



**Foundation Certificate in Psychotherapy &
Counselling - One Year Programme Handbook**

2023-24

Regent's University London

Foundation Certificate in Psychotherapy and Counselling One Year Programme Handbook

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

Please note: The information given in this Handbook is correct at the time of printing in September 2023; the programme reserves the right to make changes in regulations, etc, without prior notice.

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Handbooks

Handbooks are available:

- In PDF format 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, January, April
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 Certificate Course, which takes place over a year, for four hours per week. It 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, 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 Post-Graduate 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 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 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 rationalisation 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 of the programme is its **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 School 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 Foundation Certificate Course programme believes that this deliberate engagement with difference should be reflected in the manner in which the faculty relates 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 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 a basic understanding** of a broad range of psychotherapeutic theories and techniques;
- **Theoretical skills that will enable graduates of the course to:**
Begin to formulate a model of person, of individual development and of therapeutic change derived from the primary models of psychotherapy and counselling taught within the course;
- **Transferable skills that will enable graduates of the course to:**
Reflect on interactive process and on 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 weekly 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 basic 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 practice psychotherapy and counselling skills and to give and receive feedback.

Self-Development 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 and personal development.

Confidential and Privacy

All personal material will be treated as confidential. The teaching term will hold private information i.e. the assessment of student abilities in practice group and self-development groups. The Students must not disclose any confidential information concerning other students. The confidentiality must be protected at all times.

Attendance and 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 the programme is that students attend all scheduled sessions of the course.

Attendance requirements

Students are permitted to miss a maximum of 25% of the programmes in extreme circumstances, without penalty. If more than 25% are missed the student is required to retake the course since it is deemed that they have not covered the material to a sufficient degree. In exceptional circumstances owing to illness supported by a medical certificate the student is permitted to submit an appeal (see below). Successful appeals are dependent upon additional work of suitable standard having been submitted by the student.

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.

Monitoring attendance

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.

Full details of the University's Attendance and Appeals Policy can be found in the Quality Handbook, which can be downloaded from the Registry section of the Intranet.

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.

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;

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

- a. the ethos and level of the course;
- b. 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 & PPD

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.

Curriculum

Term I

Orientation and Introduction

The first two sessions provide an opportunity for us all to introduce ourselves, and to learn more about the structure and content of the course.

Therapy before Therapists

A look at how religion and philosophy have been used as forms of therapy, together with traditions of moral guidance and advice. The session also explores how the wisdom traditions of spiritualism, shamanism, astrology or mythology have also been used as ways of understanding ourselves and the world.

A Way of Working: An Overview of Humanistic Therapy

A general introduction to main themes of this approach, seen in the context of post-war social changes. The session includes a brief introduction to the work of Rogers and Maslow and explores their legacy in today's counselling practices, including one-to-one sessions, consciousness-raising and other groups, and in the business world.

An Introduction to the Work of Carl Rogers

How did Rogers see the human being? This session presents an overview of his life and work, with an emphasis on his therapeutic goals and techniques.

Introduction to Gestalt Therapy: The Work of Fritz Perls

An introduction to the life and work of Perls together with an over-view of his basic concepts and techniques. We also explore the picture of the human being his work gives us, and see some current developments of his ideas.

The Body in Humanistic Therapy

An introduction to the life and work of Wilhelm Reich, focusing on his 'energy model' of human sexuality. We consider some of its social implications, together with more recent developments in body psychotherapy.

Describing Ourselves: The Fundamentals of Phenomenology

How often is our description of someone's behavior really an opinion of them in disguise? This session introduces key ideas from phenomenology, which can help us to take a more open stance to our own, and others' experience.

Power, Gender and Race in Therapy

We explore gender and racial oppression and discrimination in society both in past and present, focusing on the issue of power. How are the social and racial inequalities reflected in the society and how that may impact our therapeutic work and our assumptions in the consulting room?

Society, Biology and Reality

An introduction to Behavioral and Cognitive Approaches. The students learn the key principles of Cognitive Behavioral approaches. Whilst the focus is on Cognitive Approach and Aaron Beck's work., Albert Ellis' work is also briefly explored.

Review of the Term

Client study is given one week before the review of the term and then discussed during it.

Term 2

Facing the Unknown: Consciousness and Unconsciousness

Does a part of our mind take decisions and manipulate memories in ways unknown to us? Do we communicate feelings we know nothing about? Do our lives embody psychic patterns that are as old as the human race? These questions are raised by the work of Freud and Jung, and many of their followers. Today we begin with an overview of these ideas.

