



**Foundation Certificate in  
Psychotherapy & Counselling –  
Autumn Weekend Intensive  
Programme Handbook 2023**

**Regent's University London**

**September 2023**

## **Foundation Certificate in Psychotherapy & Counselling Autumn Intensive I Course Handbook**

This Handbook has been designed by Regent's University London's Programme of Psychotherapy and Psychology team to provide students on the Autumn Intensive I Foundation Certificate Course in Psychotherapy and Counselling with "all you need to know" about the course.

Please note: The information given in this Handbook is correct at the time of assembly in September 2023 Regent's University London reserves the right to make changes in regulations, etc, without prior notice.

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## Handbooks

Handbooks are available:

- On Blackboard

### **Other Handbooks and Policies Available**

#### **Course handbooks**

- MA in Psychotherapy and Counselling Handbook
- Postgraduate Certificate in Integrative Psychotherapy Handbook
- Postgraduate Certificate in Existential Psychotherapy Handbook

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## Introduction

Course Overview	
Full programme/award title(s)	Foundation Certificate in Psychotherapy & Counselling
Award type	Certificate of completion
Location of study	Regent's Park campus
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September
Framework for Higher Education Qualification level of final award	Not applicable
Number of credits in award	Not applicable
UCAS codes	Not applicable
Underpinning QAA subject benchmark statements	Not applicable
Mode of study (Full-Time / Part-Time)	Part-time
Language of study	English
Date of production / revision of this programme handbook	September 2023

This Foundation Intensive Certificate Course, which takes place over a period of ten academic weeks, aims to provide a basic training and a solid professional grounding in counselling and psychotherapy skills, using a combined academic, practical and experiential approach. Students will be provided with a broad conceptual background, offering a focus on the existential-phenomenological, psychodynamic, humanistic, and cognitive/behavioural models. We aim to encourage critical thinking and questioning, and to foster an aptitude for self-evaluation.

A further aim is to provide students with the opportunity for exploration of their personal and interactive processes, as well as for their own professional and personal development, by working in a group with a facilitator. This is based on our belief that learning in this discipline is achieved not only through theoretical study and practical training but also through a genuine personal engagement of the student with the content of the course.

Successful completion of the course will enable the student to progress to MA or Diploma-level psychotherapy and counselling training programmes, although it does not guarantee acceptance on to such programmes.

### Overall Aims of the Course

The overall aim of the foundation course is to provide a basic training in psychotherapy and counselling skills, using a combined academic, practical and experiential approach.

### Training in Psychotherapy and Counselling

Psychotherapy and counselling are emerging professional disciplines. It is anticipated that, in the course of the next few years, professional registration will become a statutory requirement for

psychotherapists, a major step in the professional establishment of psychotherapy in the UK.

The programme is an organisational member of the United Kingdom Council for Psychotherapy (UKCP), the key professional body for the field of psychotherapy, and of the British Association for Counselling and Psychotherapy (BACP), (formerly the British Association for Counselling).

Despite the proliferation of different theoretical approaches in the field, there is general agreement within and between these organisations and the professional organisations in related disciplines about the need for generic training standards which reflect the complexity of psychotherapy practice. The standards being developed relate to the number of training hours, the duration of foundational, pre-professional and professional training and to the content and delivery of the training curriculum.

Training must foster the individual's capacity to manage the personal involvement with therapeutic work which is a hallmark of the profession, as well as her willingness to explore the range of theoretical approaches and their underpinning philosophical assumptions; it must also take into account a wide range of issues and considerations in order that training is firmly located in contemporary society and in people's experiences within such a plural society. Such training must also reflect the core values of accountability and transparency which are applicable to all professional practice.

### **The Regent's University Programme of Psychotherapy and Counselling**

The programme has established an international reputation as one of the UK's leading therapeutic training institutions and aims to provide a wide-ranging and thorough professional training and academic education in psychotherapy and counselling. It offers numerous courses aimed at all levels of training from entry level to a full Doctoral programme. Its faculty comprises highly respected and experienced members of the professions who are committed to excellence in their field and who have made significant contributions to those fields. The programme aims to provide a stimulating learning environment that both addresses and respects our Equal Opportunities Statement.

The programme's courses are demanding as well as enjoyable. Students and trainees need to commit themselves wholeheartedly to their studies and training if they are to make the most of the opportunities presented. We believe it is through hard work in a spirit of questioning and critical investigation that satisfactory results are achieved: taking Intensive Foundation Certificate Course i is a challenging, intense and rewarding experience.

The Programme advocates a non-doctrinaire 'Integrative Attitude' throughout all of its courses. The programme's faculty represents a number of models and approaches (the existential-phenomenological, psychoanalytic and humanistic in particular) and all students are exposed to contrasting views in an open and constructively critical manner. Students are expected to think for themselves and learn to respect views other than their own. Studying and training at Regents has made a decisive impact on the course of many students' lives. The philosophy of the programme combined with the setting of the University, make learning a privilege and a pleasure.

