



The
Counselling
Foundation

A Foundation for Personal Growth

Foundation Certificate in Psychodynamic Counselling

Course Handbook

Foundation Certificate in Psychodynamic Counselling Course Handbook 2020-2021

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Foundation Certificate in Psychodynamic Counselling

Introduction

Dear Trainee,

It is with great pleasure that we welcome you to The Foundation Certificate in Psychodynamic Counselling Skills and Theory: a 1-year non-qualifying counselling course offered by the Training Centre of The Counselling Foundation. The course aims to provide those who wish to develop counselling skills in work-based and other settings with the skills and knowledge, which will enhance and support their work. It also provides the grounding for further training to become a professional counsellor.

Within this handbook, trainees will find much of the information needed for the academic year 2019-2020. You are asked to read through the handbook thoroughly in order to familiarise yourself with all aspects of the course. Every effort has been made to provide you with comprehensive and detailed course information, however if you have any queries please contact your Seminar Tutor or Pam Firth the Programme Tutor for the Foundation Certificate Course.

This year due to the pandemic of Covid-19 you will commence your training online. We hope to return to face to face teaching when it is safe to do so. The curriculum has not been changed and the topics for each week remain the same. The tutors will adapt to teaching online using research-based concepts and feedback from previous students.

Any suggestions you may have for further information to be added into the handbook will be welcomed. If you find any errors or find any aspect unclear or confusing in any way, please make a note of it and send it to Pam Firth (pam.firth@counsellingfoundation.org), the Programme Tutor for the course.

Best Wishes,

The Training Team

NB: The information contained in this handbook is accurate at the time of writing and 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.

The Counselling Foundation

The Counselling Foundation is a registered charity and a company limited by guarantee. The Counselling Foundation has been providing counselling services to the communities of Hertfordshire and Bedfordshire for more than 40 years. The Foundation offers high quality professional training from an introductory to an advanced level. This long-established training programme now comprises: a 12-hour Introduction to Counselling Skills course, a 1-year Foundation Certificate in Psychodynamic Counselling Skills and Theory, a 2-year Diploma in Psychodynamic Theory and Practice, and a 2-year Advanced Diploma in Psychodynamic Theory and Practice. The latter qualifies its graduates to practice independently and/or in a variety of other settings.

The Counselling Foundation is a member of the largest national network of psychodynamic counselling centres in the UK, and The Counselling Foundation Training Centre is one of the largest providers of psychodynamic training courses outside London. The Diploma in combination with the Advanced Diploma constitutes a course accredited by the British Association for Counselling and Psychotherapy (BACP). All Counselling Foundation centres operate within the Ethical Framework of the BACP. Trainees are expected to familiarise themselves with the Ethical Framework; a copy can be obtained from the BACP website http://www.bacp.co.uk/ethical_framework/.

Counselling Foundation-trained counsellors work in counselling services throughout the area – in schools, social services and specialist mental health units. In addition, through contracts with local Primary Health Care Trusts, The Counselling Foundation provides counsellors for GP surgeries in different parts of Hertfordshire and Bedfordshire.

The Foundation Certificate

Psychodynamic counselling initially evolved from Sigmund Freud's theories on the unconscious, the importance of formative childhood experiences and relationships, and the use of dreams and metaphors as a means of understanding the human psyche. These have been developed and modified by different strands of psychodynamic theorists over the years, however many of Freud's original concepts still remain central to this approach.

The main emphasis in psychodynamic counselling is that early experiences are seen as important in shaping the way our mind works. Central to this approach is the belief that everyone has an unconscious mind where feelings and fantasies are held. It uses the therapeutic relationship to gain insight into unconscious relationship patterns that have evolved since childhood. When undertaking psychodynamic counselling, the counsellor, psychotherapist or psychologist will help the client to explore his or her problems in a way that refers to the past, in terms of the potential 'unconscious' conflicts or issues that are relevant to what we are experiencing today. An example of conflict from the past may be difficulties resolving feelings toward a parent – such as anger for neglect, but desire for more contact. This conflict may affect present day relationships. Change occurs as the client becomes more aware of the power of the unconscious, highlighting for example, how defence mechanisms can influence behaviour hence enabling individuals to gain self-awareness and so become better able to control their actions and responses.

The Foundation Certificate in Psychodynamic Counselling Skills and Theory is a 1-year course offered by the Training Centre of The Counselling Foundation. It aims to provide those who wish to develop counselling skills in work-based and other settings with the skills and knowledge which will enhance and support their work. It also provides the grounding for further training to become a professional counsellor. The course leads to The Counselling Foundation Certificate in Psychodynamic Counselling Skills and Theory Award, which subject to acceptance provides access to The Counselling Foundation Diploma in Psychodynamic Counselling. It is also widely recognised as an access course to many other institutions' professional training.

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 |

The Counselling Foundation Training Team

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

Pam Firth – Foundation Certificate Programme Tutor

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

Stuart Wilson – Diploma Programme Tutor

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

Karen Carter – Deputy Diploma Programme Tutor

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

Valentina Krajnovic – Advanced Diploma Programme Tutor

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

Mimie Hollist – 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

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

The Core Elements of the Foundation Course

Counselling Skills

1. Knowledge and understanding

- The theory of personality development and the underlying principles of the psychodynamic counselling approach
- Human growth and development
- Boundaries. Contracting
- Loss, change, bereavement and endings
- Knowledge of the common psychological processes

2. Developing Skills

- Learning a set of counselling skills
- Feeling comfortable in using them

3. Personal Development

- Understanding the difference between our own feelings and those of the client
- Increasing self-awareness which will enhance the understanding of clients

Course Aims

1. To provide a basic understanding of psychodynamic theories including theories about human growth and development
2. To examine the reasons that people seek help and to understand how psychodynamic counselling can help them
3. To develop an understanding of the difference between using counselling skills in a variety of situations and counselling/psychotherapy
4. To examine counselling theory and an understanding of the importance of boundaries and ethics in counselling work
5. To learn and practice the counselling skills of active listening, reflection, paraphrasing, clarifying, supporting and challenging
6. To learn how to use counselling skills using the telephone and online platforms
7. To help people to think about managing feelings, thoughts and conflicts and to understand the need for empathy and the development of a therapeutic alliance
8. To begin to integrate theory and practice by reflecting on and recognising patterns of behaviour, feeling and thinking in yourself and in others and to have been part of a personal development group
9. To understand the non-judgmental approach and to value culture, difference and diversity

Course Learning Outcomes

By the end of the course, participants should be able to:

1. Use basic counselling skills including active listening, paraphrasing and mirroring, summarising and reflecting back
2. Understand the importance of setting boundaries and the counselling contract when using counselling skills
3. Understand the difference between counselling and other forms of helping and befriending
4. Demonstrate that they understand some of the basic theories about human development and growth and how this relates to counselling skills
5. Understand some of the meaning and the use of symbols in everyday life
6. Understand, through self-exploration in the Seminars and the experiential group, how they function in relation to others
7. Demonstrate a commitment to self-awareness, self-exploration and development
8. Show awareness of the impact of difference and power differentials
9. Demonstrate an awareness of working in a multicultural society where issues of diversity are acknowledged and worked with sensitively and assumptions are challenged
10. Understand ethical issues in counselling, including confidentiality, and show awareness of the BACP Ethical Framework

Teaching and Learning Programme

The Seminars

Seminars have a theoretical input but are experientially taught and focus on relating theory to practice using guided discussion of role play and other exercises. Assessment is continuous, taking place within the seminar group by feedback from self, other students and the Seminar Tutor.

Each Seminar Tutor brings special skills to the teaching and there will be differences of style. However, there is a shared course outline and coordinated teaching plans with regular internal reviews.

The theoretical components of the course may take the form of presentations, videos, guided discussion of set reading material. In the **second and third term students** are expected to present their understanding of a book chapter at least once during the two terms.

Skills practice is ongoing and takes place in the Seminar by working alone on written exercises, in pairs (dyads), threesomes (triads) and small groups.

Personal Development Group

The Personal Development Group is a self-reflective group offering students the opportunity to increase their awareness of their own responses to the training course in the following ways:

- It offers the opportunity to work with colleagues in a group process to increase awareness of themselves in relation to others
- It stimulates an increased awareness of students' own earlier influences and unconscious material to be able to work with similar material with clients
- It provides an opportunity to become aware of why students have been drawn in this area of work
- It provides a useful opportunity of self-appraisal

The Personal Development Group further provides students and trainees with the following opportunities:

- To increase their insights into their own functioning in a group setting
- To reflect profoundly on their personal experience in a confidential setting and communicate appropriately. The weekly private journal develops the capacity to record experience and reflect on it in writing
- To be autonomous and to use the resources of others
- To identify patterns and themes in personal development
- To be part of a forum for explaining personal and professional issues and examine personal attitudes and assumptions
- To express difficulties with aspects of the training or course of study
- To face challenges about blind spots and negativity
- To broach personal issues and expect the group to facilitate them

What is Essential

- A full commitment to the group and an open and exploratory attitude as well as regular attendance at sessions
- All group members and leaders must accept responsibility for tensions and differences that arise and view these as a useful opportunity to understand personal and group dynamics

The Personal Development Group is Not

- A forum to decide upon and generate external group activities or discuss supervision / work issues
- A therapy group

The material in the group is **confidential to the group** within the normal principles governing confidentiality on a training course. This allows for the leader to discuss in general terms any cause for concern that may arise from material presented by individuals in the group. Therefore, a leader might express concern about 'listening skills' or 'awareness of the group dynamic' etc but not include any personal material.

Student Presentations

All students are expected to present at least twice during the course. The presentations to their seminar group take place from the second and third terms onward. This involves the student reading the chapter and discussing five key points from the designated reading. These presentations should last no longer than 20 minutes.

Weekly Learning Journal/Diary

Personal journals are confidential and provide a place to reflect upon the learning experience from the Seminars, Personal Development Group and a personal response to the material.

Material from the learning journal can be used in the written assignments. It is useful to date entries which will later provide the basis to track learning.

To think more about becoming a therapist and to develop self-awareness it is recommended that trainees read chapter 3 in **Skills in Psychodynamic Counselling & Psychotherapy by Susan Howard**

Reading Books for the Course

The book list reflects the academic, skills and experiential structure of the course. They have been chosen because they contain both basic and more advanced material, and so will provide students with some core texts which can be used in more advanced studies. We recommend the following books:

- * Hough. M. (2014). *Counselling Skills and Theory (4th Edition)* Hodder Education.
- * Howard. S. (2017). *Skills in Psychodynamic Counselling and Psychotherapy. (2nd Edition)* Sage.
- * Spurling. L. (2017). *An Introduction to Psychodynamic Counselling. (3rd Edition)* Palgrave.
- * Waddell. M (2002). *Inside Lives. The Tavistock Series.* Karnac Books.

These books are essential reading on the course. You will find that in Term 3 you will be asked to re-read some of the book chapters. This is an important part of learning as you will approach the reading with enhanced knowledge and skills.

Recommended Reading

The series 'Freud for Beginners', 'Jung for Beginners'. Further reading may be recommended by your Seminar Tutor.

Axline V. M. (1986) *Dibs in Search of Self.* Pelican.

Howard, S (2018) *Psychodynamic Counselling in a nutshell.* (3rd Edition) Sage.

Lemma A. (2016) *Introduction to the Practice of Psychoanalytic Psychotherapy.* (2nd Edition John Wiley & Sons).

Jacobs, M (2010). *Psychodynamic Counselling Action.* (4th Edition). Sage.

Se Board, R. (1997) *Counselling for Toads.* Brunner-Routledge.

TERM 1

READING WEEK W/C: Monday 26th October 2020

Term Theme: Fundamentals of Psychodynamic Counselling Skills

Books for the term:

Skills in Psychodynamic Counselling and Psychotherapy. Susan Howard. (2nd Edition) Sage 2017.

Counselling Skills and Theory. (4th Edition) Margaret Hough. Hodder Education 2014.

Week 1

Distribution of handbooks, course plan and introductions. The learning contract: Confidentiality, Boundaries, Respect, Student/Staff Responsibilities. What is Psychodynamic Counselling?