The Work of Sigmund Freud

An outline of Freud's work, concentrating on his concepts of ego, id and super-ego and their emergence during various described psycho-sexual stages.

Melanie Klein and Object Relations Theory

An examination of some key ideas of Klein and Object Relation Theory, including the concepts of Transference and Counter-Transference. We also explore the move from a male to a female perspective of infant development.

The Role of the Group

Many human activities are group-based, and often bring out issues that are qualitatively different from one-to-one relationships. Here we shall explore some aspects of the group process from the work of Foulkes and Bion via Sixties encounter groups to current practices. A good opportunity to reflect on your PPD experiences.

The Work of Carl Jung

Do human beings still resonate to ancient and symbolic patterns of being, first noted in the legends and mythologies of all cultures? We examine Jung's concept of the Collective Unconscious, and follow the development of current Archetypal psychology.

Finding Your Place in Life: the Work of Alfred Adler

An early disciple of Freud, Adler went on to found a 'life-style' approach to therapy that from the start saw the individual in the context of the world. We explore the work of one of the first therapists to recognise the importance of social and health education, and the child's place within the family.

Attachment Theory and Psychobiology

We discuss the key ideas of Bowlby's Attachment theory: its history, attachment styles, working models, and how it is applied in clinical practice. The session will also briefly explore psychobiology.

The Existential Alternative: a Challenge to Psychoanalysis

Are we really psychic objects defined by conflicting desires and drives? Existentialism offers a radically different view of the human being, questioning such fundamental concepts as the existence of the self, and asks if we are knowable at all.

Working with Dreams

Using psychoanalysis as a starting point, we shall explore different ways in which dreams can be explored. These include the theories of Freud, Jung, Adler, Perls and others.

Review of the Term

In this session we look at a case history from a number of perspectives to see how the theories presented so far might be applied in an actual situation. Both theory and practice sessions are used for this exercise, which will include small and/or large group presentations.

Term 3

The Frame in Therapy

Different therapeutic needs, aims and goals are explored, together with the 'boundary' issues of time, money and confidentiality. We also look at issues of training and registration of therapists through the BACP and UKCP.

The Profession of Therapy

Exploring the motivations why people become psychotherapists. changing role of the therapist, and the nature of training today

Transcultural Counselling

To what extent is the Western model of psychotherapy valid for people whose roots lie elsewhere? The issues this question raises go to the heart of our practice, which we place in the context of different cultural experiences and expectations.

A Spiritual Life

For many people, the spiritual experience is an essential aspect of their lives, yet somehow it rarely surfaces in therapeutic discussions. It seems as if therapists are frightened of the one practice that probably more cultures have in common than anything else.

Mental Health and Mental Illness

Many ideas about different emotional states are described in the language of medicine, but does that make odd behaviour an illness? We explore some common assumptions about 'mad' and 'normal' people, and look more closely at how these terms are used within different approaches.

A Matter of Ethics

All therapists are obliged to follow some code of ethics, but what is ethical behaviour? The views of philosophers and therapists are often at odds, and different goals can demand widely different responses -can they all be ethical?

Eating, Addiction and Dependency

When certain forms of behaviour dominate our lives we tend to call them addictions, and treat them differently from other activities. This week we explore how the concepts of addiction and 'eating disorders' are used by various therapeutic approaches.

Putting Theory into Practice

In this session we look at a case history from a number of perspectives to see how the theories presented so far might be applied in an actual situation. Both theory and practice sessions are used for this exercise, which will include small and large group presentations.

Working with Loss and Bereavement

Our only certainty in life is the fact of death, yet we always seem unprepared for its impact on our lives. The long-term effect of a loved one's death can leave us shattered, betrayed and angry. How should we work with these possibilities in therapy?

Ending

Timetable

Students starting in October may take the course either on Monday mornings 10.00am – 14.00, Monday evenings 17.30 - 21.30 or Saturday mornings 10.00 - 14.00. The January intake is on Thursday mornings 10.00-14.00. The Easter intake is Wednesday evening 17.30-21.30

Time Flowchart of the year

Term 1	
	Lecture
	Skills Training
	Self Development Group
	Keep a Journal
	Homework
Term 2	
	Lecture
	Skills Training
	Self Development Group
	Keep a Journal
	Homework
	Tutorial
	Write the first essay
Term 3	
	Lecture & Student Presentations
	Skills Training
	Self Development Group
	Keep a Journal
	Homework
	Tutorial
	Write the second essay

Coursework

Coursework requirements

Essays

Students will be required to write two essays for the course:

Essay 1 - Theoretical essay

By the end of the second term 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 Student Support Office via email studentsupport@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.

