THE BIRKBECK TRAINING SERIES 2020-2021 will be announced this summer @
http://www.bbk.ac.uk/student-services/counselling-service

Limited places – join mailing list & book early to avoid disappointment.

Please join our brand new mailing list HERE to make sure you get information about our events and other news. We will send information occasionally, but you can unsubscribe at any time and view how Birkbeck processes your personal data at www.bbk.ac.uk/myprivacycontrol

Previous workshops listed below: 2018-19 and 2019-20
THE BIRKBECK TRAINING SERIES 2019-2020

CPD WORKSHOPS FOR COUNSELLORS IN HIGHER EDUCATION

COUNSELLING SERVICE LONDON’S EVENING UNIVERSITY
The Counselling Service at Birkbeck University launched The Birkbeck Training Series in September 2018 in response to the need for specialist short-term HE specific training and a space for counsellors in the sector to meet and think together about the challenges of our work.

After the great success of the first year, we have decided to continue to develop this training series and we are delighted to invite you to our 2019-2020 series.

This time, we would like to focus on presentations or conditions which are often deemed unsuitable for short-term work. This is in response to the conflict in our day-to-day practice when faced with clients requiring longer-term therapy at a time when specialist services are being cut and waiting lists in the NHS are increasing. As clinicians working in HE we have a responsibility to offer support to these clients. This year’s series aims to support us in doing this effectively and ethically within the short-term model.

In this booklet you will find more details about each of the three training days in the series as well as information about how to book your place. Please note that the Birkbeck Training Series workshops are aimed at qualified counsellors only, particularly those who are working in a Higher Education setting.

We hope to welcome you to the 2019-2020 training series and look forward to meeting you.
About the Workshop

While many individuals are aware of the rising rate of drug and alcohol abuse in HE, it is less acknowledged that a striking 25% of college students attempt to control their weight using behaviours associated with eating disorders*. It is estimated that 1.25 million people in the UK have an eating disorder, so it is not surprising that we have seen an increase in students disclosing a current or historic eating disorder often for the first time.

Workshop Themes

- What are eating disorders?
- How do they present?
- Strategies to support those presenting with them.
- Limitations of our work, where and how to refer on to specialist services.
- Practical skills based on the emotion focused family therapy model which has proven to be helpful when working with eating disorders and is applicable in short-term interventions.

About the Trainer

Jennifer Danby is a systemic family therapist who has worked in the field of eating disorders for over 10 years. She is currently the senior therapist in the NELFT lifespan eating disorder service and previously worked at the Maudsley's Eating Disorder Unit. Jennifer is also one of the founding board members for the International Institute for Emotion Focused Family Therapy (EFFT) and specialises in coaching caregivers – professional and non-professional (parents and partners) – to have active roles in supporting individuals through an eating disorder.

About the Workshop

We are starting to see more students approaching counselling services in higher education to explore issues of gender identity. This is an area that was not typically part of our training and at times we feel out of our depth trying to work with these complex issues in a short-term model. **Please be aware that this is a potentially contentious topic that can evoke strong feelings. The presenter’s perspective is one of many and we aim to provide a respectful space for thinking.** Please note that the views expressed by presenters or any other individual in relation to this workshop are not necessarily those of Birkbeck.

Workshop Themes

- Understanding gender identity and transitioning.
- Why do we feel de-skilled to support these students?
- What can be done in a short-term model?

About the Trainer

Stella O’Malley is a mental health professional, best-selling author, public speaker and a parent with many years’ experience working in counselling and psychotherapy. Stella O’Malley, 44, of Offaly, Ireland, believed she was a boy until puberty hit and says had she been a young child living in today’s society she is ‘absolutely certain’ that she ‘would have transitioned’. Stella recently appeared on the Channel 4 documentary *Trans Kids: It’s Time to Talk*, where she examined how the experiences and options open to transgender children today compare to her own. Stella thinks that other options to help alleviate gender dysphoria are being neglected as the option of medical transition is given more emphasis than other approaches. In the past nine years there has been a 2,500 increase in the number of children accessing the NHS’s gender service.
WORKING WITH BORDERLINE PERSONALITY DISORDER (online workshop due to Covid-19)

Wednesday 24 June 2020

About the Workshop

Nice guidelines for working with BPD clients indicate that brief psychological interventions (of less than 3 months’ duration) should be avoided. However, in higher education settings we see more and more students presenting to the services with a diagnosis and no further referral to specialist services; or symptoms but no diagnosis or access to suitable interventions. As university counsellors, we feel the pressure to offer some containment and support to enable these students to access suitable treatment, yet we are aware that short-term work may not be helpful and may even be harmful. This workshop will consider such conflicts and help us understand what we can do within our role with students presenting with such symptoms.

Workshop Themes

• What is BDP and how to recognise undiagnosed clients?
• Limitations of our work, when and where/how to refer on to specialist services.
• What can we do with BPD clients in a short-term intervention?

About the Trainer

Marcus Evans trained and worked as a consultant psychotherapist at the Tavistock & Portman NHS Foundation Trust and has over 35 years’ experience in mental health as a practitioner, supervisor, lecturer, and manager. He’s also had a private practice since 1995.

Marcus was one of the founding members of the Fitzjohn’s Service, for the treatment of patients with severe and enduring mental health conditions such as Borderline Personality Disorder in the adult department at the Tavistock.