Reading for Week 1: Presented by the seminar tutor

- Counselling Skills and Theory. Pages 76-79
- Skills in Psychodynamic Counselling and Psychotherapy. Ch.1

Week 2

Topic: Why Do People Seek Help? The Counselling Relationship

Reading for week 2:

- Counselling Skills and Theory Ch.1
- Skills in Psychodynamic Counselling and Psychotherapy. Ch.1 review

Week 3

Topic: The Therapeutic Frame

Reading for week 3:

- Skills in Psychodynamic Counselling and Psychotherapy. Ch.5
- Handout by Ann Gray

Week 4

Topic: Counselling Skills continued Including Telephone and Online

Reading for week 4:

- Counselling Skills and Theory. Ch.2

READING WEEK

Week 5

Topic: **Counselling Skills. The BACP Code of Ethics**

Reading for week 5:

- Counselling Skills and Theory. Ch.2

Week 6

Topic: **The First Session**

Reading for week 6:

- Skills in Psychodynamic Counselling and Psychotherapy. Ch.6
- Handout from Therapy today

Week 7

Topic: **An Introduction to Freud's Theory of the Mind**

Reading for week 7:

- Counselling Skills and theory Ch3 Pages 79-85

Week 8

Topic: **Models of Mind-Defences**

Reading for week 8:

- Counselling Skills and Theory. Ch.3 Pages 85-89
- Skills in Counselling and Psychotherapy Ch.11

Week 9

Topic: **An Introduction to Transference and Countertransference**

Reading for week 9:

Skills in Psychodynamic Counselling and Psychotherapy. Ch.8

Week 10

Topic: **Review of the Term Endings**

Activity:

- Interactive session

During the Christmas Break it is recommended that trainees read Chapter 4 *Understanding the Brain* in Skills in Psychodynamic Counselling & Psychotherapy

Assignment 1

Describe the basic psychodynamic counselling skills used to help people. Illustrate from your own learning.

The word count for the essay will be 2,000 words.

Trainees will be expected to complete the first written assignment during the Christmas Break.

The hand in date for this assignment is Friday 8th January 2021

TERM 2

READING WEEK W/C: Monday 15th February 2021

Term Theme: Psychodynamic Counselling and Human Growth and Development

Books for the term:

Inside Lives. M Waddell. Karnac Books 2002

An Introduction to Psychodynamic Counselling (3rd Edition) Lawrence Spurling. Palgrave 2017

Counselling Skills and Theory (4th Edition) Margaret Hough. Hodder Education 2014

Background reading only

Presenting Past. M Jacobs. Open University Press 1998

The Making and Breaking of Affectional Bonds. J. Bowlby. Routledge 2005

Love and Loss. Colin Murray Parkes Routledge 2009

Week 11

Topic: **Term Plan and Revision, The Counselling Relationship and Early Beginnings. Unconscious Communication**

Reading for week 11:

- An Introduction to Psychodynamic Counselling. Ch.5

Week 12

Topic: **Introduction to the Study of Human Development and its Influence on our Relationships and Behaviour**

Reading for week 12:

- Inside Lives. Ch.1 & 2
- Counselling Skills and Theory. Ch.3 Pages 76-105 review

Week 13

Topic: **The First Three Years of Life: Attachments. The Oral and Anal Stages**

Reading for week 13:

- Inside Lives. Ch.2 & 3

- Handout from Psychodynamic Theory for Therapeutic Practice by Juliet Higdon (2012) 2nd Edition, Palgrave. Chapter 6 Bowlby Attachment and Separation

Week 14

Topic: **The Oedipus Phase. What it Means for Counselling**

Reading for week 14

- An Introduction to Psychodynamic Counselling. Ch.3 & 4

Week 15

Topic: **Latency and Learning**

Reading for week15

- Inside Lives. Ch.6 & 7

READING WEEK

Week 16

Individual Tutorials

Week 17

Topic: **Managing the Transition: Puberty and Early Adolescence**

Reading for week 17:

- On Adolescence . Wadell (2019) Ch.4

Week 18

Topic: **Late Adolescence and Early Adulthood**

Reading for week 18:

- Inside Lives. Ch. 11 & 12

Week 19

Topic: **Families & Parenthood**

Reading for week 19:

- Inside Lives. Ch. 13

Week 20

Topic: **Old Age and Bereavement**

Reading for week 20:

- Inside Lives. Ch.14

Assignment 2

What have you learnt about yourself through studying psychodynamic theory and counselling skills?

The word count for the essay will be 2,000 words.

Trainees will be expected to complete the second written assignment during the Easter Break

The hand in date for your assignment is Friday 23rd April 2021

TERM 3

READING WEEK W/C: Monday 31st May 2021

Term Theme: Developing Skills and Practice

Books for the term:

Skills in Psychodynamic Counselling and Psychotherapy (2nd Edition) by Susan Howard. Sage 2017

An Introduction to Psychodynamic Counselling (3rd Edition) by Lawrence Spurling. Palgrave 2017

Counselling Skills & Theory (4th Edition) Margaret Hough. Hodder Education 2014

Week 21

Topic: **Term Plan**

**Bereavement revisited to include deaths in a time of Covid-19 Handout
The First Counselling Session**

Reading for week 21:

- Skills in Psychodynamic Counselling & Psychotherapy Ch.6

Week 22

Topic: **Equal opportunities and working with difference**

Reading for week 22:

- Introduction to Psychodynamic Counselling Ch.10
- Handouts and worksheets on Working with Difference

Week 23

Topic: **Establishing a Therapeutic Relationship. Working with Boundaries and providing Containment**

Reading for week 23:

- An Introduction to Psychodynamic Counselling. Ch.1
- Handout: The Analytic Setting and the analytic attitude. Lemma (2016).
- Skills in Psychodynamic Counselling and Psychotherapy Ch 12

Week 24

Topic: **The Internal World**

Reading for week 24:

- An Introduction to Psychodynamic Counselling. Ch.4
- Skills in Psychodynamic Counselling and Psychotherapy. Ch.7 Pages 82-92.

Week 25

Topic: **Counselling Skills & Transference**

Reading for week 25:

- An Introduction to Psychodynamic Counselling. Ch.5

Week 26

Topic: **Counselling Skills and assessment**

Reading for week 26:

- Skills in Psychodynamic Counselling and Psychotherapy. Ch.13

READING WEEK

Week 27

Topic: **Individual Tutorial**

Week 28

Topic: **Working with Anxiety and Depression**

Reading for week 28:

- Handout from Storr's, The Art of Psychotherapy by Holmes. (2012) 3rd Hodder Arnold Depression and Anxiety

Week 29

Topic: **Ethical Considerations, Revisit BACP Guidelines and the use of Supervision. How do we know it works?**

Reading for week 29:

- Counselling Skills and Theory. Ch.9
- Handout about supervision from Howard 1st Edition
- Skills in Psychodynamic Counselling & Psychotherapy Ch.14

Week 30

Topic: **Endings and review**

Reading for week 30:

- Skills in Psychodynamic Counselling and Psychotherapy. Ch.12 Pages 154-166
- Handout – Experiencing Endings and Beginnings (2013) Isca Salzberger-Wittenberg: Karnac Ch.1

Assignment Marking & Feedback

Assignment 1 - Deadline: Friday 8th January 2021

Describe the basic psychodynamic counselling skills used to help people. Illustrate from your own learning. The word count for the essay is 2000 words.