	PASS (Meets expectations)	REWRITE (Does not yet meet expectations)
Understanding of(a) theoretical approach(es) (from the syllabus)	<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>
Address the question/title selected for the topic	Demonstrates an ability to address the question/title selected for the topic.	Does not sufficiently address/develop the question selected for the topic, or the interpretation of the task has been erroneous
Referencing	<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>
Organisation and presentation	<p>The essay shows:</p> <ul style="list-style-type: none"> - a clear structure (introduction, development of the argument, conclusion) including effective signposting (e.g. headings and sub-headings) - ideas follow from each other. Paragraphs and sentences properly linked - clarity of expression: use of language, including appropriate vocabulary and spelling 	<p>The work lacks organisation and presentation is inadequate:</p> <ul style="list-style-type: none"> -work is disorganised and/or structure may be missing -use of language is not clear and/or may cause misunderstanding. There are numerous spelling errors

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) 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:

Essay 2 - Self-development essay

By the end of the third term 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).

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) 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"> - a clear structure (introduction, main body and conclusion) including effective signposting if applicable (e.g., headings and sub-headings). - ideas follow from each other. Paragraphs and sentences properly linked. - clarity of expression: use of language, including appropriate vocabulary and spelling. 	<p>The work lacks organisation and presentation is inadequate:</p> <ul style="list-style-type: none"> -work is disorganised and structure may be missing. -use of language is not clear and/or may cause misunderstanding. There are numerous spelling errors.

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.

Optional Academic Essay Titles (first essay)

- Compare and contrast certain key aspects of either Existential and Rogerian Psychotherapy OR any two theoretical models you have studied so far.
- Discuss the key aspects of Gestalt Psychotherapy, OR on any other theoretical model you have studied so far.
- What has been the impact of Carl Rogers' work on the Counselling movement?
- Describe and discuss the theory and practice of ONE of the following approaches:
Person-centered
Gestalt
Cognitive
Cognitive/Behavioral
Existential
Psychodynamic therapy
- Discuss how Cognitive/Behavioural or any other approach is applied clinically to treat depression.

You may choose any relevant topic of your own and discuss it with your tutor in order to gain approval for its use.

Submission of Coursework

It is important that any work submitted for marking is legible. All coursework must be submitted via BlackBoard Turnitin

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 proof-read 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 second re-write is necessary, the work will be marked both by the original tutor, and also by an independent person to resolve concerns about subjectivity in the marking.

**All coursework must be submitted electronically via Blackboard.
Coursework should never be handed directly to course tutors.**

Students should retain a copy of all work submitted.

Please use the appropriate coversheets found on Blackboard for electronic submissions.

Foundation Course in Psychotherapy & Counselling
ESSAY ASSESSMENT

Tick as appropriate: -

- Academic Essay
- Personal Development Essay

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)

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

Other comments

Self and Tutor Evaluation

Procedure - Termly Assessment and Evaluation

Students' progress and development in all three parts of the course will be monitored at the end of each term.

- At the end of Term 1, students will be asked to write a self-assessment which will be handed in but not commented upon and then returned.
- At the end of Term 2, students will be asked to complete a feedback form.
- At the end of Term 3, students will be asked to complete a feedback form.

Evaluation Criteria

The student shall demonstrate an ability to recognise and work with personal and emotional issues arising from peer and staff interactions during the course, particularly willingness;

1. 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;
2. 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;
3. To reflect in a constructively critical fashion on their response towards peers and to any matter arising out of course material and practice;
4. To learn from peer and tutor feedback and, where appropriate, to incorporate this into their own working practice;
5. 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;
6. To sit with silence;
7. To demonstrate respect for others and a willingness to be open to, and to tolerate, difference

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 his or her evaluation.

Withdrawal

RUL reserves the right to ask a student to withdraw from the course if any one or more of the following conditions apply:

- 1 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 RUL 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);
- 2 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;
- 3 If, in the opinion of the Module Leader and the PPD group facilitator, the student's behaviour is consistently below the professional standards demanded by the course as stated in this Handbook.
- 4 If course fees are not paid by a date agreed between the student and RUL.

The programme places great emphasis on attendance and punctuality. The eventual award of the relevant qualification 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 **Foundation Certificate in Psychotherapy and Counselling** 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;
- 2 The student may be required to re-write an essay or essays (up to 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 RUL's practice to place dissertations in the library where they are normally only made available to students within the programme for consultation and reference purposes.

