Department of Psychosocial Studies

Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy

Handbook

2014/15
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The Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy

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Introduction
Welcome to Birkbeck College and to the Foundation degree in Psychodynamic Counselling and Cognitive Behaviour Therapy. We hope that you enjoy the time that you will be spending with us over the next three years.

The staff responsible for the Foundation degree are listed below and are always pleased to answer your queries. The academic staffs are part-time and may be contacted via the Counselling Administrator in addition to the contact details that are given below. The aim of this handbook is to describe the content, process and regulations of the Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy. You will find the basic information you need to follow the course and, for the most part, the sections of the handbook follow the order in which they occur on the course. The book also aims to give some general advice about making best use of the course and the tutorial system. You will be assigned a personal tutor with whom you will have planned individual tutorials twice a term in the first year. In the second and third year you will have tutorials once per term. You will have a different tutor in each year. Where possible, basic necessary information is summarised and set out in boxes for quick reference.

The handbook gives a general overview of the course and is correct at the time of writing. Students should note that certain details of the course such as the nature of some assignments may be subject to change as the course evolves, and should consult the course intranet for revisions and changes.

Administrative Staff

Administrator for the Foundation degree: Zadiel Santospirito can advise on fees, enrolments, application forms, general enquiries, availability of places, change of course, room bookings, contact/messages for lecturers, and general information. Zad is available on Mondays, Tuesdays and Wednesday mornings. Please e-mail z.santospirito@bbk.ac.uk
For other confidential matters and guidance, late submissions, submission of mitigating circumstances and missed deadlines, Zadiel will direct your query to the appropriate person. Please also let your personal tutor know of any difficulties you might be having.

Academic and teaching staff

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Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy - Overview

The Foundation Degree is a dual track training in both Short-term Psychodynamic Counselling and Cognitive Behaviour therapy. Each modality is studied simultaneously throughout the period of the course.

Psychodynamic Counselling and Cognitive Behaviour Therapy are based upon distinct theoretical frameworks and ways of practicing clinically as well as sharing in some common principles and methods and this is reflected in the design of the course.

Short-term Psychodynamic Counselling
A Psychodynamic approach is based upon the principle that repetitive patterns can be identified in the narrative of an individual’s life. In short-term psychodynamic counselling a central pattern becomes the focus for collaborative work within a time-limited framework. Establishing a Dynamic Focus and working with the termination of the work and its emotional meaning are therefore key and distinguishing components of short-term psychodynamic counselling.

More broadly there are a number of fundamental principles which underpin a psychodynamic approach to counselling.
It is through both new understanding and new adaptive experiences that insight is gained and thus the possibility for change and development to take place.

Relationships and activities are dynamic and each person is both author and product of his or her own history.
A psychodynamic approach is concerned with understanding the nature of the relationship between conscious and unconscious worlds and contains the belief that unconscious processes, manifesting in repetitive patterns, often determine our understanding of reality and our perception of others and of ourselves.

Emotional growth is often inhibited and distorted by anxieties or defences which are historic in origin but which are powerful and shape the present.

There is a continuous interplay between past relationships and thoughts, feelings and experiences and their effect on current relationships, and between external relationships, past or present, and different parts or aspects of the inner personality.

Short-term Psychodynamic Counselling uses concepts derived from Psychoanalysis and Attachment theory. It includes the work of Sigmund Freud, Melanie Klein, Donald Winnicott and John Bowlby as well as other more recent and current theorists and practitioners such as David Malan, James Mann, Lester Luborsky, Hanna Levenson and Alex Coren who have elaborated the particular conceptual framework for working with a Focus within a limited amount of time.

Short-term Psychodynamic Counselling is concerned with understanding and giving meaning to people’s internal world and interpersonal relationships and in enabling them to gain some appreciation of the repeating maladaptive pattern in the narrative of their life. By recognising this focal pattern it then becomes possible to make some more adaptive changes in their life including the way in which they express their feelings in interpersonal relationships.

A key component to the work is the relationship between the counsellor and client, which provides a vehicle for re-experiencing past relationships, conflicts, feelings and beliefs, particularly those relating to the focal pattern and issues relating to termination and loss, in a setting where these can
be thought about and understood, rather than being acted upon, sometimes in an unhelpful or destructive way. The counselling relationship can provide the client with new experiences in which the client discovers that they are able to express their feelings and thoughts in more adaptive ways.

Another key component of the work is the counsellor’s capacity to monitor and explore their own feelings and responses, and to make use of this thinking in the service of the focused work with the client. Counsellors need to learn to be able to bear some uncertainty and not-knowing as the work unfolds.

Psychodynamic counsellors need to be able to recognize and work with both the positive and negative feelings which arise in the work, both their own and their clients, and to understand that it is through the integration of these parts of the self, and facilitating their more adaptive expression in interpersonal relationships, that a more realistic appraisal of the difficulties being experienced, and capacity to deal with them effectively, can be reached.

**Cognitive Behaviour Therapy**

Cognitive Behaviour Therapy is based on the principle that cognitions (thoughts, images and memories) and behaviours have a significant impact on mood. A change in cognitions and/or behaviours will alter experienced emotion. Emotions, cognitions and behaviours are all interconnected. The concept of the inter relationship between the cognitions, behaviours and emotions underpins a theoretical understanding of both ordinary everyday life and psychological distress and disturbance.

Broad principles underlying Cognitive Behaviour Therapy are:

- The theory and practice of Cognitive Behaviour Therapy is research and evidence based
- Cognitive Behaviour Therapy requires a therapeutic relationship but the relationship, in and of itself, is not sufficient to bring about change and relief from distress
- Therapy focuses on the ‘here and now’ unless the client and/or the therapist believe that it is important to explore the impact of past events
- Work is collaborative; both client and therapist work together on an agreed understanding or formulation of current difficulties
- The collaboratively agreed formulation acts as a treatment ‘road map’ and highlights treatment options, techniques and goals for therapy
- Treatment is often related to specific psychological presentation; there are formulations for depression and a number of anxiety presentations
- Treatment is often short-term
- Sessions are structured
- Outcomes are measured in order to ensure goals are achieved and treatment is effective
- Treatment relies on the therapist being able to think creatively and empathically about their clients

The cognitive aspect of Cognitive Behaviour Therapy refers to interventions and treatments that address cognitions which directly or indirectly generate distress. Techniques aim to increase awareness of thinking processes and the ways in which people generate meaning out of their experiences. Techniques such as Socratic questioning and guided discovery are used to explore cognitions and cognitive styles. Often clients are helped to evaluate their thoughts and generate alternative, less distressing and more realistic understandings of events.
Cognitions can generate difficulties but behaviours or actions can also generate and perpetuate psychological distress. Behaviours such as avoidance can act to maintain problems. Therapy, in the context of a collaboratively agreed conceptualisation, encourages clients to test assumptions and fears allowing for behavioural change. Interventions around behaviour can include experiments, activity scheduling, surveys, monitoring outcomes and acting in different ways. Behavioural changes are supported by work in the session with the therapist.

**Generic Counselling Themes**

Undertaking Counselling work is a serious commitment and counsellors need to ensure that clients know what they are committing themselves to and what the boundaries and requirements of this work may be. The counsellor is responsible for managing these boundaries of confidentiality, time, the setting and other contractual issues. Students are expected to abide by the British Association for Counselling and Psychotherapy’s Ethical Framework for Good Practice in Counselling and Psychotherapy.

Key to working with clients, from whatever theoretical standpoint, is the capacity to approach distressed or confused people in a respectful, empathic way so that the client is able to feel understood. An essential course requirement is that students think about and explore what they are doing, try to understand the implications of a particular action or thought, and attempt to ensure that they do not become entrapped in unhelpful responses. Students are encouraged to think independently and arrive at their own position, but this needs to be grounded, thought through and open to evaluation. This is really at the heart of the course: that students take an evaluative and reflective stance in relation to themselves and to their professional role. These capacities lie at the heart of both psychodynamic counselling and cognitive behaviour therapy.

**The Setting & Organisational Processes**

The setting in which counselling is offered may also impact upon aspects of the work and great attention is paid on this course to thinking about unconscious processes in the institutional setting. Here the work draws on psychoanalytic and systemic ideas as they are applied to institutions, and students on the course are required to work in a temporary institution themselves (see section 1:12 on ‘The Group Relations Training’).

The Learning Journal

The purpose of the learning journal is to develop self-awareness by reflecting on your learning experiences during the course.

Your journal should include:

- A personal record of your thoughts, ideas and feelings on how your knowledge, understanding and skills are developing on the course;
- Thoughts on the various concepts and theories you encounter;
- You are recommended to complete a minimum of a page a week. Please bring A4 Ring Binder to the first class and bring the journal into class each week. You will sometimes be asked to complete an exercise that involves your journal.

The learning journal is confidential and will not be read or marked by your tutors, but you will be asked to refer to the journal throughout the course.
1.1 The First Year

The course during the first year is divided into three consecutive modules, each lasting for one term, and introduces the students to the fundamental conceptual framework and skills of both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy.

Structure of the Modules
The course is taught on two evenings per week for three terms. Each evening is divided into three components, amounting to a total of six components.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Year 1</th>
<th>Psychodynamic</th>
<th>Cognitive Behaviour Therapy</th>
<th>Experiential</th>
<th>Generic Skills Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Module 1</td>
<td>Lectures and Seminars on the Clinical Concepts of Short-term Psychodynamic Counselling</td>
<td>Lectures and seminars on the Clinical Concepts of Cognitive Behaviour Therapy</td>
<td>Small Experiential Learning Group Weekly</td>
<td>Generic Counselling Skills</td>
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<td></td>
<td></td>
<td>Practice Skills</td>
<td>Practice Skills</td>
<td></td>
<td>Personal Development Planning</td>
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<td></td>
<td></td>
<td>The Therapeutic relationship: Introduction to basic counselling skills</td>
<td></td>
<td></td>
<td>Large Experiential Group</td>
</tr>
<tr>
<td>Term 2</td>
<td>Module 2</td>
<td>Lectures and Seminars on the Clinical Concepts of Short-term Psychodynamic Counselling</td>
<td>Lectures and seminars in the Clinical Concepts of Cognitive Behaviour Therapy</td>
<td>Small Experiential Learning Group Weekly</td>
<td>Generic Counselling skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice Skills</td>
<td>Practice Skills</td>
<td></td>
<td>Preparing for placements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focusing and Case Conceptualisation: Introduction to basic counselling skills</td>
<td></td>
<td></td>
<td>Psychodynamics of Organisational Processes</td>
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<td></td>
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<td></td>
<td></td>
<td>Large Experiential Group</td>
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<tr>
<td>After end of Second Term</td>
<td>Weekend Group Relations Training</td>
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Organisational Dynamics – Experiential Learning

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Module 3</th>
<th>Ethical and professional Framework for Counselling</th>
<th>Lectures and Seminars on the Clinical Concepts of Short-term Psychodynamic Counselling</th>
<th>Lectures and seminars on the Clinical Concepts of Cognitive Behaviour Therapy</th>
<th>Small Experiential Learning Group Weekly</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice Skills</td>
<td>Practice Skills</td>
<td></td>
<td>Generic Counselling Themes</td>
</tr>
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<td></td>
<td>Large Experiential Group</td>
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</tbody>
</table>

### 1.2 Teaching elements

#### Clinical Concepts Lectures and Seminars

Students will attend weekly seminars in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy in which they will be introduced to the study of the theoretical and conceptual framework for each modality. The format of the seminars will be flexible and will include opportunities for students to take turns to present their ideas and thinking about the reading for a particular week and how the concepts can be applied. The subsequent discussion will aim to clarify the ideas so that gradually the student acquires a body of theoretical knowledge with which to inform their clinical practice.

#### Practice Skills

Students will also have an opportunity to develop skills in the practice of both modalities through structured experiential exercises and role plays followed by discussion and reflection upon what has been experienced. There will also be opportunities to view training DVD’s and to discuss the application of demonstrated skills to clinical practice. The aim is to enable students to begin to develop practice skills in preparation for the beginning of their training placements in the second year.

#### Small Experiential Group

The small experiential group which meets weekly offers the students an opportunity to reflect together on their experience of learning about psychodynamics and cognitive behavior therapy with one another on the course. The tutors take on the role of group conductors. In this role the tutors offer reflections on the observable process within the group. Here as a student you have the opportunity to reflect directly on the workings of personal and group dynamics.

#### Generic Skills Workshops

The generic skills workshops will cover a number of topics.
- Personal Development Planning
- Study Skills
- Diversity
- The Psychodynamics of Organisational Processes
- Generic Counselling Themes
- Large Experiential Group - once per term.
The workshops have been designed so that they include both a small amount of reading in preparation for the topic being covered as well as an opportunity in the workshop themselves either to

- Take part in an experiential exercise that is related to the topic being studied,
- Share an observation that they have undertaken that relates to the topic,
- Share the results of an exercise or collation of information that they have undertaken in their private study.

The first term will focus upon exploring and developing generic counselling skills, which apply to both modalities, and which includes studying ethical frameworks and codes of practice. There will also be Workshops on developing Study skills such as using the e-library and Moodle, writing essays and making oral presentations, as part of Personal Development Planning.

In the second term Workshops will focus on exploring the way in which psychodynamic concepts can be employed to gain an understanding of the processes that take place in groups in organisational and workplace settings. The students will also be introduced to the process of applying for placements and begin preparing for this.

In the third term Workshops will include further generic counselling themes such as writing reports and note taking, risk assessment and child protection, and preparing for being Supervised in your placements. There will also be workshops on aspects of Diversity.

In each term there will be a larger group experiential exercise when the students and tutors meet as a large group. On this occasion one of the tutors takes the role of consultant to the group. The purpose of the large group meeting is to explore the dynamics within the student group as a whole and how this affects the way the course is experienced. The conductor comments on the group processes present.

1:3 First Year Assignments

Dates when essays are due will be confirmed on Blackboard during the first half term.

Module 1.

Students will be asked to write and essay of 3,000 words in which they will be asked to explore the contribution of the working alliance to the development of an effective therapeutic relationship in both psychodynamic counselling and CBT. This can be illustrated with examples drawn from your experience of using counselling skills in your workplace or voluntary experience, your participation in and observation of skills exercises or role plays on the course as well as personal reflections drawn from you PDP Journal.

Module 2.

Students will be asked to write an essay of 2,000 words demonstrating that they have gained an understanding of the Triangles of Insight and the Therapeutic Triangle and their use both in establishing a Focus and in the making of interpretations in ongoing work. They will also be expected to show that they have an understanding of the function of a Focus and therapist activity in lessening the likelihood of client regression.
This can be illustrated with examples drawn from your experience of using counseling skills in your own workplace or voluntary experience, their participation in and observation of skills exercises or role plays on the course as well as personal reflections drawn from their PDP Journal.

Students will be asked to write an essay of 2,000 words about the following question: Demonstrate why case conceptualization is or is not important in CBT. Make reference to outcome literature. This can be illustrated with examples drawn from your experience of using CBT skills in your own workplace or voluntary experience, your participation in and observation of skills exercises or role plays on the course as well as personal reflections drawn from your PDP Journal.