Assignment 2 - Deadline: Friday 23rd April 2021

What have you learnt about yourself through studying psychodynamic theory and counselling skills? The word count for the essay is 2000 words.

Your essays are to be e-mailed to training@counsellingfoundation.org by the hand in dates.

Presentation

- Assignments should be submitted electronically in either word or pdf format
- All papers must be typed single side only and double-spaced with wide margins
- Your assignment and cover sheet should be saved as separate documents. Your essay must include your student number (no name) and your word count on the essay
- Pages must be numbered
- The maximum as well as the minimum length limits (10% either way) should be observed otherwise marks will be deducted
- The word count and student number must be included on both the cover sheet and essay on submission of your assignment. Marks will be deducted should these instructions not be completed
- Cover sheets can be found in the Course Content area of the Website
- The word count includes quotes but not the references

Marking

Trainees will be given a handout with more details during the term, which will include marking guidelines. **All papers are marked by Seminar Tutors and moderated by the Internal Moderator.** The papers will be assessed as: Excellent, Good Pass, Pass, Rewrite.

Trainees who do not achieve a 'Pass' will be given additional time to re-submit their paper but will only be given a pass. **N.B. Poor presentation and referencing will affect the overall grading of the papers.**

Request for Extension

The procedure for assignment extension requests:

1. The request must be sent in writing to your Seminar Tutor and Pam Firth; the Programme Tutor stating the reason for the request
2. The trainee will be asked to complete a 'Request for Extension' form, which can be obtained from the Training Administrator
3. This is then authorized by the course Programme Tutor
4. An extension of up to 2 weeks beyond the stated deadline may be granted

Feedback and Return of Papers

You will receive your results by e-mail with a copy of your feedback. Marks and feedback will be discussed with you after the reading weeks in term 2 and 3. Trainees who are required to rewrite their paper will discuss the re-submission process and time frames with their Seminar Tutor.

Foundation Certificate in Psychodynamic Counselling Skills

Written Assignment Feedback and Marking Sheet

Course/Place and Time:

Student Number:

Word Count:

Presentation and structure including references: Maximum Marks 20

Understanding of theory: Maximum Marks 30

Illustration of learning from being on the course: Maximum Marks 30

Application to personal learning, self-awareness and experience: Maximum Marks 20

General Comments about the essay

Marking breakdown:

- **80+ Excellent**
- **65-79 Good Pass**
- **45-64 Pass**
- **Below 45 Rewrite**

Mark:

Tutor Signature:

Date:

The Harvard System

References, Quotations and Citations

All papers must give full references at the end of the essay. There are 3 ways of including references:

- (a) **Direct Quotations:** All direct quotations must be given a correct reference in the text and in an alphabetical list, under the heading **References**, at the end of the paper. The exact words must be replicated, and you must include the author, source document, date and publisher in the **References**. In the text include the author's name, date of publication, and page number e.g. (Klein, 1957, p.20).
- (b) **Shorter Quotations:** quotations shorter than 40 words can be incorporated into the text. For example:

The results of Cheshire and Jenkins's studies on the whole bore out their hypothesis. They reported that '...the girls were careful listeners and co-operative, generous members of their discussion groups.' (Jenkins & Cheshire, 1990, p.261). They found that '[t]he boys also tended to try to adopt a co-operative style of discussion, though they were not always successful' (1990, p.261).

Note that short quotations use quotation marks - longer, indented quotations do not. The quote is directly followed by the authors' name/s in round brackets, the date and the page number. This information will allow your reader to find all the remaining relevant information about the text in your bibliography at the end of your essay.

In the second part of the quotation, because it is clear that the same study is being referred to, you do not need to repeat the names of the authors, just the date and the page numbers. If you have altered the quotation in any way (for example here, the upper case 'T' was replaced with a lower case one), to make the punctuation correct in this context, or added information, you can indicate your change or addition with square brackets.

- (c) **Longer Quotations:** occasionally you may want to include a long quotation; resist this temptation unless absolutely necessary. In this case the quotation should be indented and quotation marks are not used. The layout of this will look like this:

Swann and Graddol (1998) make the following three points in the discussion of their results.

First, in both classes the distribution of talk derives from close collaboration between pupils and teacher. Second, this collaboration is one which results in boys, as a group, talking more than girls. Third, it can be argued that the underlying dynamic of the turn exchange is the same in both cases - it is one in which the maxim 'first in gets the floor' holds true. This competitive dynamic, in which promptness and confidence are all important, is the same that holds true in casual conversation. (Swann & Graddol 1988, p.60)

- (d) **Specific Theoretical Ideas:** When you refer to an idea (but not the exact words) of an author, or paraphrase a concept, you must include the name of the author, source document, date and publisher in the **References**. In the text include the author's name and the date e.g. (Klein, 1957).

- (e) **References:** This should be included at the end of your paper and should contain all the references for quotations and ideas given in the text (as above). Your References are the list of ALL books, articles, and sometimes radio / T.V. programmes / conference papers / websites etc. which you have cited in preparing your written paper. It should appear at the end of your written paper in alphabetical order by authors' surnames. All the information for the references can generally be found at the front of books and journals. If you photocopy any of your reading, make sure you copy out the publication details before you return the book / journal.

The Harvard System (Author Date Method):

All statements, opinions, conclusions etc. taken from another writer's work should be cited, whether the work is directly **quoted, paraphrased or summarized**.

In the Harvard System cited publications are referred to in the text by giving the author's surname and the year of publication (see section 1, **Citation in the Text**) and are listed in a bibliography at the end of the text (see section 2, **References at the end of a piece of work**).

Originators/authors: the person or organisation shown most prominently in the source as responsible for the content in its published form should be given. For anonymous works use 'Anon' instead of a name. For certain kinds of work, e.g., dictionaries or encyclopaedias, or if an item is the co-operative work of many individuals, none of whom have a dominant role, e.g. videos or films, the title may be used instead of an originator or author.

Dates: if an exact year or date is not known, an approximate date preceded by 'ca.' may be supplied and given in square brackets. If no such approximation is possible, that should be stated, e.g. [ca.1750] or [no date].

All examples below are fictitious and any resemblance to existing works is coincidental.