### **The programme's strategic aims are:**

- to produce graduates who think independently, are theoretically well informed and able skillfully and ethically to apply the methods of psychotherapy and counselling in practice;
- to present psychotherapy and counselling as fields for critical academic inquiry in a manner unencumbered by doctrinal loyalties and exclusive factionalism;
- to provide students with the intellectual common ground between psychotherapy and

counselling and thereby to contribute to the rationalization and consolidation of these emerging professions;

- to facilitate an emotional engagement on the part of the student with the subject matter under consideration, in order to achieve a confluence of academic enquiry and personal engagement;
- to foster in students, in their approach to clients' material and their responses to clients and colleagues, a sensitivity to and awareness of prejudice, in themselves and others, towards issues of difference. These issues include racism, gender, religion, ageism, cultural and ethnic difference, class, sexuality and disabilities.

### **Special Feature of the Course: The Integrative Attitude**

A key feature of the course is that it takes as a starting point the idea of 'integration', which encourages students to examine different ways of looking at the world. For this reason, the course follows the principle of an open attitude to understanding self and others and encourages students to explore versions of events from a variety of perspectives.

The underlying ethos upon which rests the whole of the programme's educational and training programme is the **Integrative Attitude** which can be summarised as follows:

There exists a multitude of perspectives in current psychotherapeutic thought and practice, Each of which expresses a particular philosophical viewpoint on an aspect of being human.

No one single perspective or set of underlying values and assumptions is universally shared given that a singular, or shared, view does not exist, the programme seeks to provide a learning environment which allows competing and diverse models to be considered both conceptually and experientially so that their areas of interface and divergence can be exposed, considered and clarified. This aim espouses the value of holding the tension between contrasting and often contradictory ideas, of 'playing with' their experiential possibilities and of allowing a paradoxical security which can 'live with' and at times even thrive in the absence of final and fixed truths.

The programme defines this aim as the **Integrative Attitude** and has designed all of its courses so that its presence will challenge and stimulate all aspects of our students' and trainees' learning experience. The programme believes that this deliberate engagement with difference should be reflected in the manner in which the faculty relate to students, clients and colleagues at all levels. In such a way this attitude may be seen as the lived expression of the ethos of the programme.

### **Aims and Objectives of the Course**

The overall aim of the Intensive Foundation Certificate course is to provide a basic training in psychotherapy and counselling skills, using a combined academic, practical and experiential approach.

The key course objective of the course is to make it possible for students:

- To acquire a broad conceptual background in psychotherapy and counselling theory, with a focus on the humanistic, existential, psychodynamic and cognitive/behavioral models;
- To develop an aptitude for self-evaluation;
- To examine their own beliefs, assumptions and prejudices so that they can help others to do the same;
- To develop the ability to reflect on their own emotional growth and emotional patterns;
- To think critically and non-dogmatically about counselling and psychotherapy.

## **Intended Learning Outcomes**

The course provides opportunities for learners to achieve the following key learning outcomes:

- **Outline knowledge and basic understanding** of a broad range of psychotherapeutic theories and techniques;
- **Theoretical knowledge** that will enable graduates of the course to begin to formulate a model of a person, of individual development and of therapeutic counselling taught within the course;
- **Transferable skills** that will enable graduates of the course to reflect on interactive processes and on their own functioning in order to improve the capacity to listen to and, communicate with others;
- **Professional skills** that will enable graduates of the course to demonstrate an awareness of ethical dilemmas.

## **Course Components**

The course consists of a series of lectures with discussion, counselling skills training and small group work. A fair amount of reading and a good level of essay writing will be required. Each daily session is divided into four learning modules:

### **Academic**

Lectures will introduce students to basic theories of psychotherapy and counselling, with an emphasis on the humanistic, existential, psychodynamic and cognitive/behavioral orientations. Material focused upon significant issues in counselling will also be presented.

### **Experiential**

Experiential exercises will relate to the theoretical material presented and to the development of listening skills, self-awareness, and the giving and receiving of feedback

### **Psychotherapy and Counselling Practice and Skills Training**

In these sessions, students will be introduced to the essential skills and techniques of psychotherapy and counselling skills. Students will also participate in exercises with each other, using material from their own lives. This is an opportunity to practise psychotherapy and counselling skills and to give and receive feedback.

### **Personal & Professional Development (PPD) Group Work**

Course members will work in small groups with a facilitator. This will be an opportunity for students to explore their personal and interactive processes in the group, and their own personal development. Students should keep a journal of personal reflections from this group which will support the writing of their 'self-reflective' essay at the end of the course.