Module 3.

Students will be asked to write an essay amounting to 3,000 words. Using a case example drawn from your skills practice on the course or a relevant professional experience explore the similarities and differences in the way in which CBT and Brief psychodynamic counselling provide safe, professional and ethical practice.

1:4 Studying, preparation and the course assignments

The learning process of this course depends on the active participation of all the students. It is therefore important to do the reading in good time prior to seminars and be well prepared if you are presenting in any session. Making sure that you have set aside specific study time and have a suitable place to study is, of course, important. As the course proceeds, the demands it makes on your time will increase steadily and keeping up your reading around the subject as well as within the reading list will greatly improve your understanding.

1:5 Guidance for written assignments

In writing your assignments you need to attend to the following basic general criteria. Write and use language clearly Plan your assignment so that it has a coherent structure, including an introduction a middle section where you make your points and a conclusion Show that you have an understanding of the way in which concepts can be linked and understood Provide a clear logical line of argument for the points that you make Illustrate your argument with evidence such as from your clinical or observational experience which supports the point you are making Ensure that you answer the question and that you focus upon the task that you are set in the title of the assignment Demonstrate that you have gained an understanding of the concepts that you have studied in seminars and lectures that relate to the task of the assignment. Avoid repeating arguments or points Try to provide some critical evaluation of the concepts or ideas that you employ Ensure that you fully reference all sources in the text as well as including them in a separate reference section at the end of your assignment (see section 1:8 for guidance on referencing)
The following section gives more detailed guidance relating to the marking scheme and how it relates to the qualities that are demonstrated in your written assignment.

FOUNDATION DEGREE IN PSYCHODYNAMIC COUNSELLING & COGNITIVE BEHAVIOUR THERAPY:-

MARKING SCHEME FOR WRITTEN WORK

WHAT THE MARKS MEAN

All marks are given in percentage:
40% Pass
60% - 69% Merit
70% and above Distinction

Each piece of work will be marked using the following categories:

A. Planning and structure
B. Clarity of language and expression
C. Ability to describe and understand relevant theory
D. Ability to use theory to develop and pursue an argument (think critically, sustain a point of view)
E. Psychodynamic / CBT understanding: theory/practice links
F. Overview

Fail:
A partial and superficial answer to the task with limited material relevant to the question.
Reliant on a minimal range of reading and poor attention to detail
Lack of planning, inadequate structure
Unclear or inaccurate use of language;
Repetitious consisting of a string of weak assertions or opinions which may not be related to each other
Failure to answer the question
Relevant theory is absent or inaccurately described or poorly understood with no or inadequate links to practice,
Insufficient evidence of understanding of short-term psychodynamic counselling and/or cognitive behavior therapy.

Pass:
Task examined in a systematic way
Sufficient planning and with an adequate structure,
Clarity of language
Showing a good enough understanding of relevant theoretical debates but may be descriptive or generalized.
Reliant upon material presented in class and some extra relevant information
Sources generally well cited
Showing an ability to link theory to practice
Demonstrating evidence of understanding short-term psychodynamic counseling and/or cognitive behavior therapy.
Merit:
A complete examination of the task
Well planned and structured
Clear and careful use of language.
Accurate, clear and thoughtful description of theory showing a developed ability to understand the key concepts and their links with each other
A well-informed and broad knowledge of the relevant literature, demonstrating evidence of background reading beyond material covered in seminars that is brought in to support arguments.
Sources well cited and correctly referenced
Practice is described in a theoretically informed and insightful way,
Showing a sound and well-grounded level of understanding of short-term psychodynamic counselling and/or cognitive behavior therapy.
An argument or point of view is developed and coherently pursued and well buttressed, with evidence and illustrations showing an ability to think in a consistent and critical and evaluative way.

Distinction:
as for Merit, but in addition
Task examined to a very high standard, totally focused on the question.
Evidence of original thinking and/or a level of understanding and analysis showing depth, penetration and sophistication as well as breadth.

Marks are determined by the Board of Examiners. Any mark given to students by tutors prior to the Board of Examiners meeting is provisional, and subject to revision.

1:6 The Marking System

We ask you to submit your assignments electronically online through Turnitin which is part of the electronic learning environment known as Moodle (see section 1:15). The course administrator should have allocated you a number and this should appear on your essay. Only the record copy should show your name and your signed disclaimer.

Your essays are marked in accordance with college policy for levels 4 & 5 assessed work.

In year one, Modules 1, 2, & 3 to ensure consistency a sample of the essays for each assignment will be double marked by a second tutor.

In year two, Module 4. to ensure consistency a sample of the work based learning projects will be double marked by a second tutor. In Modules 5 & 6 all case studies for both short-term psychodynamic counselling and for Cognitive Behaviour Therapy will be double marked by a second tutor.

In year three, Module 7 all of the case studies for both short-term psychodynamic counselling and cognitive behaviour therapy will be double marked by a second tutor.
The assignment for Module 8 on evidence based practice will be double marked by a second tutor.

Your essays will not be returned to you so make sure you keep a copy when you submit.
1.7 GUIDELINES FOR THE PRESENTATION OF YOUR COURSE WORK

Preliminary pages

Title Page - This must show the title, author or candidate number, because of blind marking and date, in capitals spaced and centred. And at the foot of the page the following statement:

“Project/Essay etc (as appropriate) submitted for the award of Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy, Birkbeck College, University of London”

Preface - An optional section only used when you wish to make acknowledgements and/or indicate special abbreviations and usages.

Contents - A list of the chapter headings and their page numbers. If, as in a longer piece of work, there are several preliminary pages, they should be numbered with small Roman numerals (i, ii, iii, iv, v etc.)

Presentation

Papers should be word processed, double spaced on A4 paper, and the pages should be numbered. Short essays, and the case studies can be presented in a suitable plastic folder. (Not a ring binder).

At the end of the main text of the essay you should show the word count.

Main Text

The text of the essay should have numbered consecutive pages throughout. If the text is in sections (groups of chapters), insert a titled page between each section.

Make sure that you use a consistent typographical system for headings and sub-sections; and a consistent indenting or attention device, but beware of over-complicating your layout.

Tables and diagrams must be clearly labelled and explained. They should appear immediately after they are referred to in the text and should be noted there (e.g. see Table 1).

Appendices

Use an appendix if you have material which is supplementary rather than essential to the main text and argument. Separate this material according to type in different numbered appendices if necessary. Such sections should have a title, be numbered with Roman numerals like the preliminary pages, and should be listed on the contents page. Please note that the number of words that you use in an appendix will contribute towards the overall word count of your assignment. (in CBT assignments client homework sheets and records do not need be included in the word count)

Disclaimer

On a separate and detachable sheet you should show the following statement which you should sign and date.
“I certify that the work submitted herewith is my own and that I have duly acknowledged any quotation from the published/unpublished works of other persons.”

REFERENCING

You should use the following system for referencing. You will find it best to note and type out in full your referencing as you write your paper. This will save time and effort later on. Key information and examples are shown in bold type below for emphasis.

In the Text

Identify all references to books, articles and other sources at a suitable point in the main text by the author’s last name, year of publication, and page numbers if appropriate, separated by commas within parentheses.

If the author’s name is in the text use the year only in parenthesis e.g. Smith (1998).

If the author’s name is not in the text, include both the author’s name and year of publication thus: (Jones, 1980) or with pagination (Brown, 1978, 44-45).

With dual authorship use both names: (Easton and West, 1967).
For more than two authors use “et al.” (Easton et al, 1984).

If there is more than one reference to the same author distinguish them with the use of letters: (West, 1983a).

A series of references can be shown within parentheses separated by semi-colons: (Brown, 1986; West 1983; MacArthur 1979).

Quotations in the text should be within single inverted commas.
A quotation within a quotation has double inverted commas.
If longer than two or three sentences, a quotation should be indented without inverted commas.

Quotations should include the page number on which the quotation appears in the book or journal. This should be referenced in the text alongside of the name of the author and the date of publication in parenthesis. A colon should separate the date and the page number. e.g.

‘Clients must be able to trust their therapists to respect their confidentiality’ (Howard, 2010:39)

The Format of References

Every reference in the text should appear in a reference list at the end of your paper, listed alphabetically by author and year of publication as shown in the examples below which are fictional.

Note the order of the reference as follows:


Electronic References
Electronic sources include online journals websites or webpages, web or e-mail based discussion groups and newsletters.

Online Journals

*Websites/ Webpages* Always add the date the site was accessed e.g *[http://psychclassics.yorku.ca/Freud/Origin/index.htm](http://psychclassics.yorku.ca/Freud/Origin/index.htm)*: accessed on 1 July 2008

Paraphrasing in your essays: An Important Point
In addition to referencing quotations, if you summarize an author’s ideas then you should refer to that author in the text and provide a reference at the end of your assignment, as set out above
See section 1:9 on Plagiarism for further guidance

1:8 Preparing for Seminars on Clinical Conceptual and Generic Skills Workshops

Preparation for Seminars on Clinical Concepts
You will be asked to make a number of presentations in the Short-term Psychodynamic Counselling theoretical seminars. In preparing for this you will need to have read the article more than once and to have made some notes from which you can identify the key themes and ideas that are present in the article or chapter. To add interest and stimulate thinking and debate in the seminar you will be asked to include in your presentation either

- Something that relates the concepts to an observation that you have made either at work or in some other aspect of your life.
- Something that relates to any clinical or counselling skills work that you have undertaken
- Something that relates the concepts to the arts and the wider culture
The presentation is intended to be brief, (no more than ten minutes). It is important that your presentation contains your own ideas and examples and illustrations and is not merely a regurgitation of the paper. Your presentation provides the starting point for the group discussion.

For the Cognitive Behaviour Therapy seminars you are expected to complete the essential reading. You will also be expected to think about the previous seminar and use your personal development log as a bridge between seminars. As the year progresses, you will use Cognitive Behaviour techniques to develop your own understanding of your own cognitions, behaviours and emotions through experiential learning and reflective self-practice.

Preparation for and Participation in Generic Skills Workshops

Observations
In the Generic Skills Workshops there will be occasions when you will be asked to make some observations usually in relation to your workplace as part of your Workbased Learning and in relation to your study of the Psychodynamics of organizational processes. You will usually be asked to share the observation in pairs or small groups initially before having the opportunity to share the observation in the larger group and to engage in discussion and comparison with the observations of other students. Your record of your observation will need to include sufficient detail to bring the situation to life. Try to describe the situation as clearly and directly as possible. In addition you should aim to include an observation of your own feelings and responses to the situation as accurately as possible.

Personal Development Planning
This is an intrinsic part of the course which involves students having an opportunity to develop, monitor and reflect upon their personal aims, skills, attitudes, qualities and competencies. These will be explored in relation to the process of learning on the course itself as well as their application to working effectively in workplace settings and the development of a professional career.

Diversity
To facilitate learning and development in relation to themes of Diversity such as differences of culture, race, sexual orientation, gender, class and disability there will be exercises which will aim to facilitate your ability to reflect more deeply upon each of these themes and to identify patterns and underlying assumptions as they emerge. A similar openness to engage in playful exploration and experimentation and to share findings with others will also facilitate learning from these exercises.

1:9 The Group Relations Conference -Training

Students participate in a Group Relations Conference Training weekend in the First year of the course. This take place after the end of the second term. The Group Relations Training is a temporarily created organisation which is devoted to the study of group and organisational processes. There is no formal didactic teaching. The weekend is to further students’ understanding of group and organisational dynamics through experiential learning.

There are no teaching sessions or seminars in the Group Relations Conference Training. It is organised in such a way that the defences of familiar everyday structures, conventions and procedures are removed. This enables the study of usually latent and unconscious forces and anxieties. This gives members ways of examining and understanding how they get caught up in unconscious organisational processes so they can learn to exercise their own authority and gain greater influence over their working environment.
The Members, in a variety of roles and a variety of settings, are able to explore and learn about the inter-play and tensions between the individual and the group and the individual and the organisation. Specifically, they have the chance to experience the part they play in different kinds of authority relations. They also experience the forces brought to bear when taking a role requiring leadership or followership.

The Staff (who will not usually be drawn from the Fd teaching team) have several roles in the Group Relations Training. Overall, their role is to provide a programme and to create a reliable enough container – the temporary organisation – to enable members’ experimentation and learning from experience to take place. The Staff act as managers to facilitate the work of the Group Relations Training event. The Staff also take up specific directorial, administrative and consultancy roles. As consultants in the various ‘here and now’ events, staff will offer observations and hypotheses based on their understanding of what is happening.

The date for the Group Relations Training event will be confirmed during the first term.

1:10 Student /Staff Exchange

At the beginning of the year students are asked to select two representatives. (You may also wish to select a third member to stand in, in the event of absence.) These representatives will meet with the staff team once a term on behalf of the student group to raise specific issues and reflect in general on the course as a whole. The student representatives should take responsibility for how they conduct their role and consider how they consult with their group and represent them effectively.

1:11 Using your tutorial

Each student is assigned a personal tutor. In the first year you will be offered two designated meetings with your tutor each term. In years two and three you will offered one designated meeting per term. You may wish to have additional tutorials in which case these can be arranged with your tutor. You will be assigned a different personal tutor for each year of the course. Building a working relationship with your tutor is important. Your tutor is there to keep an evaluative and supportive eye on you and your development on the course. It is very important that, should you find yourself in difficulties during the course, you inform your tutor. In any case keeping your tutor in contact with your feelings and thoughts about your general progress helps you both make fair evaluations of your development and understanding. The progress of your personal development and its relation to issues with regard to what might need to be addressed in your personal therapy are part of this process. Alongside the informal aspect of your tutor’s support, the tutorial is the place where your formal progress under the student review (section 1:21) is discussed.

1:12 Personal Therapy

It is a requirement that you are in personal therapy by the end of year 1 and in order to pass the student review at the end of the first year you need to provide evidence that you have started your therapy by providing the name and contact details of your therapist.

It is strongly recommended that you start your personal therapy as early as possible during your first year of the course. Personal understanding and a capacity for self-reflection are essential components in the development of your ability and skill as a clinician, and also to your development as a professional. Although there are opportunities to develop these capacities on the course –
particularly in the experiential groups and the group relations conference – students also need a setting in which their individual needs, difficulties, conflicts and repeating patterns can be explored and understood. Indeed, a student who has had no experience of being a client will be too inhibited or fearful to make good use of the opportunities for self-development on the course. For this reason students are required to be in personal therapy for the duration of their placements on the course. Some placements have a requirement that you have been in therapy for a minimum of one year before commencing your placement.

The minimum requirement is once a week therapy. Students are recommended to choose more experienced practitioners as their personal therapist, as they are more likely to learn from therapists who themselves have had time to develop and mature.

All students who start the course should discuss their existing therapy arrangement, if they have one, with their tutor. Tutors will assist and offer student’s advice in finding suitable approved therapists.

The student’s personal therapy, however arranged, is confidential. However, throughout the course your tutor may ask in general terms about the progress of therapy. You will be asked to provide the name of your therapist and their professional registration details.