1. Citation in the text

Whilst all the following cover an extensive list of examples, for the majority of essays the students need only be familiar with how to quote and reference from a book or an article (starred below)

Examples:

i) If the author's name occurs naturally in the sentence the year is given in parentheses:-

e.g. In a popular study Harvey (1992, p.27) argued that we have to teach good practices...

ii) If the name does not occur naturally in the sentence, both name and year are given in parentheses:-

e.g. A more recent study (Stevens 1998, p.468) has shown the way theory and practical work interact.

iii) When an author has published more than one cited document in the same

year, these are distinguished by adding lower case letters (a,b,c, etc.) after the year and within the parentheses:-

e.g. Johnson (1994a, p.31) discussed the subject...

iv) If there are two authors the surnames of both should be given:-

e.g. Matthews and Jones (1997, p.121) have proposed that...

v) If there are more than two authors the surname of the first author only should be given, followed by et al.:-

e.g. Office costs amount to 20% of total costs in most business (Wilson *et al.* 1997, p.73)

(A full listing of names should appear in the bibliography.)

vi) If the work is anonymous then "Anon" should be used:-

e.g. In a recent article (Anon 1998, p.269) it was stated that...

vii) If it is a reference to a newspaper article with no author the name of the paper can be used in place of "Anon":-

e.g. More people than ever seem to be using retail home delivery (The Times 1996, p.3)

(You should use the same style in the bibliography.)

viii) If you refer to a source quoted in another source you cite both in the text:-

e.g. A study by Smith (1960 cited Jones 1994, p.24) showed that...

(You should list only the work you have read, i.e. Jones, in the bibliography.)

ix) If you refer to a contributor in a source you cite just the contributor:-

e.g. Software development has been given as the cornerstone in this industry (Bantz 1995, p.99).

See Section 2 below for an explanation of how to list contributions (chapters in books, articles in journals, papers in conference proceeding) in the bibliography.

x) If you refer to a person who has not produced a work, or contributed to one, but who is quoted in someone else's work it is suggested that you should mention the person's name and you must cite the source author:-

e.g. Richard Hammond stressed the part psychology plays in advertising in an interview with Marshall (1999, p.67).

(You should list the work that has been published, i.e. Marshall, in the bibliography.)

Personal communications:-

- Taken from: APA, 1983. Publication Manual of the American Psychological Association. 3rd ed. Washington: APA.

They do not provide recoverable data and so are not included in the reference list. Cite personal communications in the text only. Give initials as well as the surname of the communicator and provide as exact a date as possible.

e.g. Many designers do not understand the needs of disabled people according to J.

O. Reiss (personal communication, April 18, 1997).

References at the end of a piece of work

At the end of a piece of work list references to documents cited in the text. This list may be called a *Bibliography* or more commonly *References*. Exceptionally you may be asked to list references not cited in the text but which make an important contribution to your work. These are usually listed under the heading of *Further Reading*. You are advised to review the guidelines issued to you for the preparation of work to clarify this point.

In the Harvard System, the references are listed in alphabetical order of authors' names. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Whenever possible, elements of a bibliographical reference should be taken from the title page of

the publication.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited. Underlining is an acceptable alternative to italics when bibliographies are hand written.

Reference to a book *

Author's SURNAME, INITIALS., Year of publication. *Title*. Edition (if not the first). Place of publication: Publisher.

e.g. MERCER, P.A. AND SMITH, G., 1993. *Private view-data in the UK*. 2nd ed. London: Longman.

Reference to a contribution in a book *

Contributing author's SURNAME, INITIALS., Year of publication. Title of contribution. Followed by *In*: INITIALS. SURNAME, of author or editor of publication followed by ed. or eds. if relevant. *Title of book*. Place of publication: Publisher, Page number(s) of contribution.

e.g. BANTZ, C.R., 1995. Social dimensions of software development. *In*: J.A. ANDERSON, ed. *Annual review of software management and development*. Newbury Park, CA: Sage, 502-510.

Reference to an article in a journal *

Author's SURNAME, INITIALS., Year of publication. Title of article. *Title of journal*, Volume number and (part number), Page numbers of contribution.

e.g. EVANS, W.A., 1994. Approaches to intelligent information retrieval. *Information processing and management*, 7 (2), 147-168.

Reference to a newspaper article

Author's SURNAME, INITIALS., (or NEWSPAPER TITLE,) Year of publication. Title of article. *Title of newspaper*, Day and month, Page number/s and column number.

e.g. INDEPENDENT, 1992. Picking up the bills. *Independent*, 4 June, p.28a. Oxford: Learned Information, 323-330.

Reference to a publication from a corporate body

(e.g. a government department or other organisation).

NAME OF ISSUING BODY, Year of publication. *Title of publication*. Place of publication: Publisher, Report Number (where relevant).

e.g. UNESCO, 1993. *General information programme and UNISIST*. Paris: Unesco, (PGI-93/WS/22).

Reference to a thesis

Author's SURNAME, INITIALS., Year of publication. *Title of thesis*.

Designation, (and type). Name of institution to which submitted.

e.g. AGUTTER, A.J., 1995. *The linguistic significance of current British slang*. Thesis (PhD). Edinburgh University.

Reference to a video, film or broadcast

Title, Year. (For films the preferred date is the year of release in the country of production.) Material designation. Subsidiary originator. (Optional but director is preferred, SURNAME in capitals) Production details – place: organisation.

e.g. *Macbeth*, 1948. Film. Directed by Orson WELLES. USA: Republic Pictures.

e.g. *Birds in the Garden*, 1998. Video. London: Harper Videos.

Programmes and series: the number and title of the episode should normally be given, as well as the series title, the transmitting organisation and channel, the full date and time of transmission.

e.g. *Yes, Prime Minister*, Episode 1, The Ministerial Broadcast, 1986. TV, BBC2.

1986 Jan 16.

e.g. News at Ten, 2001. Jan 27. 2200 hrs.

Electronic Material – Following the Harvard System

The British Standard BS 5605:1990 does not include recommendations for electronic sources. The recommendations in this document follow best practice in referencing electronic resources and where possible follow the guidance of the British Standard.

Reference to web pages/sites and e-books

Author's/Editor's SURNAME, INITIALS., Year. *Title* [online]. (Edition). Place of publication, Publisher (if ascertainable). Available from: URL [Accessed Date].

e.g. HOLLAND, M., 2004. *Guide to citing Internet sources* [online]. Poole, Bournemouth University. Available from:

http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html [Accessed 4 November 2004].

Reference to e-journals

Author's SURNAME, INITIALS., Year. *Title. Journal Title* [online], volume (issue), location within host. Available from: URL [Accessed Date].

e.g. KORB, K.B., 1995. Persons and things: book review of Bringsjord on Robot-Consciousness. *Psychology* [online], 6 (15). Available from:

<http://psycprints.ecs.soton.ac.uk/archive/00000462/> [Accessed 20 May 2004].