He has written and taught extensively on the subject and is the author of Making Room for Madness in Mental Health: the psychoanalytic understanding of psychotic communications, published by Karnac in the Tavistock series.
The Counselling Service at Birkbeck University is delighted to invite you to participate in our Counselling in Higher Education Training Series.

University support services are experiencing challenging times; with ever growing demand and longer waiting lists of students with serious and complex mental health problems that need specialist short-term interventions.

With secondary mental health services, being cut or even closed, and waiting lists for psychiatric assessments and psychological therapy increasing, we are faced with unprecedented challenges.

It is our intention to open a space where we can learn from each other by discussing key topics and challenges relevant to our clinical work.

You will find more details about each of the three of the training days of the series in this booklet as well as how to book your place.

We hope to welcome you to the 2018-2019 training series and look forward to meeting you.
About the Workshop

In a context where short-term counselling has become the norm in university counselling, the role of the assessment is complex and multi-dimensional. In generic therapeutic settings, counselling assessments are used to identify and explore the presenting issues of clients as well as consider suitability for different forms of psychological support. In HE there can be further requirements such as detecting academic as well as personal risk and sign-posting clients to different or additional sources of support. In this training, we will consider the skills, knowledge and attitudes required of university counsellors in order to carry out effective assessments. We will look at the impact good assessment has on practitioners, their clients and their counselling services.

Workshop Themes

- What is understood by assessment
- Objectives of the first consultation within a university setting
- Suitability for short-term counselling/finding a focus
- Using the primary task of the institution in decision making
- The importance of collaborative assessment with emerging adults
- Benefits to counsellors and universities of context specific assessment

About the Trainer

Terry Patterson qualified in 1994 from the Birkbeck Student Counselling training and after working in primary care counselling for 7 years she worked as a Senior Counsellor at University of Sunderland before taking up the Head of Service role at Queen Mary, University of London in 2004. She was Chair of the Birkbeck Counselling Association and sat on the editorial board for the International Journal Psychodynamic Practice. She has taught on an MSc in Psychodynamic Counselling and Psychotherapy course and for 5 years was on the Executive Committee of HUCS (Heads of University Counselling Services). She now works as a counsellor at the London School of Economics and has a private practice offering specialist supervision for university counsellors in London and online.
About the Workshop
The aim of this workshop is to engage our thinking about suicide in university students, a group which is recognised internationally by WHO as being at high-risk. The aim is to equip counsellors in Higher Education with tools to work with this client group and we hope that participants will leave the training with a better understanding of suicide, their own effectiveness, more skilled in risk assessment, able to collaborate with colleagues and patients and identify support for them.

Workshop Themes
- What is suicide? – An exploration of theories and psychology/understanding of suicide
- Commonalities and differences in suicide
- Signs and clues – getting a sense of the suicidal mind
- Identification and assessment – protocols, referral pathways
- Working with risk in short-term interventions
- Confidentiality and ethics
- Exploratory consequences

About the Trainer
Antonia Murphy is a registered UKCP intersubjective psychotherapist and supervisor, with over twenty-five years of clinical experience in the NHS, the third sector and private practice. As well as her clinical work, Antonia managed the primary care counselling service in Derbyshire from 1998-2006, and was a founding director of Counsellors and Psychotherapists in Primary Care (CPC) and chair of the UKCP PCIP college training assessment committee until 2015. Her training portfolio includes course design and delivery of CPC’s multi-modality supervision training programme, and more recently she has developed her long-term clinical interest in working with suicide into a training which has been delivered to over forty universities and other settings. She is the former editor of the Journal for the Foundation of Psychotherapy and Counselling, an editorial board member of the Journal of Psychodynamic Practice; she is co-author (with Joan Foster) of Psychological Therapies in Primary Care: Setting up a Managed Service and author of the book Out of this Work: Suicide Examined.
WORKING WITH TRAUMA AND SEXUAL ABUSE

26 JUNE 2019

About the Workshop

Counsellors in Higher Education are regularly facing the challenge of working with clients that have experienced trauma and sexual abuse. It is often at University Counselling Services that this client group disclose their trauma for the first time, leaving counsellors faced with the challenge of working with the trauma for only a few sessions. We would like to provide a space to learn and reflect on how to best work with this client group.

Workshop Themes

• Introduction to the three-phase-model with a focus on the first phase:
  o Phase 1 focuses on ensuring the individual’s safety, reducing symptoms, and increasing important emotional, social and psychological competencies
  o Phase 2 focuses on processing the unresolved aspects of the individual’s memories of traumatic experiences
  o Phase 3, Consolidation of treatment gains to facilitate the transition from the end of the treatment to greater engagement in relationships, work or education, and community life
• Emphasis on Phase 1 and how to create a safe environment in which survivors can learn the skills to restore control over trauma symptoms.

About the Trainer

Christiane Sanderson has a BSc 1st Class Honours degree in Psychology from University College London and a MSc in Counselling Psychology. She is a member of the British Psychological Society with 24 years of research and clinical experience in childhood sexual abuse, rape, domestic violence and complex trauma.
Christiane writes and delivers training on child sexual abuse, child protection, rape, and domestic abuse to both the voluntary and statutory sector. Christiane is a well published author and some of her titles include: Counselling Skills for Working with Trauma (Essential Skills for Counselling); Counselling Survivors of Domestic Abuse; Introduction to Counselling Survivors of Interpersonal Trauma and Counselling Adult Survivors of Child Sexual Abuse.