres may allocate a mentor to Advanced Diploma trainees. This will be an experienced counsellor to whom a trainee can refer for guidance and advice on a day-to-day basis. Discussion with a senior centre counsellor can be a valuable part of training.

During Clinical 1 trainees will take on their first clients (or continue with existing ones) and begin (continue) the process of presenting the counselling session to their supervision group. They will be asked to keep factual records of sessions at their Counselling Centre 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.

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 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.

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

The Counselling Foundation have 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.

Continuing Professional Development (CPD) & Training Workshops

The Foundation Training Centre will organise workshops relevant to client work which trainees may wish to attend. As a participant in a BACP accredited course, trainees are expected to have read and understood the BACP Ethical Framework before taking on their first client (of which a copy can be obtained on the BACP website http://www.bacp.co.uk/ethical_framework/).

The question of notetaking is particularly important to trainees. 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.

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 *British Association for Counselling'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 of the as in accord 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. Following investigation by the Head of Training and 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 the BACP's procedures.

Course Procedures

Information

Regulations

Attendance

The minimum requirement for attendance at seminars, counselling sessions and supervision is 80% per year, and 80% in any given 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.

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 set up an intranet site. Course paper/reading, course outlines and course handbooks will be accessible to you via our website link. You will be allocated an access password to enter this part of the website: 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.

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. The cost of personal therapy is borne by the trainee in addition to the Programme fees. Trainees would normally be in therapy for a minimum of 4 months prior to starting work with clients.

An approved therapist is one who has completed a training recognised as compatible with the Training Centre (and is practicing within the psychodynamic model of therapy), has specific post-qualification experience (the level of qualification must be to at least Advanced Diploma level), and has been approved by The Training Centre. The designation "who meets our criteria" is not intended to make any judgment about the qualities of individual therapists or their trainings nor is it intended to make any endorsement or recommendation by The Counselling Foundation. If a trainee has concerns about their therapist, they should raise these either with their Seminar Tutor or Programme Tutor.

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 Administrator. Any termination of therapy, suspension of therapy or change of therapist must be communicated by the trainee to the Training Administrator 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.

Criteria for choosing a Therapist

Qualification

- Advanced Diploma/Post-Graduate level and above
- Evidence of at least 4 years training in the psychodynamic model

Experience

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

Accreditation

Registered with one of the following professional bodies: BACP, UKCP (Psychodynamic Section), 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.

Disclosure and Barring Service (DBS)

Trainee counsellors will be required to complete a DBS check, which may be conducted prior to starting their clinical placement. The Counselling Foundation Training Centre may accept an existing DBS certificate from a student when the certificate is less 30 months old.

If you have been continuing to see clients at one of the Foundation's Counselling Centres and you have a CRB check if this is over 3 years old, will be required to undertake a new DBS application.

It is the policy of the Counselling Foundation that all individuals who have contact with clients have a DBS check.

Only those applicants who obtain satisfactory DBS approval can work with clients, therefore, the 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 two occasions in the year.
- Workshops: *individual* and *group tutorials* to support preparation for written assignments.
- Supervisors give weekly support with client work in *supervision groups*.
- Programme Tutors are available to offer *career guidance* if required.

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 3 and a half hours contact time (approximately 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 at least (approximately 46 weeks per year).
- Undertake client work in an agency setting. Gradually building up 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 10 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.

Trainees may note that the hours specified for private study are intended only as a guide and need to expect to devote the number of hours necessary to complete the Programme successfully.

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 trainee wishes to interrupt their programme of study for any reason they need to in the first instance discuss the possibilities with their Programme Tutor. 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 year. Only in exceptional circumstances can the student return to training at a mid-point during a year. If the trainee is in supervision and seeing clients they also need to discuss this with their supervisor and the Centre Head as due attention has to be paid to the needs of any clients the trainee may be seeing as part of their clinical requirement. This may mean that trainees work to a planned ending with their clients.

Other Trainings

Trainees are not advised to pursue other related full clinical trainings whilst working towards the Advanced 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.

Information about these policies and associated policies and procedures are available for inspection at the Foundation's premises and on the website.

Fee Payment

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 can only be awarded if all the fees are settled.

If a trainee is having difficulty meeting the agreed payment plan they must in the first instance inform - by writing, email or letter - the Finance Manager Mrs Nicky McDonald her email is nicky.mcdonald@counsellingfoundation.org

For those Advanced Diploma 2 students who have not completed all the course requirements by the end of October, they 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 Advanced 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 Advanced Diploma course requirements.

Graduation Ceremony

Awards are presented at The Counselling Foundation Graduation, usually held in November. We hope that all graduates will be able to attend the dinner. The cost of attending this event is covered in the price of your course.

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 Centre Head. Then the Clinical Manager will communicate with the Head of Training to explore the matter further. If the concerns are found to be justified, the Foundation reserves the right, to terminate an individual's training.

Extension Fees

Trainees are liable for additional fees if the training continues beyond the Re-Submission Board in the September of the Advanced Diploma year 2. This is levied on a term by term basis for as long as the trainee has not fulfilled the full requirements of the Advanced Diploma.

There are a variety of reasons why this may occur and personal circumstances are always considered. Where the Final Clinical Paper (final clinical written assignment) still requires submission (or in some cases re-submission the following year) the extension fee is £360.

Trainees need to remain in personal therapy until the Advanced Diploma is awarded.

Confidentiality Policy

The Use of Information Gained During Clinical Practice

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 pastoral 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 to 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 update.

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 Final Board Committee
- In determining the appropriate penalty to be imposed, the Final Bard Committee 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

BACP Accreditation Pathway

Pathway Criterion 4.1

Graduates on the Counselling Foundation Diploma Year 1 & 2

Student continues to Advanced Diploma

Student graduates and will automatically satisfy the practitioner training requirement for the Counsellor/Psychotherapist Accreditation Scheme.

From September 2014: As a registered member the student will be able to submit an accreditation application to BACP

Pathway Criterion 4.2

Graduates on the Counselling Foundation Diploma Year 1 & 2

Student does not continue to Advanced Diploma or takes a non BACP accredited training with a different organisation

Student will need to apply to join the BACP provided they complete classroom tuition supervised placement with a minimum of 100 client hours.

Student will need to complete within 24 months the BACP Proficiency to become a registered member MBACP

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 220 clinical hours, before the end of the third year. This is sometimes the case for 2 reasons: 1) Lack of suitable clients for 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 to be awarded the Diploma Certificate?

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. You would continue working with your clients, attending your supervision and your personal therapy. The course **CAN NOT** 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 Advanced Diploma Programme Tutor 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 further options with the Head of the Counselling Centre.

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 options.

11. Supervision

It is offered by the placement centre. In some cases the trainee may have to bear the cost of the independent supervision, especially within some external placements. Also, the supervisor within an external placement may charge for the Mid-Year and End of Year assessment reports, and this has to be settled by the trainee.