Calendar

Academic Terms

There are three academic terms each year. For the One Year Certificate in Psychotherapy and Counselling course each term lasts for ten weeks.

Staffing

Course Leader: Dr Lea Getu

Lead Tutors: Amelia Jeans, Lea Getu, Iana Trichkova

Tutors

Amelia Jeans

Lea Getu

Iana Trichkova

Joanna Holroyd

Dr Caroline Frostick

Marta Pisarri

Stephan Dais

Information

RUL will do its best to inform you of all developments relevant to the course; however, it is your responsibility to keep yourself informed about teaching arrangements, study requirements, assessment and so on. This Handbook explains much of what you need to know. Other sources of information which are *vital* to consult regularly include notice boards and Blackboard online information. Of course, if need be, you are welcome to go to a member of staff, such as your personal tutor or course administrator with any queries. You will find the notice boards on the top floor of the Pilcher building and on landings on the stair-well of the Pilcher building and Blackboard online. You should consult these regularly for important information.

Appendix A

Reading List Certificate in Psychotherapy and Counselling Course

Required Reading:

Dryden, W. & Reeves, A. (eds.). (2013). *The Handbook of Individual Therapy* (6th ed.). London: Sage.
Bond, T. (2009). *Standards and Ethics for Counselling In Action* (3rd ed.). London: Sage.

Further Reading:

Casement, P. (2013). *On Learning from the Patient*. London & New York: Tavistock Publications.
Clarkson, P. (2003). *The Therapeutic Relationship* (2nd ed.). London: Whurr.
Casement, P. (2004). *Gestalt Counselling in Action* (3rd ed.). London: Sage.
Cooper, M. (2003). *Existential Therapies*. London: Sage.
Dryden, W. (1988). *Cognitive Behavioural Counselling in Action*. London: Sage.
Frankl, V. E. (2004). *Man's Search for Meaning: An Introduction to Logotherapy*. London: Rider.
Gerdhardt, G. (2004). *Why Love Matters: How Affection Shapes a Baby's Brain*. Hove: Brunner-Routledge.
Godward, J, et al. (2019), *Personal Development Groups for Trainee Counsellors: An Essential Companion*. London: Routledge
Gomez, L. (1997). *An Introduction to Object Relations*. London: Free Association Books.
Jacobs, M. (1995) *D.W Winnicott*. London: Sage.
Jacobs, M. (2003). *Sigmund Freud*. London: Sage.
Jacobs, M. (2010). *Psychodynamic Counselling in Action* (4th ed.). London: Sage.
Holmes, J. (1993). *John Bowlby and Attachment Theory*. London: Routledge.
Iacovou, S. and Weixel-Dixon, K. (2015). *Existential Therapy: 100 Key Points and Techniques*. London: Routledge.
Masson, J. (1999). *Against Therapy*. London: Collins.
Mearns, D. & Thorne, B. (2013). *Person-Centred Counselling in Action* (3rd ed.). London: Sage.
Mitchell, S. & Black, M. (1995). *Freud and Beyond*. New York: Basic Books.
Perls, F. S., Hefferline, R. F. & Goodman, P. (1996). *Gestalt Therapy*. London: Souvenir Press.
Quinodoz, M. (2005). *Reading Freud*. London: Routledge.
Rycroft, C. (2005). *A Critical Dictionary of Psychoanalysis* (2nd ed.). London: Penguin.
Segal, J. (2004). *Melanie Klein* (2nd ed.). London: Sage.
Spinelli, E. (2011). *The Interpreted World: An Introduction to Phenomenological Psychology*. London: Sage.

Spinelli, E. (2006). *Demystifying Therapy*. London: Constable.
Storr, A. (1973). *Jung*. London: Fontana.

Thorne, B. & Sanders, P. (2012). *Carl Rogers* (3rd ed.). London: Sage.

Trower, P. et al. (2011). *Cognitive Behavioural Counselling in Action* (2nd ed.). London: Sage.

Van Deurzen, E. (2001). *Existential Counselling and Psychotherapy in Practice* (2nd ed.). London: Sage.

Wallin, D. J. (2007). *Attachment in Psychotherapy*. New York: Guildford Press.

Other reading will be suggested by lecturers relating to specific lecture topics.

APPENDIX B

Guidelines for the Evaluation of Written Assignments

Essays will be assessed on the following basis:

- 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. Confidentiality must be protected at all times.

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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