### **Confidentiality and Privacy**

All personal material will be treated as confidential. The teaching team will share private information where appropriate i.e. for the purposes of the assessment of students' abilities from lectures, skills practice groups and self-development PPD groups. The students must not disclose any confidential information concerning other students. The confidentiality must be protected at all times.



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## **Staffing**

### **Course Team**

**Course Leader: Dr Lea Getu**

*Module Leader* **Desa Markovic**

*Lecturers* **Professor Desa Markovic**

**Peter Dolan**

### **How to Contact Staff**

Relevant contact details for staff are posted under 'contacts' on Blackboard and can be contacted when necessary throughout the course.

# Curriculum

Introduction

Psychotherapy and Counselling in Context

The Therapeutic Relationship & Frame

Freudian Foundations

Phenomenology

Humanistic Approaches

Cognitive Behavioural Approaches

Existential Therapy

Groups

Klein and Object Relations

Psychobiology and Attachment

Freud and Beyond

Gestalt

The Body

Madness – Mental Health/Illness

Power

Ethics

Loss and Bereavement

Psychotherapy Integration

Endings

## Timetable

The course takes place every Saturday and Sunday between

### **10.00 and 16:30**

10:00 – 11:15	Lecture – part one
11:15 – 11:30	Morning break
11:30 – 12:30	Lecture – part two
12:30 – 13:30	Lunch time
13:30 – 13:50	Large Group Meeting
13:50 – 15:10	Skills Practice Groups
15:10 – 15:30	Afternoon break
15:30 – 16:30	Personal & Professional Development Groups (PPD)

## Attendance & Course Assessment

### **Attendance Policy**

Attendance at scheduled classes, group sessions and scheduled tutorials is mandatory, and students are expected to be regular and punctual in their attendance. The policy of Regent's is that students attend all scheduled sessions of the course.

### **Attendance requirements**

Full attendance is expected and anticipated.

In extreme circumstances students are permitted to miss a maximum of 25% of the course, without failing the course. If more than 25% of the course is missed the student is required to retake the course since it is deemed that they have not covered the material to a sufficient degree.

Students are expected to demonstrate consistent punctuality in arriving at and attending all scheduled course sessions. A consistent lack of punctuality is considered to be unprofessional and disrespectful to staff and colleagues. e.

Tutors complete an attendance register, and this is monitored by the Module Leader. Absence due to illness will require a medical certificate. Other absences due to exceptional circumstances must be applied for beforehand or reported immediately to the relevant tutor/training supervisor if prior application is impossible.

### **Course Assessment**

There is no written examination. Assessment is based on the evaluation of students' performance throughout the course plus two written essays as follows:

#### **1. Attendance and Punctuality**

Throughout the course, students must attend punctually all scheduled sessions, or otherwise comply with the regulations governing absence from the course.

#### **2. Active Class Participation**

Students are expected to contribute actively and constructively to class discussions, both from their own knowledge and experience and from theoretical learning and ongoing reading on the subject, and to show a personal engagement with the content of the course.

### **3. Psychotherapy / Counselling Skills**

Students are expected to reach a basic level of psychotherapy/counselling skills in the following areas: active listening; attending; reflecting back; empathy; clarification; summarising; paraphrasing and rephrasing; challenging; attention to boundaries and the client-therapist 'contract'.

### **4. Personal development**

Students are expected to develop the ability to reflect honestly, openly and non-defensively on their own emotional growth and emotional patterns.

### **5. Reading**

Students are required to read for the course beforehand and throughout its duration. Students are provided with a list of essential and recommended reading at the beginning of the course. Further reading pertaining to specific areas being addressed in lectures will be recommended throughout the course.

### **6. Essays**

Two essays are required for the completion of this course. The following are the threshold requirements of acceptable essays:

#### Essay 1 - Theoretical essay

One month after the end of the course you will have to submit an essay describing, summarising and discussing a psychotherapy/counselling theory, approach or issue. You will have to deepen the knowledge of one (or more) theoretic approaches from the syllabus. You will need to have your title approved by your lecturer. The deadline will be specified by the module leader.

The essay needs to:

- address relevant theories and concepts proposed by the title and the introduction
- develop a logical argument
- have a clear structure (effective introduction, main body and effective conclusion)
- have effective signposting (e.g. headings and sub-headings) and/or linking paragraphs
- have clarity of expression (by which is meant use of vocabulary, sentence and paragraph structure, use of a spellcheck)

- reference accurately using the Harvard Referencing Style for both in-text references and bibliography. Please note that Harvard Referencing System does not allow for footnotes to be included.
- include at least 6 to 8 academic references to support your arguments (please include books as well as articles from professional journals)

Length: 2000-2500 words

Font size: 12, double spaced, numbered pages

If you have any questions about this assessment, please seek clarification with your lecturer in the first instance.

#### Student support agreement

If you have a disability and need special arrangements for any assessment, please contact the Disability Office via email ([disability@regents.ac.uk](mailto:disability@regents.ac.uk)).