The college will write to the therapist to confirm the arrangements of the therapy and that he/she meets our requirements as an approved therapist.

**APPROVED THERAPY**

The department lays down a minimum standard for an approved psychodynamic practitioner. A psychotherapist must be a graduate of a recognized psychodynamic training school, and will therefore be listed in the current register of either the British Psychoanalytic Council, or in the Psychoanalytic & Psychodynamic Psychotherapy Sections of the current register of the United Kingdom Council of Psychotherapists or The British Association of Counselling and Psychotherapy. Counsellors should be Psychodynamic in orientation and training, BACP accredited and must have considerable post-qualifying experience and/or qualifications.

This is a minimum standard. An approved practitioner would normally be expected to have achieved a level of experience and expertise beyond the minimum, i.e. to be an established and experienced practitioner.

All queries regarding the suitability of a therapist or counsellor should be directed to your tutor, and your tutor should be informed of any substantive changes in therapy arrangements (e.g. a decrease in frequency of sessions attended or termination of therapy).

1:13 Organizing the placement and Supervision on placement

From the beginning of the second term in the first year we will start planning with you about your clinical placements in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy. Your placements will be the setting in which you begin your clinical practice under professional supervision. The College holds a list of organisations that meet the requirements of the course, offering a range of different experiences. There are student counselling agencies, voluntary
counselling agencies and primary care counselling services and staff counselling services in the NHS. Your tutor will help you think about which placement would be most suitable for you.

A placement liaison tutor will speak to the first year group about the placements that have been approved and which may available. Your personal tutor will then ask you to fill out a form asking you for your preferences about the kind of placement agency you are interested in. Once this has happened you will need to discuss with your personal tutor your readiness to begin looking for suitable placements in each modality. Once this is formally agreed with your tutor, it is then up to you to make the application to the agreed placement agencies, which will normally arrange to interview you and take up references. In some placements the interviews will be competitive and it may take more than one attempt before a suitable placement can be found. It is essential that you keep both your tutor and the placement organiser informed of your progress while applying to placement agencies.

If you are held back from applying for a placement, your tutor will discuss the reasons for this for this with you and what you need to do in order to be considered ready in your individual tutorial. This will also be clearly spelled out to you in a letter to you from the Course Co-ordinator.

Clinical hours. Students are required to have completed at least 100 clinical hours by the time they graduate at the end of the Foundation Degree. This means 100 clinical hours of client contact, it does not include missed or cancelled sessions. Students should aim for a minimum of 50 hours in each modality.

Supervision on the Placement

Supervision is usually provided by the placement organisation by an appropriately qualified supervisor. If you have any queries about this please contact Jan Fish on 0207 631 6882 j.fish@bbk.ac.uk or Jonathan Smith on 0203 073 8096 jd.smith@bbk.ac.uk.

Where regular supervision in CBT is not available in the placement, the college can provide external CBT supervision groups which students will attend and in which they will receive supervision for the cases they are seeing in their placement for that particular modality.

Students will in addition receive general case management supervision, to fulfill the placement’s clinical responsibility, which is not specific to the modality, from a supervisor in the placement.

Where a student needs additional input for their own learning needs students may be required to arrange for additional consultation, which they may need to fund, in the form of consultation with a tutor or external supervisor. This consultation is intended to help the student with his or her learning, for example by focusing on one case in detail. Students who have arranged their own additional consultation will still need to bring all of their clinical cases to placement supervision, as clinical responsibility always lies with the placement supervisor.

1:14 Attendance on the course: requirements

Students should note that the course has an attendance requirement of 90% which means in effect not more than one absence per term or three per academic year. Extenuating circumstances will be considered but evidence may be required.
Levels of attendance on both the course and on training placements as well as the CBT supervision groups that are provided by the college will be factors that will considered as part of the evaluation of the student review (see section 1:20 on student review) and in determining whether the student passes or fails the student review.

Students may be required to attend training placements during the vacation periods and any holidays need to be arranged with the agreement of their placement supervisors.

1:15 The Student Review

Although the Foundation Degree is not a professional qualification, it does provide the foundation of knowledge and skill for the qualified student to begin their counselling career, and is a major step towards accreditation with the British Association of Counselling & Psychotherapy (BACP) and British Association for Behavioural and Cognitive Psychotherapies (BABCP). Consequently the assessment process needs to reflect not only each student’s academic progress but also their clinical and professional development, as well as their personal development in the context of the course. This is the function of the student review, which focuses on the student’s growing ability to develop a professional identity as a clinical practitioner.

The Student Review is also designed to help each student gain an overall picture of their progress on the course and the degree of integration between its different components. So another function of the student review is to assess the student’s development as a reflective practitioner, as demonstrated in particular in their capacity to learn on the course. The Student Review takes into account the student’s learning and development in all aspects of the course, including Group Relations Training and placement (where applicable) and will take account of reports written by the student and placement supervisor (where applicable).

The Student Review is a general assessment focusing on the student’s progress in academic, practice skills and personal learning and the integration between these elements. The student is expected to have met each of these criteria in both modalities. However, it can happen that failure to meet one or more of these criteria may not in itself result in the student failing the Student Review, for example if the degree of failure is judged to be slight and if the Review reveals particular strengths in meeting other criteria.

Levels of attendance on both the course and on training placements will be factors that will considered as part of the evaluation of the student review and in determining whether the student passes or fails the student review.

Towards the end of the third module in the first year the students' tutor will conduct a review of the student’s progress on the course in the second tutorial of the final term. Prior to the tutorial students will be asked to write a self assessment for consideration with their tutor and this will be discussed in the tutorial at which the review takes place. Students will be expected to draw upon the Progress File of their Personal Development plan and e-portfolio in formulating their self-assessment. The student will receive verbal feedback on his/her progress and development to date, and will have an opportunity to discuss what measures, if any, might be needed in order to reach the required standard. In the case of a student who, in the view of the staff, is in danger of failing, this feedback will be given in written form.

At the end of the first year the tutor will write up a formal Student Review document. This formal document is submitted to the Board of Examiners as part of the assessment and a copy is given to the student.
The Student Review is an assessed element of the course, which is marked as a Pass, Fail or Deferred. Where the decision is Deferred the student will be required to show that they have been able to meet specified requirements usually by a particular date in order to pass the student review. No percentage mark is given for the Student Review. It must be passed for the student to progress to the modules of the second year, and to gain the award of Foundation Degree.

Assessment

Tutors will be asked to comment on the student’s contribution and performance during each module, bearing in mind:

a) the student’s progress across academic, professional and personal development, and the degree of integration between the three areas in respect of both Short-term psychodynamic Counselling & CBT
b) The student’s capacity to learn from the assessment process in general and the Student Review process in particular
c) Particular areas of strength and weakness

The Student’s Personal Tutor will be asked:

Has the student passed the Student Review for the Module? YES/NO
If “YES” the tutor will be asked to comment briefly on particular areas of strength and areas for development or potential concern, making reference as appropriate to supporting documents
If “NO” or “Deferred”, the tutor will be asked to comment on areas of strength and areas for development and specify the criteria which have not been met, making clear:

a) In what specific ways has the student not met the criterion?
b) What will the student need to do in order to meet the criterion?
c) When the student will be re-assessed for the Student Review of the module?

1:16 Student Review & Progression to the Second year

In order to enter the second year, students must pass each module of the first year. To do this they need to pass the student review as well as achieving a pass mark on all of the written assignments for each module.

The Student Review is an assessment of the level of the student’s development as a professional practitioner, taking account of feedback from the tutorial team.

The criteria listed below spell out those attributes/competencies/attitudes etc. which are expected to have been attained by a student by the end of Module 3 in Year 1. They indicate the standard of professional development which is expected of a student by the end of the first year prior to starting their Training Placements.

During the year each student will be assessed as to whether she/he is ready for clinical placements in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy, as this is the standard required for a student to enter Modules 4, 5 & 6 and Year 2 of the course.

By the end of Module 3 in Year 1 the student is expected to have:
Demonstrated a capacity to learn, as shown by the student having:

1. Attended at least 90% of the course
2. Undertaken sufficient private preparation and study to manage the course requirements
3. Demonstrated competence in generic professional skills, including literacy, information technology, administrative skills, self-management skills, communication and inter-personal skills.

In order to be judged ready to start a clinical placement, the student is expected to have:

Attained a readiness to start a clinical placement, as shown by the student having demonstrated:

1. A sufficient knowledge and understanding of mental health problems
2. Sufficient knowledge of the BACP Ethical Framework for Good Practice in Counselling & Psychotherapy, and an awareness of its importance in clinical practice
3. An awareness of issues of difference and equality
4. A capacity, based on his/her college work so far, to make use of supervision on placement in both modalities
5. The emotional and psychological maturity which will enable him/her to engage a client in therapeutic work including the capacity to manage endings in short-term psychodynamic and CBT work
6. The emotional and psychological maturity which will enable them to deal with the emotional content of a CBT and counselling session
7. An understanding of the importance of the professional network of relationships in which therapeutic work operates, and a capacity to manage these effectively
8. Sufficient capacity for self-awareness and self-reflection, as indicated by his/her involvement in group experiential learning, experiential exercises and role plays
9. Knowledge of the generic assessment including relevant history and suitability for intervention
10. An awareness of and capacity to manage the potential power imbalance in the therapeutic relationship
11. Developed a capacity to empathise and communicate an empathic understanding of the difficulties of another
12. Developed an understanding of the importance of a therapeutic frame and boundaries and his/her capacity to establish and manage them in a manner appropriate for each modality
13. Developed a capacity to empathically make challenges or confrontations in a style that is appropriate for each modality
14. Developed a capacity to establish and maintain a working alliance in a way that is appropriate for each modality
15. Developed enough of a reflective attitude and knowledge of the basic principles, rationale and practice skills of both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy as outlined in the Roth and Pilling Competencies frameworks in order to start a placement

The student will be required to have started their personal therapy in order to pass the student review.

1:17 Reading List for the First Year
Year One
Modules 1-3

During the first year there are some books that are major texts and we recommend that you buy these. Discuss with your course lecturers the order that you should buy these in. These books are marked with an asterisk.

This reading list also includes all the books from which students will be expected or encouraged to read one or more individual chapters. Many of these chapters will be available on Moodle or we will help you to obtain copies. You will not need to buy these books. You may wish to borrow them from Birkbeck Library.

**Core Texts on Brief Dynamic Therapy**


**Core Texts on Psychodynamic Counselling & Psychotherapy**


Core Texts on the Psychodynamics of Organisational Processes


Core Texts on Cognitive Behaviour Therapy


2:1 THE SECOND YEAR

The course continues to be taught on two evenings per week for three terms in the second year. The second year comprises three modules that run concurrently. One module is entitled Methods of Focussing in Psychodynamic work. Another module is entitled CBT for Depression and the third module is entitled The Psychodynamics of the Work Setting.

Structure of the Modules

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Lectures and Seminars on the Clinical Concepts and Practice of Short-term Psychodynamic Counselling</th>
<th>Lectures and seminars on the Clinical Concepts and Practice of Cognitive Behaviour Therapy</th>
<th>Small Experiential Learning Group Weekly</th>
<th>Personal Development Planning - Psychodynamic of Organisational Processes</th>
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<tbody>
<tr>
<td></td>
<td>Work and Case Discussion Groups</td>
<td>Work and Case Discussion Groups</td>
<td>Psychodynamic or CBT</td>
<td>Large Experiential Group</td>
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<tr>
<td>Term 2</td>
<td>Lectures and Seminars on the Clinical Concepts and Practice of Short-term Psychodynamic Counselling</td>
<td>Lectures and seminars on the Clinical Concepts and Practice of Cognitive Behaviour Therapy</td>
<td>Small Experiential Learning Group Weekly</td>
<td>Large Experiential Group</td>
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<td></td>
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<td></td>
<td>Psychodynamic or CBT - Changing from one</td>
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<tr>
<td>Term 3</td>
<td>Lectures and Seminars on the Clinical Concepts and Practice of Short-term Psychodynamic Counselling</td>
<td>Work and Case Discussion Groups</td>
<td>modality to the other in mid-term</td>
<td>Cognitive Therapy Rating Scale</td>
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<tr>
<td></td>
<td>Lectures and seminars on the Clinical Concepts and Practice of Cognitive Behaviour Therapy</td>
<td>Work and Case Discussion Groups</td>
<td>Small Experiential Learning Group Weekly Psychodynamic or CBT</td>
<td>Diversity &amp; the Psychodynamics of Organisational Processes</td>
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<td>Work and Case Discussion Groups</td>
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<td>Large Experiential Group</td>
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Students start their training placements at the beginning of the second year. They also attend Work Discussion Groups in both clinical modalities. Students continue to participate in weekly seminars and lectures in the clinical concepts of both Cognitive Behaviour Therapy and Short-term Psychodynamic Counselling. They will also continue to participate in weekly Small Experiential Groups and Generic Skills Workshops focussing mainly upon studying the psychodynamics of organisational processes.

Each evening will continue to comprise three components. The six components are as follows:

- Lectures & Seminars in the Clinical Concepts and Practice of Short-term Psychodynamic Counselling
- Lectures & Seminar in the Clinical Concepts and Practice of Cognitive Behaviour Therapy
- Work & Case Discussion Groups in Short-term Psychodynamic Counselling
- Work & Case Discussion Groups in Cognitive Behaviour Therapy
- Generic Skills Workshop
- Small Experiential Learning Group

Lectures and Seminars in Clinical Concepts
The format of the lectures and seminars in the clinical concepts of each modality continues as in the first year. Students will study more complex and deeper clinical concepts in the second year and there will on occasions be opportunities to explore the application of the concepts to clinical practice through experiential exercises and role plays or through watching training DVD’s.

The lectures and seminars in Short-term psychodynamic Counselling will include a study of assessment and psychodynamic formulation, and dynamic relational models of identifying and working with a focus through the Core Confictual Relationship Theme and the Cyclical Maladaptive Pattern. Working with endings and relating this to the focus will be another key component of study. The lectures and Seminars in Cognitive Behaviour Therapy will include an in depth study of the evidence-based depression protocol initially and then move onto anxiety protocols towards the end
of the module. The teaching will focus on a CBT assessment, formulation and treatment techniques. There will be an emphasis on learning behavioural activation formulation and treatment plans in the middle of the module. At the end of the module we will start an in depth exploration of Cognitive Behavioural concepts around anxiety.

Work & Case Discussion Groups
Students participate in weekly Work Discussion Groups in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy where students bring clinical material from their placement for discussion. The aim of these groups is to help the student apply theory and clinical concepts to practice and to consider some of the clinical issues involved in the particular case under discussion. Their focus is learning, not supervision. Clinical responsibility for the clinical work always remains with the placement supervisor.

Students competencies in working clinically in each modality will be assessed in the Work and Case Discussion groups and this assessment will contribute to the student review in both year 2 and year 3.