Reference to mailbase/listserv e-mail lists

Author's SURNAME, INITIALS., Day Month Year. Subject of message.

Discussion List [online] Available from: list e-mail address [Accessed Date].

e.g. BRACK, E.V., 2 May 2004. Re: Computing short courses. *Lis-link* [online]. Available from: jiscmail@jiscmail.ac.uk [Accessed 17 Jun 2004].

e.g. JENSEN, L.R., 12 Dec 1999. Recommendation of student radio/tv in English. *I/STAR* [online]. Available from: LISTSERV@FTP.NRG.DTU.DK [Accessed 29 Apr 2004].

It should be noted that items may only be kept on discussion group servers for a short time and hence may not be suitable for referencing. A local copy could be kept by the author who is giving the citation, with a note to this effect.

Reference to personal electronic communications (e-mail)

Sender's SURNAME, INITIALS. (Sender's e-mail address), Day Month Year.

Subject of Message. e-Mail to Recipient's INITIALS. SURNAME (Recipient's email address).

e.g. LOWMAN, D. (deborah_lowman@pbsinc.com), 4 Apr 2000. *RE: ProCite and Internet Reference*. e-Mail to P. CROSS (pcross@bournemouth.ac.uk).

Reference to CD-ROMs and DVDs

This section refers to CD-ROMs which are works in their own right and not bibliographic databases.

Author's SURNAME, INITIALS., Year. *Title* [type of medium CD-ROM].

(Edition). Place of publication, Publisher (if ascertainable). Available from:

Supplier/Database identifier or number (optional) [Accessed Date] (optional).

e.g. HAWKING, S.W., 1994. *A brief history of time: an interactive adventure*. [CDROM]. Crunch Media.

Citing unpublished material

See BS 6371:1983. Citation of unpublished documents. B.S.I. (Talbot Campus Library & Learning Centre and Bournemouth House Library 028.7 BRI).

Plagiarism Criteria

Remember that you must acknowledge your source every time you refer to someone else's work. Failure to do so amounts to **plagiarism**, which is a serious offence.

When you are copying or downloading material, you must also ensure that you comply with **copyright** rules.

Plagiarism is the copying or using others' work, intentionally or unintentionally, without acknowledging them as the original source, and is a serious matter.

Regulations state that:

You must also ensure that you reference correctly and acknowledge any material that you use from the Web (WWW), on-line Journals and other databases or media sources. Never cut and paste text from the Web, a CD Rom or an on-line source. Material from these sources is also often covered by copyright legislation and you may also find yourself in breach of such laws.

It is important to be aware that the consequences of plagiarism is serious and can include the withholding of an award or a requirement to withdraw from the course.

Guidelines to Trainees on Plagiarism and Collusion

Plagiarism is representing another person's work as being your own, or the use of another person's work without acknowledgement, e.g. by:

- Importing into your work phrases from another person's work without using quotation marks and identifying the source;
- Making a copy of all or part of another person's work and presenting it as your own by failing to disclose the source;
- Making extensive use of another person's work, either by summarising or paraphrasing the work merely by changing a few words or altering the order in which the material is presented, without acknowledgement of the source;
- The use of ideas of another person without acknowledgement of the source, or the presentation of work as your own which substantially comprises the ideas of another person.

Trainees should note that increasingly sophisticated software is now being made available for the detection of plagiarism.

What do we mean by another person's work?

Another person's work includes any written work (including lecture handouts), original ideas, research, strategies, arts, graphics, computer programmes, music or other creative expression.

When will plagiarism amount to an assessment offence?

- An assessment offence will have been committed where the extent of the plagiarism is such that, in the view of the academic staff responsible for the assessment, a significant element of the work presented is not the trainee's own work. What amounts to a 'significant element' is a question of both fact and degree that depends upon the circumstances of the assessment, upon which ultimately the Training Management Committee will make a judgement. The way to be sure that you are not committing an assessment offence is not to plagiarise at all!
- As plagiarism represents a reduction in the quality and value of the work produced by the trainee, *any degree of* plagiarism (even if not so significant as to amount to an assessment offence) will inevitably involve a substantial reduction in the marks awarded for the assessment. On this ground alone it should be avoided at all costs.

What should you do if you want to use another person's work?

- If another person's words are used, you should put the words in quotation marks and quote their source.
- If another person's ideas are used then you should quote the source. The term 'source' includes published work such as a book, journal or newspaper. It includes information obtained from websites, photos, plays and any of usual visual arts such as paintings and drawings.

What is collusion?

Collusion is working together to produce assessed work in circumstances where this is forbidden. There are university regulations that define collusion as *'the representation of work that has been undertaken jointly with another person(s) as being work undertaken independently of that other person(s).'*

Assessments to be undertaken individually

It is of course an important part of the learning process for trainees to discuss with one another the academic issues arising out of their studies, including assessed work. Care, however, needs to be taken when working on assessed coursework. Clearly, under examination conditions, any form of conferring between trainees will amount to cheating. Outside examination conditions when work is being undertaken in your own time, it is normally acceptable to discuss, in general terms, the issues raised by a particular piece of coursework. However, structuring, sharing notes or actually writing up an answer using the same words as another trainee(s), will amount to collusion.

It is obviously very unwise to make assessed work that you have produced on your own available to other students for any reason. It may be difficult, if not impossible for you to establish that your own work was the original source and that it has been copied.

Where there has been an assessment offence involving collusion and/or plagiarism, the normal *minimum penalty* for a first offence, is a ruling that the result of the assessment is null and void. This means that you will be awarded a mark of zero for the assessment and this may result in your failing the course. In addition, however, the Assessment Panel may decide that the offence is so serious on its facts that you will not be allowed to retake the assessment. In some cases this may mean that you are unable to obtain the award that you are seeking.

What procedures are followed in the event of suspected plagiarism/collusion?

The following procedures will be adopted where a marker suspects that the assessment offence of plagiarism and/or collusion has occurred:

- The marker will demonstrate by annotating the trainee work, where plagiarism/collusion appears to have occurred and will inform the Programme Tutor.
- The Programme Tutor will write to the trainee informing him/her of the allegation and inviting the trainee to present their case in person or in writing within ten working days of the date of the written notification of the suspected plagiarism/collusion (not the date of receipt of the notification);
- If the trainee wishes to present their case in person, he/she may bring a friend. Two academic members of staff will be present at the meeting, one of whom will be the Programme Tutor. Minutes will be taken and agreed;
- The matter will be discussed at the Training Management Committee. Trainees should note that as the Committee convene infrequently, it may be some time before they know the outcome of a plagiarism/collusion allegation.
- Where an assessment offence is established details of the offence will be placed on the trainee's file.