Please note: Students have the responsibility to inform the Disability Office as well as the lecturer of any requirements before the assessment is due.

#### Academic skills support

The Academic Skills Team are available to support you with academic writing. They hold regular sessions and available for individual appointments. Please email them ([academicskills@regents.ac.uk](mailto:academicskills@regents.ac.uk)) or visit their website (<https://regents-uk.libguides.com/AcademicSkills/home>) for more information or to arrange an appointment.

Assessment Scale for the Theoretical essay:

	<b>PASS (Meets expectation s)</b>	<b>REWRITE (Does not yet meet expectation s)</b>
<b>Understanding of(a) theoretical approach(es) (from the syllabus)</b>	<p>Demonstrates a basic understanding of (a) theoretical approach(es) by summarising and discussing the chosen theory from the syllabus.</p> <p>Demonstrates breadth and quality of reading through the perspectives developed in the argument.</p>	<p>Shows not sufficient understanding of basic ideas.</p> <p>Shows no ability to make connections within basic ideas in the field, or connections are completely irrelevant</p>
<b>Address the question/title selected for the topic</b>	<p>Demonstrates an ability to address the question/title selected for the topic.</p>	<p>Does not sufficiently address/develop the question selected for the topic, or the interpretation of the task has been erroneous</p>
<b>Referencing</b>	<p>Both in-text citations and bibliography are properly referenced following the Harvard Referencing System</p> <p>There is sufficient variety of academic references (books and academic journals)</p>	<p>Harvard referencing System has not been followed and/or there is no bibliography</p> <p>There is little or no reference to external academic sources</p>
<b>Organisation and presentation</b>	<p>The essay shows:</p> <ul style="list-style-type: none"> <li>- a clear structure (introduction, development of the argument, conclusion) including effective signposting (e.g. headings and sub-headings)</li> <li>- ideas follow from each other. Paragraphs and sentences properly linked</li> <li>- clarity of expression: use of language, including appropriate vocabulary and spelling</li> </ul>	<p>The work lacks organisation and presentation is inadequate:</p> <ul style="list-style-type: none"> <li>-work is disorganised and/or structure may be missing</li> <li>-use of language is not clear and/or may cause misunderstanding. There are numerous spelling errors</li> </ul>

## **Essay 2 - Self-development essay**

One month after the end of the course you will have to submit a self-development essay. Reflecting on your journal entries, write an essay which critically explores your feelings and reactions as they emerged on the course and as discussed in your PPD group.

The essay should:

- reflect on how you understand your impact on others and the impact of others on you within the context of group dynamics.
- reflect on the role of boundaries and confidentiality within and around the PPD group setting and the course and whether you have maintained them. Consider any related struggles. Consider difference including age, race, backgrounds, gender, sexuality, values, beliefs, religion and any other relevant ways in which difference expresses itself.
- describe and explore your self-development learning, as explored through your participation in the PPD group and the course overall.
- present different perspectives on the issues you are discussing.

**Length:** 2000-2500 words

**Font size** 12, double spaced, pages numbered

If you have any questions about this assessment, please seek clarification with your lecturer in the first instance.

### **Student support agreement**

If you have a disability and need special arrangements for any assessment, please contact the Disability Office via email ([disability@regents.ac.uk](mailto:disability@regents.ac.uk)).

Please note: Students have the responsibility to inform the Disability Office as well as the lecturer of any requirements before the assessment is due.

### **Academic skills support**

The Academic Skills Team are available to support you with academic writing. They hold regular sessions and available for individual appointments. Please email them ([academicskills@regents.ac.uk](mailto:academicskills@regents.ac.uk)) or visit their website (<https://regents-uk.libguides.com/AcademicSkills/home>) for more information or to arrange an appointment.

Assessment scale for the Self-development essay:

	PASS (Meets expectations)	REWRITE (Does not yet meet expectations)
Self-reflection	<p>The essay demonstrates an ability to self-reflect and shows awareness of their own personal process and their impact on others while showing respect for differences that arise in the group.</p> <p>An ability to non-defensively reflect on any challenges and breaching of boundaries and confidentiality issues.</p>	<p>No self-reflection and/or lack of awareness of their own personal process and their impact on others while showing no respect for differences that arise in the group.</p> <p>Reflection presents a tendency for blame, focusing on others instead of themselves.</p>
Referencing (if you have used any)	<p>Optional both in-text citations and bibliography are properly referenced following the Harvard Referencing System.</p>	<p>Harvard referencing System has not been followed and/or there is no bibliography.</p>
Organisation and presentation	<p>The essay shows:</p> <ul style="list-style-type: none"> <li>- a clear structure (introduction, main body and conclusion) including effective signposting if applicable (e.g., headings and sub-headings).</li> <li>- ideas follow from each other. Paragraphs and sentences properly linked.</li> <li>- clarity of expression: use of language, including appropriate vocabulary and spelling.</li> </ul>	<p>The work lacks organisation and presentation is inadequate:</p> <ul style="list-style-type: none"> <li>-work is disorganised and structure may be missing.</li> <li>-use of language is not clear and/or may cause misunderstanding. There are numerous spelling errors.</li> </ul>