In the Work and Case Discussion groups for CBT students will be required to present recorded therapy sessions, transcripts of sessions, case formulation diagrams, a list of presenting problems, treatment goals and typical cognitions. Clinical competencies will be assessed in accordance with the Roth and Pilling protocols for CBT. (See Appendix 1)

Small Experiential Group
Students will continue to participate in a weekly experiential group. For half of the year students will participate in an experiential group facilitated psychodynamically and for the other half of the year they will participate in a group run on the basis of a CBT format and therapeutic principles. The facilitator of the group will change midway through the year, so that those students who begin with a psychodynamic facilitator will change to a CBT one at the midyear point and vice versa.

Generic Skills Workshops
The structure and format of the Generic Skills Workshops continue in the second year as in the first.

In the first and second terms term students will explore Professional Development Planning from a Psychodynamic perspective. The focus of study will be upon developing an understanding of the processes of learning through the application of Psychodynamic perspective.

Students will also deepen their knowledge and understanding of the Psychodynamics of Organisational processes and will have an opportunity to explore the application of these concepts to the organisational setting in which they are conducting their placements.

In the third term there will be workshops on applying a Cognitive Therapy Rating Scale and further themes on aspects of Diversity in relation to the psychodynamics of organisational processes.

In each term there will be one Large Experiential Group.

2:2 The placement in the second year

Students are expected to be in placement agencies for both Short-term Psychodynamic Counselling and Cognitive behavior Therapy by the start of the second year.
In order to pass the Student review at the end of the year students are required to be in placements in both modalities by the end of the first term of the second year. Consideration will be given to extending this deadline in extenuating circumstances where this has been approved by the student’s tutor and the Course Co-ordinator for year 2.

Students are required to have separate supervision and clients for the Short-term Psychodynamic and Cognitive Behaviour Therapy components of their placements. In some agencies it may be possible to have a placement in both modalities and to either receive supervision in the placement in both modalities, or to receive external group supervision provided by the college for CBT. Students will in addition receive general case management supervision, to fulfill the placement’s clinical responsibility, which is not specific to the modality, from a supervisor in the placement.

In some agencies it may only be possible to work under supervision in one modality. Where this is the case the student will be required to have a second placement where they can be supervised in the clinical practice of the other modality.

The minimum requirement is for students to be having supervision fortnightly for 1.5 hours per month in each modality.

It is important to keep your personal tutor informed of your progress in the placement selection process. At the beginning of the year the placement liaison tutor will send all students a Student Placement Information form to be completed once you have been accepted onto a placement. This form asks for your supervisor’s contact details (especially email address), and once he has this information the placement organizer will send the Guidelines for Supervisors pack (Appendix 2 of the Handbook) to your supervisor.

When you start your placement it is common for students to attend the supervision meeting at the placement prior to beginning with their first client. On starting placement students should bear in mind that the placement provides their opportunity for making an observation of an organization which will form the basis of work based learning project. It is advisable to keep a journal of your observations and experiences of entry into the organisation for future reference.

Your supervisors are asked to complete and send to the placement liaison tutor a yearly Placement Progress Report. The placement liaison tutor will copy this report to your tutor, who will be able to discuss your learning on placement with you.

The Placement Liaison Tutor may also arrange a visit to your placement(s) during the period of your placement, and meet with both your supervisors and yourself. The aim of this meeting is to review the experience of the placement and to provide an opportunity to discuss any issues or concerns.

If at any time there are any areas of concern it is important to let your personal tutor and the placement liaison tutor know. In such circumstances the placement liaison tutor may arrange a meeting with student and placement supervisor.

If for any reason a student wishes to change their placement and move to an alternative one (or to apply for an additional placement) the student is required to seek the approval of their tutor before doing so.

The minimum number total number of clinical hours required by the end of the course is 100. Students are required to have completed 50 hours in each modality. In order to fulfill this
requirement, students should aim to have completed at least 40 hours (20 in each modality) by the end of the second year. Please note that missed or cancelled sessions do not count as clinical hours.

As part of the Work-based learning project of the second year students are required to take on the role of participant observer in their placement in order to gather the data necessary for writing their paper. It is the student’s responsibility, in consultation with their personal tutor, to decide the nature of these observations, e.g. attending a regular meeting or observing a part of the organisation in action. The course does not prescribe how the student will set up their role as observer, so this should be discussed with your personal tutor.

2.3 BACP Placement Requirements

In order to comply with BACP requirements please note that it is not appropriate for students to take other students on the course as clients whether from their own or another cohort. Also inexperienced students in training should not gain their client experience through private/independent practice.

2:3 Written work in the second year

During the course of the second year students will be undertaking the following assignments in the assessment for Module 5.

Students will be asked to write a case study of 3,000 words based upon their work with a client on their Psychodynamic placement, which includes an application of either the Core Conflictual Relationship Theme or a Cyclical Maladaptive Pattern in formulating a Focus and in shaping the ongoing work.

Students will be asked to write a case study of 3,000 words based upon their work with a patient on their Cognitive Behaviour Therapy placement. This case study will focus on a Cognitive Behaviour Therapy formulation and treatment plan for a client presenting with depression. Students should discuss client allocation with their case management supervisors on the placement and ensure that they are working with a client presenting with depression.

Students will be asked to write a work based learning project of no more than 3,000 words. They will be expected to include observations of one of the workplaces in which they are conducting their placement. They will need to apply concepts from the Psychodynamics of Organisational Processes to interpret the meaning of their observations.

2:4 The Case Studies

Generic: Guidelines for the case studies

In the assignments for year 2 students will be asked to complete two short case studies, one in each modality. The purpose of the case studies in the assessment context is to demonstrate the ability to work with clients employing the principles and conceptual framework of the modality in which the clinical work has been conducted and to which the case material has been applied. The assessment is not about
the outcome of the therapeutic work; but about whether the student has a good grasp of the case
and can appraise the work done and the learning achieved, and can communicate this to someone
who is unfamiliar with the work.

Each case study will normally concern one individual client who has been seen during the time on
the course.

Essential information in a case study includes:

A description of the context and awareness of the implication of this for the work.
The route of referral and the contract of the work, including whether the contract was kept and any
communication with the referrer.
Age, sex, marital status, ethnic background, etc
The presenting problem and any other significant problems which emerged during the work.
Salient points from the client's history - family, personal, social
Salient points relating to the clients thoughts, feelings and behaviour.
A lively picture of the client - appearance, behaviour, presentation, and attitude toward counselling.
A lively picture of yourself in the relationship and your feeling about the work as it progressed.
A statement about what the work did or did not achieve, as well as a statement about what you
learned from the work (including mistakes) and the impact of the case on you.
Some reflection on the impact of the supervision on the work.

There should be a balance between factual details, process recording, and analysis of the process. It
is essential to include some process recording, and preferably more than one extract to indicate
development over time.

The case study should draw on detailed material from the sessions, providing sufficient data so that
the reader is aware of the basis for therapeutic interventions and theoretical reflections. However,
an extended summary of sessions which omits the counsellor's interventions is not satisfactory. The
challenge is to identify the relevant and essential evidence for interventions.

The write-up should reflect integration of theory and practice. The theoretical framework should be
articulated with appropriate references within the text. We are seeking evidence of an effective link
between concepts and practice.

The case study is assessed in terms of what has been learned, not on the outcome of the work.

The word count for each Case Study in the second year is no more than 3000 words.

**Short-term Psychodynamic Counselling: Guidelines for the case study**

The Short-term Psychodynamic Counselling case study should contain evidence of psychodynamic
understanding and of being able to work psychodynamically.

The case study needs to include the identification of a Focus for the work as well as an outline of the
process by which the Focus was formulated.

Show that you have a theoretical grasp of the presenting problem and how it may be linked to the
Focus.
There needs to be an exploration of the Transference and Counter-transference and how they are connected to the Focus.

Illustrate the Tracking of the Focus over the course of the therapy

Explore the relationship between the ending of the Counselling and the emergence of themes and patterns relating to the Focus

Demonstrate an appreciation of technical issues raised by the case

**Cognitive Behaviour Therapy: Guidelines for the case study**

The CBT case report is an opportunity for you to demonstrate competency in applying the cognitive behaviour model for depression with a client in a therapeutic setting. Reference to evidence based practice must be made to justify treatment.

The CBT case report is an opportunity to demonstrate a conceptual and theoretical understanding of CBT and to put this knowledge into practice.

The CBT case report is an opportunity to demonstrate your ability to reflect on what you have learnt about the theory, the practice and about yourself as a practitioner. It could be an opportunity to explore what you might have done different with the benefit of hindsight, with reference to the Cognitive Therapy Rating Scale and the feedback from your supervisor about your recorded sessions.

You will be expected to demonstrate the ability to:

- Assess and identify the client’s presenting problems. This should include the information listed above but also:
  - A diagnosis if given
  - A summary of the development of the problem
  - Current and previous attempts to ameliorate the problem
  - Measures used, scores and justification for the use of measures including ad hoc or idiosyncratic measures along with a brief qualitative judgement about the meaning of the measures
  - Form a therapeutic relationship and collaboratively set treatment goals

- Conceptualise the client’s presenting problems from the perspective of CBT
- Demonstrate how the client’s cognitive processes serves to influence their emotions and behaviours
- Demonstrate how behaviours and cognitions are maintaining current problems
- Demonstrate how life stresses and interpersonal circumstances might be affecting the client’s problems

- Execute a therapy programme that follows logically from the conceptualisation, presenting problems, client goals and evidence based practice (i.e. – outcome literature for the treatment of depression using CBT
- List techniques and the application of change methods making reference to evidence based practice
- Demonstrate that the course of therapy flowed logically from the conceptualisation, presenting problems, therapy goals and evidence based practice
- Demonstrate the application of Cognitive Behaviour Therapy techniques to individuals and their own particular presenting problems
- Demonstrate how the application of change methods evolved over the course of the therapy
- Demonstrate how the techniques you used relate to Cognitive Behaviour Therapy theory and evidence based practice
Respond flexibly to changing circumstances and refine the conceptualisation over the course of the therapy

Assess outcome with questionnaires and standardised outcome measures, use feedback from your client, outline whether goals were achieved, detail changes in thoughts, beliefs, assumptions and behaviours. Information could be demonstrated using graphs or tables.

Reflection/discussion – demonstrate your ability to reflect on the theory, practice and about yourself as a practitioner.
Explore what you might have done differently by making reference to the outcome evidence, the Cognitive Therapy Rating Scale, the Roth and Pilling competencies, feedback from your supervisor and self-reflection

2:5 The Work-based Learning Project

The Work based Learning project invites the student to demonstrate an understanding of institutional and group dynamics, and how these affect both staff and clients. In their writing of this project students will also be able to demonstrate their capacity to take on the role of a research oriented participant observer in one of their placements. This may be in the placement agency itself, or in a related part of the wider organization in which the placement agency is situated. The project is a piece of Qualitative research in the form of participant observation. One of the tasks given to the student on placement is that of negotiating a viable role as a participant observer. A ‘participant observer’ is someone who is making observations while at the same time participating as a member of the organization which is being observed.

Depending on the “culture” of each organization, this may mean being able to take up a more traditionally passive role, or it may involve being an active participant in whatever is being observed. Again, depending on the nature of their placement organization, students may be able to observe meetings, or they may have to or choose to make observations of the agency in action (for example, the reception area or the general office). It is essential, over the course of Module 4, to have a series of observations made under the same or similar conditions, so that a consistent frame can be applied with which to observe the institution’s anxieties, defences and ways of dealing with conflict and authority (and other relevant issues). It is much easier to see patterns in organizational functioning if a student is able to make weekly or fortnightly observations. Sometimes this is not possible and the student will have to find other ways of making observations on an irregular basis.

In writing the Work Based Learning Project, students should include a very brief factual description of the agency, and a brief description of its primary task, its structures and roles. Consideration also needs to be given, again very briefly, to the relationship of the agency to the wider environment, and the impact of events or policies in the wider environment on the agency.

The written paper will inevitably be a reflection of the student’s experience of being in the placement agency. However the student needs to remember that they are being asked to write an academic paper and not a piece of personal biography, nor an account of their experience of their placement and its personnel. The use of personal experience needs to be employed specifically in relation to the task of understanding the dynamics of the agency, just as in clinical psychodynamic work exploration of the counsellor’s counter-transference is undertaken in order to understand the nature of the client’s transference. A major task of the Work Based Learning Project is in fact to find a viable position from which to write, and an appropriate tone and manner in which to do so, for
example one which avoids the temptations of idealisation or condemnation of the agency being observed.

In writing the work based learning project it is important that students take care to preserve the confidentiality of the agency and staff members about whom they are writing. A minimum requirement is that the names of the organisation and individuals should be changed and disguised to preserve anonymity.

2:6: Student Review Year 2

Student Review: Year 2

The Student Review is an assessment of the level of the student’s development as a professional practitioner, taking account of feedback from the tutorial team and placement supervisors. The Student Review document is submitted to the Board of Examiners at the end of the second year. The criteria listed below spell out those attributes/competencies/attitudes etc. which are expected to have been attained by a student by the end of the second year. They indicate the standard of professional development which is expected of a student by the end of the second year. They are similar to the clinical learning objectives which the student is expected to have achieved on placement, and which are spelled out in the Course Handbook section 4:2. However the Student Review is a more general assessment, based on the student’s progress in academic, clinical and personal learning and the integration between these elements for both modalities. The student is expected to have met each of these criteria. However, it can happen that failure to meet one or more of these criteria may not in itself result in the student failing the Student Review, for example if the degree of failure is judged to be slight and if the Review reveals particular strengths in meeting other criteria.