Return of papers

Papers will not be returned except by special request. Marks and feedback will be sent by email.

Course Procedures, Information & Regulations

Attendance

The minimum requirement for attendance at seminars, personal development group, 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 will be required to do additional work to attain the award or withdraws from the Programme.

If a trainee cannot attend for a particular seminar, it is the trainee's responsibility to inform the seminar tutor and the Personal Development Group Leader before the seminar or as soon as possible on the day of the seminar. In the event of a trainee being unable to attend more than one consecutive seminar, you must inform your Seminar Tutor and the group leader of the Personal Development Group.

Should a seminar tutor or group leader be unable to attend a seminar, either planned or unexpectedly, they must inform both the trainees and the training office. The programme tutor will endeavour to make alternative arrangements for the class to be taught by another tutor. 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 to 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.

Assessments

There are two forms of assessments:

- Seminar tutor assessment (at the end third term)
- Two written assignments: one to be handed in after the Christmas break. The second to be handed in after the Easter break.

Assessment is continuous throughout the course by way of feedback from the Seminar Tutor. After participating in role-plays, the trainees in the roles of 'observer' and 'client' are asked to give verbal feedback to the trainee who is in the role of 'counsellor'. The tutor will also give feedback.

The Written Assignments

Your essay is to be e-mailed to training@counsellingfoundation.org by the hand in dates.

Presentation

- Assignments should be submitted electronically in either word or pdf format
- All papers must be typed single side only and double-spaced with wide margins
- Your assignment and cover sheet should be saved as separate documents. Your essay must include your student number (no name) and your word count on the essay
- Pages must be numbered
- The maximum as well as the minimum length limits (10% either way) should be observed otherwise marks will be deducted
- The word count and student number must be included on both the cover sheet and essay on submission of your assignment. Marks will be deducted should these instructions not be completed.
- Cover sheets can be found in the Course Content area of the Website.
- The word count includes quotes but not the references

The Final Board Committee reviews the results at the end of each year

It should be noted that all marks returned to trainees throughout the academic year are provisional and may be revised by the Final Board Committee usually held in July.

A Final Board Committee Meeting is typically composed of:

Head of Counselling and Training (Chair)
Training Manager
Programme Tutors
Seminar Tutors
An External Examiner

It is clerked and minuted by a Training Centre Administrator.

The Final Board Committee review and confirm the final results for each module/year. All discussions within the Board meeting are confidential.

Only the Chair of the Board has the authority to convey results.

Recommendation of Award

In making the decision to recommend the award of the certificate, evidence of achievement of learning outcomes for the course is required.

Trainees have the right of appeal against Board decisions. Notice of appeal must be given in writing to the Head of Training within four weeks of the date of the letter informing him/her of the decision of the Final Board Committee.

Confidentiality Policy and Further Information Regarding your Training Centre

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 is part of working together and is a healthy component 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 and could lead to the student being asked to leave the course.

Principles of Good Practice

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

Procedure for Dealing with Breaches of Confidentiality

Formatively Assessed Work and Class Discussions

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

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

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

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

Further Information Regarding Your Training Centre

- A full set of Training Policies are available from the <http://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

Tutorials

Two individual tutorials are provided by the Seminars tutor in term 2 and term 3. The aim is to give feedback on essay marks and to provide an opportunity to discuss course issues. Trainees may also request an individual tutorial if they have concerns.

Purchase of Books

Books can be bought from Karnac Books 0207 431 1075 or www.karnacbooks.com or online or from Amazon at www.amazon.co.uk.

Voluntary work

We encourage trainees to enhance their learning by finding opportunities for voluntary work. Most local authorities have a volunteer bureau that lists local voluntary organisations, the work they offer and supervision arrangements.

The kind of work on offer includes:

- Telephone counselling (e.g. Samaritans) and befriending.
- Support schemes (e.g. victim support), which offer limited training and some supervision
- Voluntary mental health services (e.g. MIND) which offer counselling and advocacy.

If you wish to apply for the Diploma in Psychodynamic Counselling, and do not use counselling skills at work, such experience can be highly beneficial.

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/>

The Foundation Counselling Centres

Seminars and experiential groups at Bedford and St Albans are held within the Foundation

Counselling Centres where counselling is in progress throughout the day and evening. Trainees are asked to keep corridors, lobbies and stairs quiet during breaks and as they move about these buildings.

Further Training

Trainees may progress to the Diploma in Psychodynamic Counselling, taught at St Albans and Bedford providing that they satisfy certain criteria. More details can be found in the Counselling Foundation Diploma Course Brochure. Trainees may also attend any of the CPD workshops organised throughout the year for which they will receive regular information.

Personal Therapy

Many trainees who come to train at the Foundation have had or are undergoing personal therapy. Some trainees decide to have therapy during the course. Participants of further training at the Counselling Foundation, the Diploma in Psychodynamic Counselling and Advanced Diploma in Psychodynamic Counselling, must be in therapy with a psychoanalytic psychotherapist approved by the Counselling Foundation.

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 and it is the trainee's responsibility to notify the office of any changes or breaks to their therapy.

An approved therapist is one who has completed a training recognised as compatible with the Training Centre, has specific post-qualification experience and has been approved by The Training Centre. The designation "approved" is not intended to make any judgment about the qualities of individual therapists or their trainings. If a trainee has concerns about their therapist, they should raise these with the Programme Tutor.

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.

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 Approved Therapists

Qualification

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

Experience

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

Accreditation

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

Trainees would normally be in therapy for a minimum of 7 months prior to starting work with clients on the Diploma Year 1 course.

Payment of Fees

All fees must be paid promptly. A trainee who accepts a place on the course accepts financial responsibility for the duration of the course. Where fees are paid by employers, the employer will be contacted by The Counselling Foundation to verify this. If an employer will not take financial responsibility for payment, the responsibility lies with the trainee to pay. The Certificates will not be awarded if fees are outstanding. If you have any concerns about paying for the course please contact Nicola McDonald, Finance Manager. Nicky is contactable by email nicky.mcdonald@counsellingfoundation.org

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 event. The cost of attending this is covered in the price of your course.

Students Reps

Student reps are nominated at the beginning of the year by the student body and represent their course for one academic year. Reps are responsible for attending Training Management Meetings and Open Days.