## 7. Evaluation Criteria

- a. The student shall demonstrate an ability to recognise and work constructively in a non-disruptive manner with personal and emotional issues arising from peer and staff interactions during the course, particularly a willingness:
- b. To be open to the process of the course and to the ideas and practices of the therapeutic models discussed, so that the issues raised can be critically examined and properly understood;
- c. To make a commitment to explore the core model/s of the course and to recognise that the application of theory to personal material is essential for the successful completion of the programme;
- d. To reflect critically and constructively on their response towards peers and staff and to any matters arising out of course material and practice;
- e. To learn from peer and tutor feedback and, where appropriate, to incorporate this into their own working practice;
- f. To participate in the Personal and Professional Development Group in a manner which reflects a readiness to engage with their own and others' emotional issues in a way consistent with the ethos and level of the course;



- g. To sit with silence.

**NOTE:** The manner in which these points are addressed by the student will be seen as an integral part of the student's professional abilities and, as such, will form an important aspect of their evaluation.

### **Journal**

Students are required to keep a journal, personal and private to themselves, which will focus on personal development, issues that arise from their participation on the course, interaction in the lectures and from the skills practice sessions and from questions that arise concerning their assumptions about therapy. Students are expected to share these thoughts, feelings and experiences in the PPD group. Being reflective is the process of deepening one's self-awareness and a core aspect of psychotherapy training. It refers to the fundamental process of taking the time to think on a deeper level about one's own thinking, in order to acquire a different perspective of these thoughts that may have been overlooked, at first. A deep level of reflection allows students to more carefully consider the profound experiences that have impacted their lives and to become critically aware of how these experiences have shaped them in some way.

### **Tutorials – Academic & Pastoral**

Students are offered up to three tutorials. Tutorials are optional and may be arranged directly by contacting the tutor to take place according to the tutor's availability.

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# **Coursework**

## **Coursework - Purpose**

Coursework is an important part of your study. It is through preparing and writing that you can try out ideas and assess your own grasp of the teaching and study material. It is an important part of your assessment and the feedback to you from the teaching staff on your progress provides valuable learning.

## **Coursework - Requirements:**

### **Essays**

Students must submit two typewritten essays:

1. A **Theoretical essay**; describing, summarizing and discussing a psychotherapy/counselling theory, approach or topic. You are required to choose any relevant topic of your own and discuss it with your tutor. You will need to select an essay title and discuss it with your tutor in order to gain approval for its use.

(2,000-2,500 words, excluding references, notes and appendices)

2. A **Self-development essay**; reflecting on your journal entries, critically explore your feelings and reactions as they emerged on the course and discussed in your PPD group. This should include reflections on how you understand your impact on others and the impact of others on you within the context of group dynamics. Describe and explore your self-development learning, as explored through your participation in the PPD group.

(2,000-2,500 words, excluding references, notes and appendices)

## **Academic support**

Provision of tutorial support

Tutors are committed to the personal and professional development of their students in the service of high standards in the field of professional psychotherapy and counselling. The feedback they give is designed to facilitate learning, to challenge assumptions and blind spots or negativity, foster critical thinking and to develop the professional skills of students. All students should seek to be open to feedback in a spirit of learning and exploration of what might bring greater clarity and understanding.

Tutors are available to offer help and guidance in choosing essay topics, to indicate relevant reading and in respect of any concerns which may arise for students through the course. Students should ensure that they discuss essay outlines with the relevant course tutor before commencing the written work and gain approval of their topic chosen.

## **Submission of coursework**

It is important that any work submitted for marking is *legible*. All coursework must be typewritten and double-spaced.

All written coursework must have a coversheet which should specify the following:

- your name

- the title of the coursework
- the title of the course for which the coursework is submitted
- the date on which the coursework was submitted.

Please ensure that all work is proofread carefully before submission – work which contains a large number of grammatical and typing errors will be returned to the student with a request for amendment.

Failure to	1	keep within the stipulated word allowance
	2	comply with the relevant guidelines
	3	reach the required level

will result in the student having to re-submit work to an acceptable standard. A maximum of one re-write is permitted. If a re-write is necessary, the work may be marked both by the original tutor, and also by an independent person (probably the Course Leader) to resolve concerns about subjectivity in the marking.