By the end of the second year the student is expected to have:

Demonstrated a capacity to learn, as shown by the student having:
1. Attended at least 90% of the course
2. Undertaken sufficient private preparation and study to manage the course requirements
3. Demonstrated competence in generic professional skills, including literacy, information technology, administrative skills, self-management skills, communication and inter-personal skills

Demonstrated a capacity to manage and sustain a clinical placement, by having:
Undertaken sufficient clinical hours on placement to have achieved the clinical learning objectives (see section 4:2 of the Course Handbook)

In addition to the competencies that the student will have demonstrated in the first year of the course to pass the student review of the first year (see section 1:21) the student will be expected to demonstrate the following competencies in their clinical practice by the end of the second year

Psychodynamic Competencies year 2

1. Ability to make a Psychodynamic Formulation as part of an Assessment
2. Ability to establish and manage the therapeutic Frame and Boundaries.
3. Ability to work with the client’s internal and external reality
4. Ability to Contain the client
5. Ability to formulate a dynamic focus
6. Ability to track and work with a Dynamic focus in ongoing sessions
7. Ability to make dynamic interpretations
8. Ability to work in the transference
9. Ability to know about and reflect upon their own counter-transference.
10. Ability to work with defences
11. Ability to work through the termination phase of therapy

**CBT Competencies Year 2**

1. Ability to structure a CBT session
2. Ability to conduct a focused CBT assessment including developmental history, presenting, maintenance factors, problems and client goals
3. Ability to create client focused case conceptualisations/formulations including disorder specific information, developmental history, CBT theory and outcome evidence
4. An ability to chose the most relevant, evidence based CBT model for treatment
5. An ability to foster a CBT therapeutic relationship that includes collaboration, managing obstacles to therapy, ruptures in the relationship and appropriate endings
6. Awareness of own reactions and beliefs about self as a therapist and the impact of these on the therapeutic relationship
7. Ability to adapt interventions to individual client
8. Ability to use guided discovery
9. Ability to work using automatic thoughts, assumptions and core beliefs
10. Ability to implement behavioural experiments
11. Ability to use imagery techniques
12. Ability to work with safety behaviours and other maintenance factors
13. Ability to use exposure techniques
14. Ability to use behavioural activation techniques including activity scheduling
15. Ability to select appropriate and implement interventions and techniques for the treatment of depression as outlined in the Roth and Pilling CBT Competencies

In addition the student will be expected to demonstrate

1. Sufficient emotional maturity to engage a client and deal with the emotional content of clinical sessions
2. A capacity for self-reflection and an ability to learn by experience
3. A commitment to personal therapy, and a capacity to use the experience of personal therapy in order to enhance self-knowledge and self-reflection
4. A capacity to make use of supervision on placement
5. An ability to recognize when he/she has gone beyond limits of his/her own competence, and the need for professional support
6. An ability to take up a role as an active member of the counselling and therapeutic community

*In order to pass the Student review, students are required to be in placements in both modalities by the end of the first term of the second year.* Consideration will be given to extending this
**deadline in extenuating circumstances where this has been approved by the student’s tutor and the Course Coordinator for year 2.**

**Assessment**

Tutors will be asked to comment on the student’s contribution and performance during the second year, bearing in mind:

a) the student’s progress across academic, professional (including the Cognitive Therapy Rating scale and the Working and Case Discussion Competencies listed in the appendix) and personal development, and the degree of integration between the three areas in respect of both Short-term psychodynamic Counselling & CBT

b) the student’s capacity to learn from the assessment process in general and the Student Review process in particular

c) particular areas of strength and weakness

The Tutor will be asked:-

Has the student passed the Student Review at the end of the second year? YES/NO

If “YES” the tutor will be asked to comment briefly on particular areas of strength and of weakness or potential concern, making reference as appropriate to supporting documents

If “NO” or “Deferred”, the tutor will be asked to comment on areas of strength and weakness, and specify below the criteria which have not been met, making clear:

a) in what specific ways has the student not met the criterion?
b) what will the student need to do in order to meet the criterion?
c) when the student will be re-assessed for the Student Review of the module?

**2:7 Entering the third year**

Students have to pass all the assessed elements of all three modules of the second year including the Student Review before they can proceed into the third year.

**2:8 Reading List for the Second Year**

**Year 2**

**Modules 4, 5 & 6**

**Core Texts on Brief Dynamic Therapy**


**Core Texts on Psychodynamic Counselling & Psychotherapy**


**Core Texts on the Psychodynamics of Organisational Processes**


**Core Texts on Personal Development Planning**


Core Texts on Cognitive Behaviour Therapy


**3:1 THE THIRD YEAR**

The taught component of the third year comprising Module 7 lasts for two terms. The structure of the course is the same as in the second year and consisting of six components spread over two evenings per week.

Students continue their training placements in both modalities throughout the two terms and it is expected that they will continue with these placements for the duration of the final term of the year. This will give students further time to complete the minimum 100 contact hours with clients that is required by the BACP to meet successful course requirements and towards full professional accreditation.
Structure of the Module

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<tr>
<th>Year 3</th>
<th>Psychodynamic Module</th>
<th>Cognitive Behaviour Therapy Module</th>
<th>Experiential Module</th>
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<tr>
<td>Anxiety Disorders</td>
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<th>Term 1</th>
<th>Lectures and seminars on the Clinical Concepts and Practice of Short-term Psychodynamic Counselling</th>
<th>Lectures and seminars on the Clinical Concepts and Practice of Cognitive Behaviour Therapy</th>
<th>Small Experiential Learning Group Weekly</th>
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<tr>
<td>Work and Case Discussion Groups</td>
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<td>Large experiential Group</td>
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<tr>
<th>Term 2</th>
<th>Lectures and seminars on the Clinical Concepts and Practice of Short-term Psychodynamic Counselling</th>
<th>Lectures and seminars in the Clinical Concepts and Practice of Cognitive Behaviour Therapy</th>
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Each evening will continue to comprise three components. The six components are as follows:

- Lectures & Seminars in the Clinical Concepts and Practice of Short-term Psychodynamic Counselling
- Lectures & Seminar in the Clinical Concepts and Practice of Cognitive Behaviour Therapy
- Work & Case Discussion Groups in Short-term Psychodynamic Counselling
- Work & case Discussion Groups in Cognitive Behaviour Therapy
- Generic Skills Workshop on Evidence based practice
- Small Experiential Learning Group

**Lectures and Seminars in Clinical Concepts**
The format of the lectures and seminars in the clinical concepts of each modality continues as in the second year. Students will continue to study more complex and deeper clinical concepts in the third
year and there will on occasions be opportunities to explore the application of the concepts to clinical practice through experiential exercises and role plays or through watching training DVD’s.

The lectures and seminars for Short-term Psychodynamic Counselling will include a deeper exploration of the conceptual roots and links between short-term psychodynamic counselling and Object Relations theory, Psychoanalytic Self-Psychology and Attachment theory. They will also include a Systemic perspective on short-term work, Brief Supportive Dynamic Counselling, Affect Focussed Dynamic Therapy and Accelerated Empathy.

The lectures and seminars in Cognitive Behaviour Therapy focus on deeper understanding of specific anxiety disorders. Topics will include CBT models for specific phobias, obsessive compulsive disorder, generalised anxiety disorder, health anxiety, panic disorder, social anxiety.

**Work & Case Discussion Groups**

Students continue to participate in weekly Work & Case Discussion Groups in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy where students bring clinical material from their placement for discussion.

Students competencies in working clinically in each modality will be assessed in the Work and Case Discussion groups and this assessment will contribute to the student review in year 3.

In the Work and Case Discussion groups for CBT, students will be required to present recorded therapy sessions, transcripts of sessions, case formulation diagrams, a list of presenting problems, treatment goals and typical cognitions. Clinical competencies will be assessed in accordance with the Roth and Pilling protocols for CBT. (See Appendix 1)

**Small Experiential Group**

Students will continue to participate in a weekly experiential group.

**Generic Skills Workshops / Evidence Based Practice**

In the third year the generic skills workshops will focus upon exploring controversies and debates in relation to the principles of evidence based practice and its application to both short-term psychodynamic counselling and CBT. Module 8 is entitled Evidence Based Practice. There will be opportunities to study key concepts in both quantitative and qualitative research and to explore how the findings of research can inform clinical practice and enable practitioners to decide which modality to employ in relation to particular clinical presentations. The emphasis of the module is using outcome research to make informed clinical decisions.

There will be one Large experiential group in each term.

**3:2 Course assignments and assessment**

There are two written assignments in the third year.

Students will be expected to write a Case study of 3,000 words based upon a case of a client they have worked with on their psychodynamic placement. They will be expected to show that they are able to apply a coherent theoretical framework to their short-term psychodynamic work and that they are able to locate this within a broader Psychodynamic conceptual underpinning that draws
from object relations theories or psychoanalytic self-psychology. Students will also be required to demonstrate how they have handled and reflected upon the termination phase in their clinical work.

Students will be expected to write a Case Study of 3,000 words based upon a case of a client they have worked with using a cognitive behaviour anxiety formulation. Students will be expected to be able to write about the theoretical and evidence base for their chosen intervention. Further details about what is expected of a Case study can be found under section 2:4 on Case Studies in the Second Year of the course.

Students will be as asked to write an essay of 2,500 words applying principles of evidence based practice to a case example. Students will need to demonstrate how evidence based practice and research has informed their clinical decision-making. Students can write about the choice of modality or specific interventions within a modality.

3:3 The third year placement

In the third year students are expected to be receiving either Individual or Group supervision in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy.

Where a student receives external supervision, the clinical responsibility for the student’s cases, remains with the placement agency. Students will therefore be required to have some case management supervision of their cases in the agency, as well as external supervision. It is therefore essential that the student continue to bring all of their cases to the placement supervisor, as it is the placement supervisor who holds the clinical responsibility for all the cases seen on placement.

In the case of a student failing to meet the clinical learning objectives, or where difficulties have arisen on placement, the placement liaison tutor may arrange a meeting with student and placement supervisor that is additional to a routine visit to the placement. (See section 2:2)

In order to meet requirements for BACP accreditation, the course requires students to complete a minimum of 100 clinical hours, 50 in each modality by the end of the third year. Though the teaching component of Modules 7 and 8 are completed by the end of term two of the third year, training placements are intended to last until the end of the third term so that students have sufficient time to complete the required number of clinical hours. If you are in any doubt that this target will be met by the end of this third term, you must discuss this with your tutor. If it seems possible or likely that you will have done fewer than the required hours by the end of the third term, you are likely to be required to extend your placement so that you can gain sufficient counselling experience. (Personal accreditation with the BACP requires 450 hours of supervised counselling practice over not less than three and not more than five years. The remaining 350 hours of supervised practice that is required by the BACP is undertaken after the completion of the Foundation Degree. Students should go to www.bacp.co.uk for information on personal accreditation.)

It is a requirement that where a student has completed their clinical hours that they continue their placements in both modalities until the end of the course.

3:4 Third year student review
Towards the end of the Second term of the Third year all students will have their final student review which will be submitted to the Board of Examiners. In order to reflect the greater emphasis placed on the student’s clinical competence and ability in the third year, great weight is placed in the review on the placement supervisors’ reports for both modalities. However the internal examiners (that is, the third year tutorial staff) will consider the placement supervisors’ reports in the context of the student’s overall experience on the placement, and assign an overall mark for the student review, that is pass, fail or deferred, bearing this in mind.

Student Review: Year 3

The Student Review is an assessment of the level of the student’s development as a professional practitioner, taking account of feedback from the tutorial team and placement supervisors. The Student Review document is submitted to the Board of Examiners at the end of the Modules 7 & 8 which occurs at the end of term 2 of the Third year. The criteria listed below spell out those attributes/competencies/attitudes etc. which are expected to have been attained by a student by the end of these Modules. They indicate the standard of professional development which is expected of a student by the end of the Foundation degree course. They are similar to the clinical learning objectives which the student is expected to have achieved on placement, and which are spelled out in the Course Handbook section 4:2. However the Student Review is a more general assessment, based on the student’s progress in academic, clinical and personal learning and the integration between these elements for both modalities. The student is expected to have met each of these criteria. However it can happen that failure to meet one or more of these criteria may not in itself result in the student failing the Student Review, for example if the degree of failure is judged to be slight and if the Review reveals particular strengths in meeting other criteria.

By the end of Modules 7 & 8 and from their study in the earlier modules of the course the student is expected to have acquired the following competencies:

Demonstrated a capacity to learn, as shown by the student having:
1. attended at least 90% of the course
2. undertaken sufficient private preparation and study to manage the course requirements
3. demonstrated competence in generic professional skills, including literacy, information technology, administrative skills, self-management skills, communication and inter-personal skills

2. Demonstrated a capacity to manage and sustain a clinical placement, by having:
a) Undertaken sufficient clinical hours on placement to have achieved the clinical learning objectives (see section 4:2 of the Course Handbook)

Psychodynamic Competencies
1. Ability to establish an appropriate balance between supportive and exploratory/expressive work
2. Ability to apply an understanding of the principles of Object Relations to short-term work
3. Ability to apply an understanding of the principles of Self-psychology to short-term work.
4. Ability to work with affects in short-term work
5. Ability to work with a systemic perspective in short-term work
6. Ability to apply principles of coaching to current interpersonal patterns.

**CBT Competencies**

1. Ability to select appropriate and implement interventions and techniques for the treatment of anxiety disorders (with the exception of PTSD) as outlined in the Roth and Pilling CBT Competencies

**Assessment**

Tutors will be asked to comment on the student’s contribution and performance during Modules 7 & 8, bearing in mind:

a) The student’s progress across academic, professional and personal development, and the degree of integration between the three areas in respect of both Short-term psychodynamic Counselling & CBT
b) The student’s capacity to learn from the assessment process in general and the Student Review process in particular
c) Particular areas of strength and targets for development

The Tutor will be asked:

- Has the student passed the Student Review for Modules 7 & 8? YES/NO
- If “YES” the tutor will be asked to comment briefly on particular areas of strength and of weakness or potential concern, making reference as appropriate to supporting documents
- If “NO” or “Deferred”, the tutor will be asked to comment on areas of strength and areas for development, and specify below the criteria which have not been met, making clear:
  a) In what specific ways has the student not met the criterion?
  b) What will the student need to do in order to meet the criterion?
  c) When the student will be re-assessed for the Student Review of the module?

**3:5 Reading List for the Third Year, Module 7 & 8**

During the first year there are some books that are major texts and we recommend that you buy these. Discuss with your course lecturers the order that you should buy these in. These books are marked with an asterisk.

This reading list also includes all the books from which students will be expected or encouraged to read one or more individual chapters. Many of these chapters will be available on Black Board or we will help you to obtain copies. You will not need to buy these books. You may wish to borrow them from Birkbeck Library.

**Core Texts on Brief Dynamic Therapy**


**Core Texts on Psychodynamic Counselling & Psychotherapy**


Core Texts on Research


*McLeod, J. (2010) Qualitative Research in Counselling and Psychotherapy, London, Sage -


Core Texts on Cognitive Behaviour Therapy


*Brunch, M., Bond, F. (1998) Beyond Diagnosis: Case Formulation Approaches in CBT

W. Ray Crozicr W.R.and Alden, L.L . The Essential Handbook of Social Anxiety for Clinicians Chichester: John Wiley & Sons Ltd.


Grant et al (2008) Assessment and Case Formulation in Cognitive Behavioural Therapy

Hayes, V. Follette, & M. Linehan (Eds.), New directions in behavior therapy - New York: Guilford Press.


3.6: Post-course practice

The award of the Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy is intended as a substantial contribution to the student’s accreditation with the British Association of Counselling and Psychotherapy and the British Association of Behaviour and Cognitive Psychotherapies but is not intended as a free-standing award which would in itself render students eligible to practice in agencies, medical settings or other specialist settings, or in independent practice.

3.7 Progression to Higher degrees

Students who continue to the Bachelor Honours degree complete 4 terms teaching, the first term beginning in the summer of the third year of the Fd, and finishing at the end of the next academic year. On the completion of the Bachelor Honours top up, students may then apply for a two year MSc. The further study in the Bachelor Honours and MSc will provide students with training in longer term intensive psychotherapeutic work.
4:1 SUMMARY OF LEARNING OBJECTIVES

By the end of Year One, students should:
Have an overview of the basic concepts of both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy.
Have a basic understanding of the main principles of the clinical practice of both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy.
Become familiar with the basic generic ethical and professional principles of Clinical practice.
Have developed a capacity to make observations of other people, and to have gained a basic understanding of what is involved in taking on the role of observer.