Car Parking

Please note there is no car parking for trainees doing their training at Bedford, St Albans, Welwyn Garden City and South London.

Training Complaints and Grievance Procedures

Although The Counselling Foundation will make every reasonable effort to provide appropriate facilities, amenities and services, trainees should note that such provision may be affected by conditions which prevail from time to time. In such circumstances, The Counselling Foundation cannot accept responsibility for a level of service which may be less comprehensive than normally provided.

The Counselling Foundation seeks to resolve trainees' grievances amicably and as near to their source as possible and believes that most are capable of resolution without recourse to formal procedures. To this end, The Counselling Foundation considers that its ability to deal effectively with grievances depends principally on the readiness of all of its staff to make themselves available to trainees, to listen to complaints and to try to address the points raised quickly and in the most appropriate way, hence:

- The Counselling Foundation will make every reasonable effort to deal promptly and efficiently with all complaints.
- All complaints will be judged on their individual merits and will be dealt with in confidence unless the complainant has clearly indicated otherwise.
- All complaints will be thoroughly and objectively investigated.
- In accordance with The Counselling Foundation Equal Opportunities policy, all complainants will be treated equally regardless of their status and will not be treated adversely because of their making a complaint.
- Where at any stage during the process a grievance is made leading to a formal discussion or hearing, trainees may, if they so wish, be accompanied by another person of their choice.

Informal Procedure for Dealing with Grievances

1. If a trainee has cause for complaint, s/he should take it up immediately with her/his Seminar Tutor. The complaint may be summarised briefly in writing. It is anticipated that the majority of complaints are capable of resolution through an informal process whereby the member of staff concerned might see the complainant and, as a result, take the necessary steps to resolve the problem.
2. Should the matter not be capable of resolution by the Seminar Tutor, s/he will prepare a written report, summarising briefly the nature of the complaint and indicating the actions which have been taken and will submit this to the Head of Training, who will investigate the matter and respond to the complainant.

Formal Procedure for Dealing with Grievances

Where a matter remains unresolved at the end of the informal process, the Complainant may raise the matter through the Foundation's formal complaints procedure

The complaint must be submitted in writing to the Chief Executive Officer (CEO).

The CEO may seek to resolve the issue on the basis of the documentation provided, after having sought further information from the members of staff involved in the original complaint and may, at his or her discretion, call a hearing at which the Complainant and any other person involved may submit their respective cases

Following this process, the CEO will communicate his or her decision in writing to the Complainant and if appropriate, will advise the Complainant of the further steps which might be taken if s/he is not satisfied with the outcome.

Frequently asked questions for those wishing to go on to the Diploma Course:

Is the Foundation Certificate Course BACP accredited?

No but it can be used as an access course if applying for our Diploma course or if applying to a university. The Diploma and the Advanced Diploma combined are recognised as an accredited course by the BACP.

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).

How long does the Diploma training take?

Some trainees are able to complete the training in 2 years, but most achieve completion, inclusive of the 120 clinical hours, before the end of the third year. This is sometimes the case for 2 reasons: 1) Lack of suitable clients for first year trainees in Centres, 2) Minimal availability of the trainee. Typically, the greater weekly availability you have the better chance of being assigned clients

If I am attending the Diploma Course how many clinical hours do I need?

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

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

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

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

Various external agencies have been pre-approved as working in line with our policies and procedures. Nevertheless, if you know of a counselling agency that can offer you a placement, please contact the Training Coordinator with the agency's details. A site visit will then be arranged to ascertain if they meet our criteria.

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 per annum. We will provide you with a list of approved external agencies. Guidance and support from the Training Coordinator is offered.

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.

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

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

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

Trainees are given an additional year to consolidate their training and consider their further training options. Normally, trainees go on to do our Advanced Diploma training.

Supervision

Is offered by the placement Centre, in some cases the trainee may have to bear the cost for independent supervision. Also, some of the assessment reports that are written at the Mid-Year and End of Year, the supervisor may charge, and this payment has to be paid by the trainee.

The Counselling Foundation Training Courses

Foundation Certificate in Psychodynamic Counselling

1 Year Part-time

Entry criteria:

Age: 21+

No prior qualifications are required. Places are given based on Application and if required, Interview.

Course requirements:

Theoretical & Personal Development Seminars:

30weeks, 3.5 hours per week

Additional reading: 2-4 hours per week

Personal Therapy: If wishing to progress, you must be in personal therapy (1 hour per week) by the end of February.

Venues: St. Albans, Welwyn Garden City, Bedford, Luton & South London

Estimated cost: £2,500

Including tuition fee & cost of books

Upon completion: Allows access to the Diploma in Psychodynamic Counselling.

Widely recognised as an access course to many other

institutions' professional training

Diploma in Psychodynamic Counselling

2 Years Part-time

Entry criteria:

Age: 25+

Completed 45 hours of psychodynamic skills and theory Been in psychodynamic counselling, at least 6 months prior to starting the course. Places are given based on Application & Interview

Course requirements

Personal Therapy: 1 hour per week

Additional reading: 2-4 hours per week

Supervision: 46 Weeks per year

Theoretical, Modular & Development Seminars:

30weeks, 3.5hours per week

Client hours: 120 (over 2 years)

Placements: Students are given information to apply for internal and external placements during the first term.

Venues: St Albans & Bedford

Estimated cost: £5,000/£6,000 per year

Including tuition fees, cost of personal therapy & subsidised supervision.

Upon completion: You are able to practice as part of an organisation, surgery, practice and centre.

BACP Accredited Course

The Advanced Diploma will allow you to apply for BACP Accreditation once you have achieved 450 Clinical hours.

Advanced Diploma in Psychodynamic Counselling

2 Years Part-time

Entry criteria:

Completed the two-year Counselling Foundation Diploma course.

Held a caseload of at least three clients

Places are given based on Application & Interview

Course requirements

Personal Therapy: 1 hour per week

Additional reading: 2-4 hours per week

Supervision: 46 Weeks per year

Theoretical, Clinical & Development Seminars:

30weeks, 3.5hours per week

Client hours: 220 (over 2 years)

Placements: Usually a continuation of your Diploma placement. Addition placement advice available.

Venues: St Albans & Bedford

Estimated cost: £5,000/£6,000 per year

Including tuition fees, cost of personal therapy & subsidised supervision.

Upon completion: You are able to practice independently and apply for accreditation with the BACP.



Contact Us: Tel: 01727 868585 (option 3) | Email: training@counsellingfoundation.org | Website: www.counsellingfoundation.org