**All coursework must:**

- Be submitted electronically as Turnitin Assignments on Blackboard.**
- Be submitted using the appropriate coversheet (see over page)**
- Never be handed directly to course tutors.**

*(Coursework Cover Sheet – Theory Essay)*

**REGENT’S UNIVERSITY LONDON**

**Foundation Certificate Course in Psychotherapy & Counselling  
THEORY ESSAY ASSESSMENT**

Course:

- One-year Foundation Course in Psychotherapy & Counselling
- Intensive Foundation Course in Psychotherapy & Counselling

Term \_\_\_\_\_ Year \_\_\_\_\_

Essay Title: \_\_\_\_\_

Lecturer/Marker \_\_\_\_\_

Student Name \_\_\_\_\_

Date submitted by student \_\_\_\_\_

Date due back from lecturer \_\_\_\_\_

Grading: **Pass** [ ] **Fail** [ ] **Re-write\*** [ ]

*\* An unsatisfactory submission may be rewritten and resubmitted only once.*

Date for resubmission: \_\_\_\_\_

Lecturer’s signature and date \_\_\_\_\_

## **Marker's comments**

**Presentation** (appropriate length; grammar, clarity, coherence, layout, structure, referencing style)

**Academic content** (use of literature; knowledge and understanding of the topic; ability for critical analysis)

**Other comments**

*(Coursework Cover Sheet – Self-Development Essay)*

**Regent's University London**  
**Foundation Certificate Course in Psychotherapy & Counselling**

**SELF DEVELOPMENT ESSAY ASSESSMENT**

Course: -

- One-year Foundation Course in Psychotherapy & Counselling
- Intensive Foundation Course in Psychotherapy & Counselling

Term:

Year:

Essay Title:

Lecturer:

Student Name:

Date submitted by student:

Date due back from lecturer \_\_\_\_\_

Grading:                      **Pass** [ ]    **Fail** [ ]    **Re-write\*** [ ]

*\* An unsatisfactory submission may be rewritten and resubmitted only once.*

Date for resubmission: \_\_\_\_\_

Lecturer's signature and date \_\_\_\_\_

## **Marker's comments**

**Presentation** (appropriate length; grammar, clarity, coherence, layout, structure, referencing style)

**Reflective content** (self-reflection and self-development during the course,)

**Other comments**

## Withdrawal

Regent's University London reserves the right to ask a student to withdraw from the course if any one or more of the following conditions apply:

- Failure to make a 100% commitment to attendance and to be present at all component parts of their course and to be punctual for all classes and groups (The programme reserves the right to require that a student either re-takes the course or withdraws from the course if attendance is below 75% or if there is a continued lack of punctuality);
- If the academic level of the student's work is, in the estimation of the relevant assessing faculty, consistently below the standard required for the successful completion of the course as specified in the relevant guidelines stated in this Handbook;
- If, in the opinion of the Module Leader and the Self-Development group facilitator, the student's behaviour is disruptive and/or amounts to misconduct and/or is consistently below the professional standards demanded by the course, as stated in this Handbook.
- If course fees are not paid by a date agreed between the student and Regent's.

The programme places great emphasis on attendance and punctuality. The eventual award of the relevant certificate of completion is as dependent on this evidence of commitment as it is on satisfactory academic and practical work.

If it is felt that the student is unwilling/unable to engage with the personal material evoked by the course or the student exhibits behaviour inconsistent with the ethos of the course, the student will be notified by an appropriate member of staff. In serious cases, it will be the responsibility of the Module Leader to discuss related concerns with the student, set a plan for improvement, and monitor student adherence to such plan. The Module Leader, in consultation with other tutors as appropriate, will determine whether the student's engagement and/or behaviour needs to be referred to the Course Leader/Head of Programme. Upon referral to the Course Leader, a written statement setting out Module Leader concerns will be presented to the student, to which the student will be invited to respond. The Course Leader may, at their discretion, choose to develop a plan of action to which the student must adhere to remain on the course. Failure to comply with the Course Leader derived plan of action may result in the student being withdrawn from the course. However, the student will have recourse to the appellate procedures of the University's Appeals Panel. All decisions of the Appeals Panel are final.

## Award of the Certificate

Upon completion of the course requirements, successful students will be awarded a certificate of completion by Regent's University London.

Should the criteria not be met, one or more of the following options may be instituted:

- 1 A *Certificate of Attendance* may be awarded for the portion of the course completed;
- 2 The student may be required to re-write an essay or essays (**there is a maximum of one re-write**).



## **Student Copyright**

Copyright of a student's work normally lies with the student and the student can refuse to allow others access to this work. It is practice of RUL to place dissertations in the library where they are normally only made available to students within the programme for consultation and reference purposes.

### **Available help**

#### **Academic support**

Tutors in the programme are committed to the personal and professional development of their students, trainees, and supervisees, in the service of high standards in the field of professional psychotherapy and counselling. The feedback they give is designed to facilitate learning, to challenge assumptions and blind spots or negativity, foster critical thinking and to develop the professional skills of students. All students should seek to be open to feedback in a spirit of learning and exploration of what might bring greater clarity and understanding.