By the end of Year Two, students should:
Have a more developed understanding of the theory of both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy, sufficient for the provision of a conceptual framework for thinking and writing about their clinical work in each modality.
Have a basic understanding of the major forms of psychopathology.
Gained a basic understanding of the psychodynamics of organizations.
Have achieved a basic level of clinical competence in their client work (see Counselling Learning objectives below).

By the end of Year Three, students should:
Have consolidated their understanding of concepts and theories in both Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy.
Show a capacity to integrate their theoretical understanding with their Clinical practice, as demonstrated in their client work on placement and in their written account of their work in each modality.
Have achieved a consolidated level of clinical competence in their client work (see Counselling Learning objectives below) in each modality.
Have acquired an understanding of research evidence and its application to clinical practice.

4:2 Clinical Learning Objectives & Competencies – Overview

The Learning objectives concerning the student’s clinical and professional development consist of a series of Clinical Competencies. The competencies are divided into those achieved at a basic or consolidated level. At a basic level the basic principle or idea involved is grasped, but the level or depth of understanding or skill involved may be intermittent, variable or limited. At a consolidated level the particular competence has been internalized and can therefore be employed and demonstrated in a coherent and thoughtful way.

Learning Objectives & Competencies for 2nd year student
The overall aim is for the 2nd year student to be able to demonstrate Clinical Competencies at a basic level. This is assessed by the course staff in terms of the following competencies, all at a basic level.
The Learning objectives & Competencies have been divided into three categories:

- Generic
- Short-term Psychodynamic Counselling
- Cognitive Behaviour Therapy
Generic
1. Adopt the Professional Role of Counsellor
   - Behave and conduct oneself in a professional, respectful and consistent way with clients which includes
     - Not making inappropriate self-disclosures
     - Being able to work within a Counselling agency
     - Treating the client’s material as Confidential
     - Behave and conduct oneself in a professional manner with colleagues.
     - Be able to make appropriate use of Supervision

2. Negotiate a viable therapeutic contract with a client

3. Form an initial Counselling relationship and Therapeutic Alliance with a Client

4. To sustain a Counselling relationship
   - To participate and intervene with sufficient skill and reliability over time for the client to remain engaged in the Counselling relationship
   - To be able to attend to ruptures in the Therapeutic Alliance
   - To be able to maintain a collaborative stance

5. Contain Clients
   - Be able to contain a Client’s expression of painful and/or disturbing emotion, thought and behaviour
   - In more extreme cases to be able to recognise and respond appropriately to suicidal and/or destructive thoughts, wishes feelings or behaviour
   - To have an understanding of the role of a Focus in Containing the client
   - To have an understanding of the role of the clinical formulation in helping the client understand their difficulties.

6. To be able to work with a client through the process of ending
   - To have an understanding of the implications for counselling process of working with a time-limit.
   - To have an understanding of the meaning and emotional significance of endings.

7. Manage the Boundaries of the Counselling relationship
   - To be able to recognise and work with boundary issues such as the beginning and ending of each session, holiday breaks and absences etc
   - To have an understanding of the meaning of boundaries and the issues that arise in relation to them

8. To have an understanding of the Setting in which Counselling takes place,
   - Understand the impact that the setting may have upon the boundaries of the Counselling relationship.
   - Understand the meaning and emotional significance that the setting may have for the client.

9. Work with Diversity and Difference. To take account of and be able to work with differences between the Counsellor and client such as age, gender, racial and cultural background, sexual orientation and social class.

10. To work within appropriate Ethical Guidelines
11. Work Appropriately with Counselling issues relating to Follow-up, Referring-on, and writing Summaries and Clinical Reports for use within the agency.

12. Demonstrate a basic understanding of the importance of evidence based research and apply this appropriately within individual therapeutic relationships.

**Short-term Psychodynamic Counselling**

13. Understand the Psychodynamic Significance of the client’s history

14. Be able to establish a Dynamic Focus for short-term work

15. Be able to recognise patterns in the Client’s narrative

16. Be able to recognise and work with Defences

17. Be able to recognise manage, and work with a Client’s Anxiety

18. Be able to recognise and work with hidden Affects

19. Be able to recognise, understand and work with the client’s Transference
   - Recognise the client’s transference onto the counselling experience, setting and the person of the counsellor
   - Use this recognition of and understanding of the transference in making sense of the client’s behaviour and experience.
   - Use this recognition of the transference in formulating a Focus and identifying patterns in the client’s narrative.
   - Use this recognition and understanding of the transference in a general way to inform interventions and linking.
   - Use this recognition and understanding of the transference specifically to inform transference interpretations.

20. Make interpretations and other appropriate interventions
   - Making interpretations and interventions in a tactful, effective and timely manner.
   - Be able to judge the appropriateness and effectiveness of an intervention by the nature of the client’s response.

21. Be able to recognise and process their own Counter-transference.
   - To be able to reflect upon its possible meaning in relation to the client’s inner world
   - To be able to use Counter-transference in the formulation of a Focus.

22. To be able to monitor and modulate the client’s dependency and regression in short-term work

**Cognitive Behaviour Therapy**

23. Be able to demonstrate knowledge of and ability to use key cognitive behaviour concepts and competencies as outlined in the Roth and Pilling framework including the ability to:
   - Create a collaborative case conceptualisation that encompasses maintenance factors, goals, problems, symptomology and developmental history,
   - Understand and work therapeutically with different of levels, types and processes around cognitions including thoughts, assumptions and core beliefs when appropriate
   - Identify and work with emotions, thoughts, behaviours, physiological responses and safety behaviours
   - Identify, understand the function of and challenge/modify cognitive distortions
24. Structure a Cognitive Behaviour Therapy session

25. Be able to use a wide variety of Cognitive Behavioural Techniques including guided discovery, Socratic questioning, behavioural activation, behavioural experiments and cognitive restructuring within the context of a therapeutic relationship

26. Use appropriate standard and idiosyncratic outcome measurements

27. Demonstrate an understanding of and ability to use evidence based cognitive behaviour protocols for depression and anxiety

28. Be able to create individual case formulations and treatment plans for anxiety and depression if an evidence based protocol is not appropriate for the client’s goals and presenting problems

29. Demonstrate an understanding of the role of the therapeutic relationship in cognitive behaviour therapy

30. Be able to use the concepts of transference and counter-transference within the context of a Cognitive Behaviour therapeutic relationship

31. Be able to critically evaluate evidence based research in the context of individual client needs, goals, presentations and culture

Learning Objectives for a 3rd Year Student
The overall aim is for the student to demonstrate Clinical Competence at a more Consolidated level. This involves:

- The ability to take responsibility for their own clinical and professional development as a Clinical Practitioner
- To be able to work with a range of clients (in terms of presenting problems, level of illness/disturbance) appropriate to the students level of training and experience.

In the 3rd year clinical competencies are assessed by the course staff in terms of:

- the competencies of the 2nd Year (numbers 1-27), but now at a Consolidated level.
- Plus the following competencies at a Basic level

Short-term Psychodynamic Counselling
28. Assess the Suitability of the Client for Short-term Psychodynamic Counselling
   An understanding of whether the client can be helped or hindered by short-term psychodynamic counselling
   Whether the client would benefit from a more or less supportive approach.

29. Make use of Clinical Diagnosis to inform the overall Counselling approach.
   Know the difference between Neurotic, Borderline and Psychotic states.
   Use this understanding to inform the types of interventions and the overall strategy of Counselling

30. Apply a Psychodynamic understanding across a broad range of problems and issues and demonstrate a capacity to work with clients with differing presenting problems.
31. Working appropriately with Dreams and Metaphor in the context of Short-term Psychodynamic Counselling.

32. Recognise and work with client acting out
   Look for meaning in a client’s acting out (such as being consistently late or early for sessions, missing sessions seeking inappropriate contact outside of the session)
   Respond appropriately to acting out by the client.

Cognitive Behaviour Therapy
33. Assess the Suitability of the Client for Cognitive Behaviour Therapy
34. Demonstrate the ability to use in a clinical setting knowledge of presenting symptoms, evidence based treatments, case formulation skills and treatment interventions for depression, specific phobias, obsessive compulsive disorder, generalised anxiety disorder, health anxiety, panic disorders and social phobias

35. Work with Clients with co-morbid presentations using trans-diagnostic processes

36. Be able to demonstrate knowledge of and ability to use key cognitive behaviour concepts and competencies as outlined in the Roth and Pilling framework

4:3 The award of the Foundation Degree in Psychodynamic Counselling & Cognitive Behaviour Therapy

The final pieces of assessed work comprising of a 1 case study in Short-term Psychodynamic Counselling, a case study in Cognitive Behaviour Therapy, and an assignment on the application of evidenced based practice to a provided case illustration are submitted by the end of the second term in the third year. The internal examiners (the course tutors) will write a final student review report, partly based on the Placement Report and other relevant placement reports as well as the student’s Clinical log which, together with the written work, will be made available to the Board of Examiners. It is the Board of Examiners which determines the final mark. The Board will meet before the end of the academic year of the third year.

Once the Board of Examiners has met, the results will be passed on to the Registry. The Registry will then notify each candidate in writing of their mark for each part of the third year assessment, and for the Foundation degree as a whole. (Students should note that if they have not paid their course or other college fees in full they will not be eligible to be examined until these debts are cleared.)

Course tutors are not allowed to inform students of their marks before this official notification from the Registry. Notification from the Registry may take several weeks. In view of this length of time, students may ask their personal tutor to communicate informally with them (by phone or email) as to whether they have gained the Foundation degree. It is important to note that such an informal communication must not be taken as having any official status.

Students who have passed the course may ask for feedback from their personal tutor on their assessed work. This feedback will consist of a digest of the written comments of the internal markers and the placement supervisor, and will normally be given over the phone or in a short email. Students who have not passed the course will automatically be offered a feedback tutorial with their personal tutor, together with the course co-ordinator if appropriate.
All students who have gained the award of Foundation degree will be invited to a graduation ceremony.

4:4 SUMMARY OF THE CRITERIA FOR THE AWARD OF THE FOUNDATION DEGREE IN PSYCHODYNAMIC COUNSELLING & COGNITIVE BEHAVIOUR THERAPY

Although the course is arranged in distinct components, the underlying assumption is that learning is achieved through integrating the academic, practical and experiential approaches to theory and technique in relation to both modalities. Furthermore, since this is a course with a strong vocational bias, there is an emphasis on ensuring that students can make responsible use of what they are learning. Consequently the assessment is designed to test this cumulative learning and to provide means for them to demonstrate that they can implement their learning responsibly.

In order to proceed through the course and be awarded the Foundation Degree at the completion of the third year, students must, pass the Student Review for each year and reach an overall pass mark on each of the elements of the assessment, as summarised below (with maximum word count):

**Year 1** comprises three modules. In module 1 there is one assessed essays of 3,000 words. In module 2 there are two assessed essays each of 2,000 words. In module 3 there is an assessed essay of 3,000 words. Student review

**Year 2** comprises three Modules 4,5,&6 which run concurrently. There are two case studies, one in Short-term psychodynamic counseling and one in Cognitive Behavior Therapy each of 3,000 words. There is a Work-based Learning project amounting to 3,000 words. Student Review.

**Year 3** comprises Modules 7 & 8. There are two case studies one in Short-term Psychodynamic Counselling and one in Cognitive Behaviour Therapy each amounting to 3,000 words. There is an assignment on the application of evidenced based practice to a provided case illustration amounting to 2,500 words Student Review.

Students will be informed at the end each module whether they have passed the assignments of that module and at the end of each year they will be informed whether they have passed the student review. Where a student has failed one of the assessed components of a module and they are submitting a reassessment they will usually be able to continue with study on the next module of course whilst the process of reassessment takes place.

Formal assessment is carried out each year by the Board or Examiners. Students will be notified in writing at the end of Years 1 and 2 as to whether they have passed the required elements, and can therefore proceed into the next year, and at the end of Year 3 as to whether they have been awarded the Foundation degree.

Students will be offered three attempts at passing each assessed element.
4:5 How marks are awarded at the Board of Examiners meetings

The marks for each assessed element in the course are determined at the annual Board of Examiners meeting. At each meeting of the Board the internal markers (course tutors) bring their provisional marks for the Board to consider, but only the Board has the power to determine the actual mark for each assessed element. The Board normally meets in July. At the third year meeting the Board will determine the category of the final award of the Foundation degree in Psychodynamic Counselling & Cognitive Behaviour Therapy (fail, pass, merit, distinction). In its decision concerning the final mark, the Board of Examiners will be guided by the following principles

1. The assessed work of the modules of the first year and the Psychodynamics of the Workplace module of the second year, all studied at credit level 4 do not contribute to the overall mark of the Foundation degree or to the determination of a merit or distinction. Only the marks of the assessed work for the modules of the second and third years studied at credit level 5 contribute to the overall mark and grading of the Foundation degree.

All the assessed elements must be passed in order for the student to be eligible for the award of the Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy.

3. The Student Review in all modules is graded as either Pass or Fail. It is not assigned a percentage mark.

4. In the determination of the final mark, where the student has passed all ten assessed elements, the marks of the five pieces of work in Years 2 and 3 studied at level 5 (i.e. case studies and the assignment on evidence based practice) will be aggregated to one percentage mark, the overall mark for each of the four modules counting equally. This percentage mark will then be put into a category: 40% - 59% is a Pass, 60%-69% is a Merit, and 70% and above is a Distinction.

The above criteria are used by the Board of Examiners as guidelines. In all cases the Board of Examiners will use its discretion, based on all the available evidence, to arrive at the final category of award for each student.

Note: All of the modules for the Foundation degree in Psychodynamic Counselling and Cognitive Behaviour Therapy have the status of Core modules. As Core modules it is not possible for any module to be failed and receive an award as a ‘Compensated Fail.’ (see below section 5:2 paragraph 6)

5:1 Non-submissions

A student will be deemed to have attempted a module if they have registered for that module and not submitted any written notification indicating withdrawal from the module or programme by the relevant published deadlines.

If a student attempts a module but does not submit any work for the appropriate assessment as outlined in the course handbook and published guidelines for that module, and does not have an application for mitigating circumstances accepted by the Examination Board (see later), they will be deemed to have failed the module and to have used up one attempt at the assessment for that module. A result of zero will be recorded for that module.
5:2 Failure and Re-assessment of a Module

1. The Regulations for Taught Programmes of Study outline how an examination board should treat a failed module when considering progression and awards. However, each sub-board of examiners is responsible for judging, within these regulations, whether a fail can be “compensated” (ie whether you can be awarded credit for that module even if you have not actually passed), whether you will need to re-take the module (see paragraph 11) or whether you will be able to attempt a re-assessment (see 12).

2. For any module on an undergraduate programme, if you fail to pass a module at your first attempt then you may be “re-assessed” or you may be required to “re-take”. Re-assessment is where a student will re-attempt a failed element of a failed module; it does not require attendance at lectures and seminars. A re-take requires attendance at the module’s lectures and seminars as well as another attempt at the assessment. A decision on whether you will be permitted to be re-assessed in one or more elements of a module that has not been passed is at the discretion of the sub-board of examiners.