Course tutors are available to offer guidance in choosing oral presentation and essay topics and to indicate relevant reading additional to the given reading lists, and students should ensure that they discuss essay outlines with the relevant course tutor before commencing the written work and gain approval of their chosen topic.

### **How to write an essay**

See Appendix B in this Handbook.

## **Student Feedback**

### **Student feedback and evaluation of teaching**

It is expected that students will give informal feedback on an ongoing basis as and when appropriate. Formal evaluation regarding courses and delivery of the syllabus is invited from students on a regular basis.

### **Feedback procedure**

Evaluation pro-formas will be distributed towards the end of the course and students are asked to complete them anonymously in respect of different aspects of the course or group. Completed evaluations should be returned to the Administrative Department. Regent's is attentive to and seeks to respond to feedback from students and trainees; the more honest and specific the feedback, the more constructive it may be. Feedback is passed to and monitored by the Course Leader/Head of the Programme who will report to the Course Committee.

### **Information**

There are numerous sources of information about what is going on in the programme. While the course team will do its best to inform you of all developments it is your responsibility to keep yourself informed about changes in teaching arrangements, study requirements, assessment and so on. This Handbook explains much of what you need to know. Other sources of information to consult regularly are notice boards and Blackboard online. Of course, if need be, you are welcome to go to a member of staff, such as your personal tutor or programme administrator with any queries.

## **Appendix A**

### **Reading List**

#### **FOUNDATION COURSE IN PSYCHOTHERAPY AND COUNSELLING**

#### **READING LIST**

#### **REQUIRED READING:**

Dryden W & Reeves A (2013) *Handbook of Individual Therapy* 6th Ed. Sage: London.

[http://regents.cirgahosting.com/HeritageScripts/Hapi.dll/relatedsearch?CookieCheck=43942.4081719213&SearchTerm=~\[1446296237\]~&PlainTerm=1446296237%20\[Std.%20No.\]&Dispfmt=F](http://regents.cirgahosting.com/HeritageScripts/Hapi.dll/relatedsearch?CookieCheck=43942.4081719213&SearchTerm=~[1446296237]~&PlainTerm=1446296237%20[Std.%20No.]&Dispfmt=F)

#### **FURTHER READING**

- Bond, T (2015) *Standards and Ethics for Counselling In Action* 4<sup>th</sup> Ed. Sage: London.
- Casement, P. (2013) *On Learning from the Patient* 2<sup>nd</sup> Ed. Tavistock Publications: London and New York.
- Cooper, M. (2003) *Existential Therapies*. Sage: London.
- Clarkson, P. (2003) *The Therapeutic Relationship* 2<sup>nd</sup> Ed. Whurr Publishers Ltd: London and Philadelphia.
- Clarkson, P. & Cavicchia, S. (2013) *Gestalt Counselling in Action* 4<sup>th</sup> Ed. Sage: London
- Frankl, V.E. (2004) *Man's Search for Meaning*, trans I.Lasch. Rider: London.
- Godward, J, et al. (2019), *Personal Development Groups for Trainee Counsellors: An Essential Companion*. London: Routledge
- Gomez, L. (1997) *An Introduction to Object Relations*. Free Association Books: London.
- Jacobs, M. (2010) *Psychodynamic Counselling in Action* 4<sup>th</sup> Ed. London: Sage.
- Jacobs, M. (2003) *Sigmund Freud* 2<sup>nd</sup> Ed. London: Sage
- Kirschenbaum, H. & Henderson, V. L. (1990) *The Carl Rogers Reader*. Constable: London.
- Holmes, J. (2014) *John Bowlby and Attachment Theory* 2<sup>nd</sup> Ed. Routledge: London.
- Lemma, A. (2016). *Introduction to the practice of psychoanalytic psychotherapy*. London. John Wiley & Sons.
- Masson, J. (1999) *Against Therapy*. Collins: London.
- Mearns D. & Thorne B. (2013) *Person-Centred Counselling in Action* 4<sup>th</sup> Ed. Sage: London.