3. A Board of Examiners may offer an alternative form of assessment for failed elements as part of a re-assessment regime.

4. The timing of any re-assessment will be at the discretion of the Board of Examiners; this will normally be either at the next normal assessment opportunity or in some instances before the beginning of the next academic year.

5. You will normally be offered three attempts at passing a module (the original attempt plus two further attempts, each of which will either be a re-assessment or a re-take). After this, if the module has not been passed it will be classed either as a “compensated fail” (see 15) or a fail. In some cases this will mean that it will not be possible for you to gain the award that you have registered for; in such cases, your registration will normally be terminated.

6. If your module result is between 30 and 39% your Board of Examiners may award a “compensated fail”. This will mean that you retain the module result, but are awarded credit for that module. A Foundation Degree may be awarded to a student carrying no more than 30 credits as compensated fail, and a BA / BSc may be awarded to a student carrying no more than 60 credits as compensated fail. A core module may not be treated as a compensated fail; core modules must be passed in order to gain the award.

Common Award Scheme Policies

1. As part of the introduction of the Common Awards Scheme, the College has implemented a number of College-wide policies. The full policies can be seen at http://www.bbk.ac.uk/mybirkbeck/services/rules

Some brief details on key policies are included here:

5:3 Late Submission of work for assessment

2. College policy dictates how Schools will treat work that is due for assessment but is submitted after the published deadline. Any work that is submitted for formal assessment after the published deadline is given two marks: a penalty mark of 40% for undergraduate students, assuming it is of a pass standard, and the ‘real’
mark that would have been awarded if the work had not been late. Both marks are given to the student on a cover sheet. If the work is not of a pass standard a single mark is given.

3. If you submit late work that is to be considered for assessment then you should provide written documentation, medical or otherwise, to explain why the work was submitted late. You will need to complete a standard pro-forma and submit it, with documentary evidence as appropriate, to your Tutor or Programme Director. The case will then be considered by the appropriate sub-board or delegated panel.

4. If no case is made then the penalty mark will stand. If a case is made and accepted then the examination board may allow the ‘real’ mark to stand.

5.4 Assessment Offences

5. The College Policy on Assessment Offences incorporates the College policy on plagiarism.

6. The policy describes three stages in the process for dealing with assessment offences (which include plagiarism, collusion, examination offences and other offences). The first stage allows for a very rapid and local determination for first or minor and uncontested offences. Stage 2 allows for a formal school investigation, where a student wishes to contest the allegation or penalty, where there is an allegation of a repeat offence or for more serious cases. Stage 3 involves a centrally convened panel for third and serious offences, dealt with under the Code of Student Discipline.

7. The College treats all assessment offences seriously. It makes strenuous efforts to detect plagiarism, including using web-based software that can provide clear evidence. If you are in any doubt as to what constitutes acceptable conduct you should consult your personal tutor or another member of academic staff. The College has a wide range of sanctions that it may apply in cases of plagiarism, including the termination of a student’s registration in the most serious cases.

5:5 Mitigating Circumstances: Policy, Procedures and Guidance

The following is a summary of the college’s policies which can be found at:
http://www.birkbeck.ac.uk/mybirkbeck/services/rules
http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf

Mitigating circumstances are defined by the College as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. The purpose of the mitigating circumstances regulations is to enable the College to take into account circumstances that have prevented the student from demonstrating their achievement (rather than their potential). The College policy applies to specific circumstances that affect assessment only. It does not apply to long-term medical conditions or other conditions – in such situations the student needs to apply for allowance under the College’s special examination arrangements procedures (advice can be obtained from the Disability Office).

A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:
a) late or non-submission of coursework
b) poor performance in assessment.
For a claim to be accepted a student must produce independent documentary evidence to show that the circumstances:
a) have detrimentally affected their performance/submission/attendance in assessment, or will do so
b) were unforeseen
c) were out of their control and could not have been prevented
d) relate directly to the timing of the assessment affected

5:6 Submitting a Mitigating Circumstances Claim
This form is available at http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/exams/mitigating-circumstances
The claim form makes clear that independent written evidence is normally required.
Students are encouraged to submit their claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is no later than 7 days after the submission deadline.
The Mitigating Circumstances claim and associated evidence will be considered by a panel which will report to the next Board of Examiners Meeting, The Board will make one of the following decisions for each claim:
- Accept: the claim is accepted as affecting that item of assessment
- Allow late: no penalty will be applied in respect of late submission
- Reject: the claim is not accepted for that item of assessment

Where the mitigating circumstances panel has accepted a claim, the relevant Board should use its discretion to judge how these circumstances will be taken into consideration. Possible decisions could include a decision that the student:
(a) should be given another assessment opportunity which shall not count as an additional attempt at the assessment (known as a reassessment without penalty). Alternatively, the board may feel that the circumstances and evidence warrant a retake without penalty of the module.
(b) should not be penalised for late submission of coursework and allow the student their true mark for the element in question (i.e. the penalty for unauthorized late submission of a mark no higher than 40% in Year 1 and 50% in Years 2/3 is withdrawn, and the assessment marked at its “true” value).
Individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test achievement rather than potential.
Students may appeal against a decision of the Board of Examiners on the basis that there were mitigating circumstances that the student was unable or, for valid reasons, unwilling to submit to the Board of Examiners by the deadline.
Examples of what counts as mitigating circumstances are included in the mitigating circumstances policy http://www.bbk.ac.uk/mybirkbeck/services/rules/mitcircspol.
5.7 Break-in-Studies Policy

16. The Common Awards Scheme regulations allow you to suspend studies for a maximum of two years in total during your programme of study. This may be for one period of two years, or for non-consecutive shorter periods (see 17) that add up to a total of two years or less.

17. Any break-in-studies on an undergraduate programme would normally be for a minimum of one year; breaks may also be permitted for a period of one or two terms, dependent on the structure of the programme.

18. Any application for a break-in-studies should be made in writing to your programme director or personal tutor. If you are applying for an approved break-in-studies, you should give details of the length of the proposed break and the reasons for the application.

19. You will not be liable for fees while on an approved break-in-studies. If you have attended for part of a term you will normally be liable for the fees due in that term.

20. If you are on a break-in-studies you will not have access to the Library or ITS unless you make an application and pay the appropriate fee to use these facilities. Applications must be made directly to the Library and/or ITS.

21. If you do not re-enrol after having completed two years of break-in-studies you will be deemed to have withdrawn from your programme. If you wish to resume your programme after having been withdrawn, you will normally be required to re-apply for admission.

5.8 Other Policies

22. In addition to the policies above, other College academic-related policies include:

   Accredited Prior Learning
   Termination of Registration
   Procedures for Dealing with Special Examination Arrangements
   Suspension of Regulations
   The Operation of Boards and Sub-Boards of Examiners
   The Role of External & Intercollegiate Examiners
   Marking and Moderation

   To see these policies, please see the Common Awards Scheme website:

   http://www.bbk.ac.uk/reg/regs

23. The College also operates a Procedure for Appeals Against Decisions of Boards of Examiners; this is also available from this website.

5:9 Birkbeck policy on complaints
The College policy on complaints and disputes can be found at, which also has links to College policy on appeals, harassment, and student union code of conduct.
http://www.bbk.ac.uk/mybirkbeck/services/rules/Student%20Dispute%20Resolution%20Policy%20Procedure.pdf/at_download/file
5:10 Birkbeck Policy on appeals against Exam Board decisions
The College policy can be found at:
http://www.bbk.ac.uk/mybirkbeck/services/rules/AppealsAgainstExamBoardDecisions.pdf
Appendix 1

Student Review Information – CBT Supervision – Foundation Degree in Psychodynamic Counselling & Cognitive Behaviour Therapy

Trainee:
Supervisor/Working Case Discussion Group Leader:
Date of presentation:

The purpose of the supervision review is for the supervisor/working case discussion group facilitator to reflect on the student’s progress in developing competencies in Cognitive Behavioural Therapy as outlined in the Student Handbook and the Roth and Pilling Framework. This is an opportunity to get feedback and the results will contribute to the Student Review. You will be able to reflect on what is going well, and on targets for further development.

The key competencies in CBT have been divided into five sections on assessment; structuring sessions; formulation skills, specific CBT techniques and interventions; and the therapeutic relationship. Each section includes a range of different skills to review and will provide a guide for the student’s continued development.

The form requires the supervisor to give a global rating for each of the five competencies using the Cognitive Rating Scale below. This is the same scale used in assessing therapy tapes.

It is the responsibility of the student to ensure that they have demonstrated the competency in supervision/case discussion and through the typed up transcript of the session. It might be helpful to ask the student to bring a copy of the form to each supervision/discussion group so that it can be completed in the session thereby avoiding any unnecessary paperwork and form filling outside of the supervision session.

The full list of competencies using the Roth and Pilling framework can be found at: http://www.ucl.ac.uk/clinical-psychology/CORE/competence_frameworks.htm

<table>
<thead>
<tr>
<th>Competence</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Incompetent</td>
<td>absence of feature, or highly inappropriate performance</td>
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<tr>
<td>Novice</td>
<td>Inappropriate performance, with major problems evident</td>
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<tr>
<td>Advanced beginner</td>
<td>evidence of competence, but numerous problems and lack of consistency</td>
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<tr>
<td>Competent</td>
<td>competent, but some problems and/or inconsistencies</td>
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<td>Proficient</td>
<td>good features, but minor problems and/or inconsistencies</td>
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<tr>
<td>Expert</td>
<td>very good features, minimal problems and/or inconsistencies</td>
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<tr>
<td>Area of Competency</td>
<td>Rating 0-6</td>
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<td>• 1) Structuring sessions</td>
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<td>• Agenda setting</td>
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<td>• Keeping to a structure in sessions</td>
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<td>• Pacing &amp; use of time</td>
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<td>• 2) Assessment</td>
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<td>• Ability to conduct a focused CBT assessment</td>
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<td>• elicit relevant developmental history</td>
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<td>• 3) Specific Techniques</td>
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<td>• Guided discovery</td>
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<td>• Automatic thoughts</td>
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<td>• Dysfunctional assumptions</td>
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<td>• Core beliefs</td>
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<td>• Behavioural Experiments</td>
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<td>• Imagery techniques</td>
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<td>• Safety Behaviours</td>
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<td>• Exposure techniques</td>
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<td>• Activity Scheduling</td>
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<tr>
<td>• <em>Metacompetencies</em> –</td>
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<td>• Adapting interventions to the client</td>
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<td>• Selecting most appropriate interventions</td>
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<td>• Timing of interventions</td>
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<td>• 4) Formulation skills</td>
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<td>• Disorder specific formulations</td>
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<td>• Use of developmental information</td>
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<td>• Transdiagnostic formulations</td>
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<td>• Communicating formulations</td>
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<td>• <em>Metacompetencies</em> -</td>
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<tr>
<td>• Drawing on and integrating a range of theoretical ideas</td>
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<td>• Choosing the most relevant model</td>
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<td>5) <em>Therapeutic Relationship</em></td>
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<td>• Fostering therapeutic alliance</td>
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<td>• Collaboration</td>
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<td>• Ability to manage the emotional content of sessions</td>
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<td>Area of Competency</td>
<td>Rating 0-6</td>
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<tr>
<td>– to elevate expression of emotion where relevant, or to manage heightened emotions</td>
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General Comments of Supervisor on the trainee’s progress and functioning within supervision:

Appendix 2: Help with essay writing
Learning and skills support, including help with English language, is available here http://www.bbk.ac.uk/mybirkbeck/services/facilities/support
The content of the essay must of course be your own. Marks may be deducted for poor English and presentation. Tutors will do their best to give you clear feedback to help you improve as the course proceeds.
General guidelines for presentation and referencing are set out in 6:2 Appendix 2. Be sure when you write your essay to reference it consistently and correctly. If you are in doubt about your method look at the way references are presented in any of the professional journals.
Appendix 3: Support for your learning

Study Skills:
Some study skills support will be offered as part of your class. Workshops run by Birkbeck’s Centre for Learning and Professional Development (CLPD) are at http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=SSK

Personal support: Birkbeck subscribes to the Gower Street Practice, a health centre located at 20 Gower Street, just around the corner from the Malet Street main building. Students living in central London can register with the doctors for full NHS general practitioner services, but other students can also benefit from the facilities. Consultations are free and completely confidential. In addition to normal GP services, the Gower Street Practice offers psychotherapy and cognitive behaviour therapy, and is experienced in helping students. Call the health centre on 020 7636 7628 for further information or visit their website at http://www.gowerstreetpractice.org.uk/
There is also a free Counselling Service run by the Birkbeck Student Union, and the Union has an advice centre – a drop-in service offering general advice and referrals.

Students’ Union
As a BSc degree student you are automatically a member of the Birkbeck Students’ Union. For further details of our support services and activities please visit our website www.bbk.ac.uk/su.

The Learning Development Tutor
The Learning Development Tutor for the School of Social Sciences, History and Philosophy is Helen Fuller. Helen is available for 1-to-1 meetings to provide support and advice, and can help students with a range of study skills including:

- organisational skills
- time management
- critical reading
- note taking
- essay planning
- writing
- referencing
- exam preparation

Helen also provides workshops on these topics which run throughout the year. Details for these workshops can be found on the My Birkbeck website at http://www.bbk.ac.uk/mybirkbeck/
To contact Helen email h.fuller@bbk.ac.uk or telephone 0207 631 6693. To make an appointment for a 1-to-1 tutorial please log in to Moodle and click on the link to the School of Social Sciences, History and Philosophy module.

Appendix 4: Plagiarism
In preparing your coursework you will use a number of different sources: course materials, books, papers, and possible conversations with other students and staff. All of these are necessary for the preparation of your work. However it is essential that you always acknowledge your sources, supplying a full reference to authorship (name and year and including page numbers) and full details
of your source, so they can be checked. The marker of your piece of work requires evidence of your understanding and effort. Unacknowledged copying of text and/or ideas is called plagiarism, and you must not do it.

Birkbeck’s summary statement on plagiarism is as follows:

You are reminded that all work submitted as part of the requirements for an examination of the University of London or Birkbeck College must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism – that is, the presentation of another person’s thoughts or words as though they were your own – must be avoided, with particular care in coursework and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to that source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person’s ideas or judgements, you must refer to that person in your text, and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your tutor or programme director if you are in any doubt about what is permissible.

Plagiarism is regarded as a serious disciplinary matter. Any case of plagiarism detected will be recorded in the offending student’s file and will be reported to the Examinations Office. Work found to contain plagiarism will be failed, and in the case of subsequent offences the penalty may involve failure of the whole course. Students must, at the request of the College, submit their work to any College-approved plagiarism detection service.

A student who knowingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is committing an assessment offence.