- Mitchell, S. & Black, M. (2016) *Freud and Beyond* 2<sup>nd</sup> Ed. Basic Books: New York.
- Papadopoulos, R.K. (Ed) (2006) *The Handbook of Jungian Psychology: Theory, Practice & Applications*.  
Routledge: London
- Parkes C. M. (2008) *Love and Loss: The Roots of Grief and its Complications*. Routledge: East Sussex.
- Perls, F. S., Hefferline, R. F. & Goodman, P. (1996) *Gestalt Therapy*. Souvenir Press: London.
- Quinodoz, J-M. (2005) *Reading Freud*, trans.D.Alcorn (2005). Routledge: London & New York.
- Rycroft, C. (1995) *A Critical Dictionary of Psychoanalysis*. 2<sup>nd</sup> Ed. Penguin: London.
- Spillius et al (2011) *The New Dictionary of Kleinian Thought*. Routledge: London.
- Spinelli, E. (2005) *The Interpreted World: An Introduction to Phenomenological Psychology* 2<sup>nd</sup> Ed Sage: London.
- Spinelli, E. (2006) *Demystifying Therapy*. Constable: London.
- Spinelli, E. (2015) *Practising Existential Therapy* 2<sup>nd</sup> Ed. Sage: London.
- Storr, A. (1973) *Jung*. Fontana: London.
- Thorne B. & Sanders P. (2012) *Carl Rogers* 3<sup>rd</sup> Ed. London: Sage.
- Trower, P. Et al (2015) *Cognitive Behavioural Counselling in Action* 3<sup>rd</sup> Ed. Sage: London
- Van Deurzen, E. (2012) *Existential Counselling and Psychotherapy in Practice* 3<sup>rd</sup> Ed. Sage: London.
- Van Deurzen, E. (2009) *Everyday Mysteries* 2<sup>nd</sup> Ed. Routledge: London & New York.
- Wallin, D.J. (2007) *Attachment in Psychotherapy*. Guilford Press: New York.
- Worden, J.W. (2009) *Grief Counselling and Grief Therapy* 4<sup>th</sup> Ed. Routledge: London & New York.
- Yalom, I.D. & Leszcz, M. (2005) *The Theory and Practice of Group Psychotherapy* 5<sup>th</sup> Ed. Basic Books: New York.

**Other reading may be suggested by the lecturers relating to specific lecture topics.**

## **APPENDIX B**

### **Guidelines for the Evaluation of Written Assignments**

Essays will be assessed on the following basis:

#### **Theory Essay – does the assignment:**

- Have an effective introduction?
- Address relevant theories and concepts proposed by the title and the introduction?
- Develop a logical argument, clearly?
- Have a clear structure?
- Have effective signposting (e.g. headings and sub-headings) and/or linking paragraphs?
- Have clarity of expression (by which is meant use of vocabulary, sentence and paragraph structure)?
- Have an effective concluding section?
- Have accurate referencing using Harvard Style?
- Have appropriate referencing in the body of the essay?

#### **Self-Development Essay – does the assignment:**

- Draw on self-reflections as journaled from the student's participation on the course?
- Provide some self-reflections of the student's understanding of their participation in the PPD group; taking into account group dynamics?
- Provide a true reflection of the student's experience as shared, discussed and explored in the PPD group?
- Describe and explore a deeper level of thinking that has led to a change of perspective of self and others (if relevant)
- Include anonymisation of all actual names?

#### **Threshold requirements for both essays:**

- be at least 2,000 words in length (and not more than 2,500 words), excluding notes, references and appendices;
- be typed double spaced;
- pages must be numbered;
- be reasonably free of spelling and grammatical errors;
- use appropriate text referencing and a corresponding list of references;
- include an introduction and conclusion.

# APPENDIX C

## **Guidelines for Personal & Professional Development Groups**

As this is a working group, there is no room for participants to opt out. The aim of this group is to increase the ability of each participant to openly examine personal and interpersonal issues as these are regarded as crucial aspects of psychotherapy and counsellor training. Each participant is expected to contribute to the working mood of the group. Full commitment and a serious, constructive, exploratory and open attitude are expected. All participants should be prepared to examine their personal attitudes, question their assumptions and habits and be prepared to give and receive feedback.

Course members will work in small groups with a facilitator. This will be an opportunity for students to explore their personal and interactive processes in the group, and their own personal development.

Group members should know that their best effort is required and that they can rest secure in the knowledge that they will be challenged on blind spots or negativity. They should know that whatever they say will be respected and dealt with carefully and conscientiously, if not by all members at all times, then at least by the group facilitator.

## **APPENDIX D**

### **Fitness to Practice**

As an organisational member of the UKCP the programme complies with the professional Code of Ethics and Practice for Counsellors and Psychotherapists which applies to all students and professional staff. Students and professional staff are also obliged to comply with the UKCP Ethical Principles and Code of Professional Practice <https://www.psychotherapy.org.uk/media/v1/peyoh/ukcp-code-of-ethics-and-professional-practice-2019.pdf>

In addition to meeting the learning outcomes of their programmes, applicants and enrolled students must satisfy the University that in respect of their health and conduct they do not constitute a risk to patients or professional clients and meet the requirements of professional bodies. As such, the University has a [Fitness to Practice policy](#). In order to receive the certificate of completion for the Foundation Certificate all students must be fit to practice; concerns about a student's fitness to practice will be raised in accordance with the Fitness to Practice policy.

**APPENDIX E**  
**Training Pathways**  
**(Subject to entry requirements)**

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