It is accepted that not all cases of plagiarism are committed intentionally, and that it is not appropriate to invoke the formal processes within this policy for all cases where work submitted for assessment meets the College definition of plagiarism. Where, in the judgement of the marker, a student has committed a minor act of plagiarism for which the formal processes are not appropriate, a marker may:

• Reduce the mark for the element of assessment relative to the scale of the offence;
• Award a mark of zero for the element of assessment in question;
• Issue an informal warning. Records of informal warnings should be kept to inform decisions as to whether to consider allegations of plagiarism under the formal processes of this Policy; any allegation of plagiarism against a student who has already received an informal warning should be dealt with under the formal provisions of this Policy.

Any appeal against a decision must be submitted in writing within 10 days of notification of any decision. For more information please consult the College’s policy on assessment offences http://www.bbk.ac.uk/reg/regs/assmtoff/

Appendix 5: Moodle learning environment

Moodle Virtual Learning Environment is a college resource which it is important for you to learn how to use.

Moodle will give you access to core parts of the course reading. Your tutors will often use Moodle to make announcements or send you information about the course. The course team will also use Moodle to let you know about journals and websites which can be found on Moodle to support your learning on our course. You will also find a copy of the Course Handbook.

You may also use Moodle to share with your fellow students any information, articles, links etc which are directly relevant to the course. If you wish to do so but are unsure of the relevance of the information, please consult your tutor. On enrolment you are automatically given access to your course on Moodle. Our shared Bloomsbury Moodle site is located at http://moodle.bbk.ac.uk/

Birkbeck users can log in with their normal IT Services username and password.
You can access Moodle from a computer in the Birkbeck Library or from any other computer, providing you have set up your IT Services user name and password. For some resources which are on websites where the Library is a subscriber, you also have to follow these instructions:
Go to http://www.bbk.ac.uk/lib/elib and scroll down to the section on Accessing the eLibrary from outside the College - follow the instructions given there about how to get the "Institutional Athens Cookie" onto your computer to allow easy access to the subscriber websites. BUT if for whatever reason the cookie does not work then you can always log in each time via the following link: http://tyto.ccs.bbk.ac.uk/laagateway.cgi?w=mail3

Appendix 6: Books, book lists and library
You should receive a list of the seminar readings that you will study. These may refer to particular books or books of papers. Where the papers are from journals a number of copies will be made available to you through the short loan collection in the library. You may wish to organise a system in your group in order to share the responsibility of finding the papers and photocopying them. Photocopied articles and chapters are identified by a running number in the catalogue. Listed books should be available in the library although it may be wise to purchase some of the main texts, for instance some of the available psychoanalytic dictionaries. You should find these recommendations on the reading list.

Birkbeck College Library Facilities: http://www.bbk.ac.uk/lib/

Appendix 7: Students with disabilities

Full information on disability support and contact details can be found at: http://www.bbk.ac.uk/mybirkbeck/services/facilities/disability

Appendix 8: Guidelines for Placement Supervisors

The course

The Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy is located in the Dept of Psycho-social Studies in the School of Social Sciences, History and Philosophy at Birkbeck College. The course is designed for accreditation with the British Association of Counselling and Psychotherapy. The course extends over three years and students are on placement for the second and third year of the course. For more information on the course, please see the attached information sheet or the Birkbeck website http://www.bbk.ac.uk/sps/our_courses/taught/fd-psychodynamic

Our Foundation degree offers a dual track training in Short Term Psychodynamic Counselling and Cognitive Behaviour Therapy. Students study theory and its application to practice in both approaches simultaneously. This degree represents an exciting development for Birkbeck in drawing on our tradition and renowned expertise in the training of psychodynamic counselling to offer a substantial training in short term psychodynamic counselling, and in Cognitive Behaviour Therapy underpinned by a psychodynamic understanding. Students are required to be in an approved psychodynamic counselling or therapy for the duration of their training placements. We aim to enable our students to hold the tension between these two mainstream approaches and to explore a dialogue between them.
Placement Liaison Tutors

Jan Fish (0207 631 6882, j.fish@bbk.ac.uk) or Jonathan Smith (0203 073 8096 jd.smith@bbk.ac.uk) will be responsible for liaison with the training placement.

Students on placement

Counselling placements are arranged for students from the first term of their second year. Students will have two placements, one in psychodynamic counselling and one in CBT. The two placements may be in the same or different organizations.

In their 2nd and 3rd year students take up the two placements each spending a minimum of 2 - 4 hours per week on placement, seeing 2 to 3 individual clients per week and receiving individual or group supervision on a regular basis.

Supervision Requirements

Supervision is usually provided by the placement organisation by an appropriately qualified supervisor. If you have any queries about this please contact Jan Fish on 0207 631 6882 or Jonathan Smith on 0203 073 8096.

Where a placement is unable to offer CBT supervision but is able to provide individual clients and placement case management supervision, fortnightly CBT group supervision will be provided externally by Birkbeck College.

Where a student needs additional input for their own learning needs students may be required to arrange for additional consultation, in the form of consultation with an external supervisor. This consultation is intended to help the student with his or her learning, for example by focusing on one case in detail. Students who have arranged their own additional consultation are told that they still need to bring all of their clinical cases to placement supervision, as clinical responsibility always lies with the placement supervisor.

Work-based Learning: Making observations on placement

The course expects students to develop an understanding of the organizational dynamics of the settings in which they work. Students are expected to attend staff or clinical meetings, or other agency meetings to gather observational material which will form the basis for a work based learning project for the course. When they make use of any observations made on their placement in class or in written work, the identity of the placement organization will not be revealed and students will disguise names and details to protect the confidentiality of their placements. All written work is kept strictly confidential and is only made available to the college tutors and to the Board of Examiners.

Placement Progress Report

As a way of maintaining an ongoing link with the placement, we ask supervisors to send a yearly Placement Progress Report (see example overleaf) on the student’s progress. These can be completed on an electronic copy and preferably sent by email. Supervisors will be sent a reminder as to when these reports are due. If progress is satisfactory, these reports can be very brief, but if there are areas of concern please contact the placement liaison tutor in addition to sending in these
reports. These reports, together with the student’s own reports on their placement, form part of the ongoing Student Review which is conducted each year by the College tutors. Please note that students will have access to all reports written by supervisors.

Placement meetings

Placement meetings between the placement liaison tutor, the student and placement supervisor have proved a valuable way of developing and sustaining a partnership between placement and college and monitoring student progress. The placement liaison tutor may make contact during the placement about visits. You are also welcome to contact the placement liaison tutor at any time if you have any concerns about the placement process or a students’ progress. If there is a more urgent need for a placement meeting – for example if difficulties arise on the placement – then it is important for the supervisor to contact the college.

Work Discussion Groups

From the second year of the course students have regular work discussion groups where students bring clinical and organisational material from their placement for discussion. The aim of these groups is to help the student apply theory to practice and to consider some of the clinical issues involved in the particular case under discussion. Their function is learning, not supervision. Clinical responsibility for the counselling work always remains with the placement supervisor.

SUPERVISOR DETAILS

Please supply the following information for our records.

Name:
Title:
Name of student supervisee:
Name and address of agency or organization:
Name of placement organizer (if different):
Position in placement agency/organization:
Professional membership:
Contact details:
Address:
Email:
Phone/mobile:
Supervision arrangements offered:
Individual or group?

Frequency?

Length of supervision session?

If group, how many in group?

Thank you for filling out this form. Please return this form electronically to: j.fish@bbk.ac.uk or jd.smith@bbk.ac.uk (or to Jan Fish or Jonathan Smith, Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy, School of Social Sciences, History and Philosophy, Birkbeck College, Malet Street, London, WC1E 7HH). 0207 631 6882.

PLACEMENT PROGRESS REPORT
(Please complete by the end of each term)

Name of Placement Supervisor:

Name of Student:

Name of Placement Liaison Tutor:

Date of report:

Any changes to supervision arrangements?

Please comment briefly on the student’s progress to date:

Please indicate any areas of concern:
Thank you for filling out this report. Please return this form electronically to: j.fish@bbk.ac.uk or jd.smith@bbk.ac.uk (or to Jan Fish or Jonathan Smith, Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy, School of Social Science, Birkbeck College, Malet Street, London, WC1E 7HH). 0207 631 6882.

Please note that a copy of your report will be made available to the placement student.

Foundation Degree in Psychodynamic Counselling & Cognitive Behaviour Therapy

Learning Objectives & Competencies – Overview

The Learning objectives concerning the student’s clinical and professional development consist of a series of Clinical Competencies. The competences are divided into those achieved at a basic or consolidated level. At a basic level the basic principle or idea involved is grasped, but the level or depth of understanding or skill involved may be intermittent, variable or limited. At a consolidated level the particular competence has been internalized and can therefore be employed or demonstrated in a coherent and thoughtful way.

Learning Objectives & Competencies for 2nd year student

The overall aim is for the 2nd year student to be able to demonstrate Clinical Competencies at a basic level. This is assessed by the course staff in terms of the following competencies, all at a basic level.

The Learning objectives & Competencies have been divided into three categories:-

Generic
Short-term Psychodynamic Counselling
Cognitive Behaviour Therapy

Generic
1. Adopt the Professional Role of Counsellor
   Behave and conduct oneself in a professional, respectful and consistent way with clients which includes
   Not making inappropriate self-disclosures
   Being able to work within a Counselling agency
   Treating the client’s material as Confidential
Behave and conduct oneself in a professional manner with colleagues. 
Be able to make appropriate use of Supervision

2. Negotiate a viable therapeutic contract with a client

3. Form an initial Counselling relationship and Therapeutic Alliance with a Client

4. To sustain a Counselling relationship
   - To participate and intervene with sufficient skill and reliability over time for the client to remain engaged in the Counselling relationship
   - To be able to attend to ruptures in the Therapeutic Alliance
   - To be able to maintain a collaborative stance

5. Contain Clients
   - Be able to contain a Client’s expression of painful and/or disturbing emotion, thought and behaviour
   - In more extreme cases to be able to recognise and respond appropriately to suicidal and/or destructive thoughts, wishes feelings or behaviour
   - To have an understanding of the role of a Focus in Containing the client
   - To have an understanding of the role of the clinical formulation in helping the client understand their difficulties.

6. To be able to work with a client through the process of ending
   - To have an understanding of the implications for counselling process of working with a time-limit.
   - To have an understanding of the meaning and emotional significance of endings.

7. Manage the Boundaries of the Counselling relationship
   - To be able to recognise and work with boundary issues such as the beginning and ending of each session, holiday breaks and absences etc
   - To have an understanding of the meaning of boundaries and the issues that arise in relation to them

8. To have an understanding of the Setting in which Counselling takes place,
   - Understand the impact that the setting may have upon the boundaries of the Counselling relationship.
   - Understand the meaning and emotional significance that the setting may have for the client.

9. **Work with Diversity and Difference.** To take account of and be able to work with differences between the Counsellor and client such as age, gender, racial and cultural background, sexual orientation and social class.

10. To work within appropriate Ethical Guidelines

11. Work Appropriately with Counselling issues relating to Follow-up, Referring-on, and writing Summaries and Clinical Reports for use within the agency.

12. Demonstrate a basic understanding of the importance of evidence based research and apply this appropriately within individual therapeutic relationships.

   **Short-term Psychodynamic Counselling**

13. **Understand the Psychodynamic Significance of the client’s history**
14. Be able to establish a Dynamic Focus for short-term work

15. Be able to recognise patterns in the Client’s narrative

16. Be able to recognise and work with Defences

17. Be able to recognise manage, and work with a Client’s Anxiety

18. Be able to recognise and work with hidden Affects

19. Be able to recognise, understand and work with the client’s Transference
   - Recognise the client’s transference onto the counselling experience, setting and the person of the counsellor
   - Use this recognition of and understanding of the transference in making sense of the client’s behaviour and experience.
   - Use this recognition of the transference in formulating a Focus and identifying patterns in the client’s narrative.
   - Use this recognition and understanding of the transference in a general way to inform interventions and linking.
   - Use this recognition and understanding of the transference specifically to inform transference interpretations.

20. Make interpretations and other appropriate interventions
   - Making interpretations and interventions in a tactful, effective and timely manner.
   - Be able to judge the appropriateness and effectiveness of an intervention by the nature of the client’s response.

21. Be able to recognise and process their own Counter-transference.
   - To be able to reflect upon its possible meaning in relation to the client’s inner world
   - To be able to use Counter-transference in the formulation of a Focus.

22. To be able to monitor and modulate the client’s dependency and regression in short-term work

Cognitive Behaviour Therapy

23. Be able to demonstrate knowledge of and ability to use key cognitive behaviour concepts and competencies as outlined in the Roth and Pilling framework including the ability to:
   - Create a collaborative case conceptualisation that encompasses maintenance factors, goals, problems, symptomology and developmental history,
   - Understand and work therapeutically with different of levels, types and processes around cognitions including thoughts, assumptions and core beliefs when appropriate
   - Identify and work with emotions, thoughts, behaviours, physiological responses and safety behaviours
   - Identify, understand the function of and challenge/modify cognitive distortions

24. Structure a Cognitive Behaviour Therapy session

25. Be able to use a wide variety of Cognitive Behavioural Techniques including guided discovery, Socratic questioning, behavioural activation, behavioural experiments and cognitive restructuring within the context of a therapeutic relationship

26. Use appropriate standard and idiosyncratic outcome measurements
27. Demonstrate an understanding of and ability to use evidence based cognitive behaviour protocols for depression and anxiety

28. Be able to create individual case formulations and treatment plans for anxiety and depression if an evidence based protocol is not appropriate for the client’s goals and presenting problems

29. Demonstrate an understanding of the role of the therapeutic relationship in cognitive behaviour therapy

30. Be able to use the concepts of transference and counter-transference within the context of a Cognitive Behaviour therapeutic relationship

31. Be able to critically evaluate evidence based research in the context of individual client needs, goals, presentations and culture

Learning Objectives for a 3rd Year Student
The overall aim is for the student to demonstrate Clinical Competence at a more Consolidated level. This involves:

The ability to take responsibility for their own clinical and professional development as a Clinical Practitioner
To be able to work with a range of clients (in terms of presenting problems, level of illness/disturbance) appropriate to the student's level of training and experience.

In the 3rd year clinical competencies are assessed by the course staff in terms of:
the competencies of the 2nd Year (numbers 1-27), but now at a Consolidated level.
Plus the following competencies at a Basic level

Short-term Psychodynamic Counselling
28. Assess the Suitability of the Client for Short-term Psychodynamic Counselling
   An understanding of whether the client can be helped or hindered by short-term psychodynamic counselling
   Whether the client would benefit from a more or less supportive approach.
29. Make use of Clinical Diagnosis to inform the overall Counselling approach.
   Know the difference between Neurotic, Borderline and Psychotic states.
   Use this understanding to inform the types of interventions and the overall strategy of Counselling
30. Apply a Psychodynamic understanding across a broad range of problems and issues and demonstrate a capacity to work with clients with differing presenting problems.

31. Working appropriately with Dreams and Metaphor in the context of Short-term Psychodynamic Counselling.

32. Recognise and work with client acting out
   Look for meaning in a client’s acting out (such as being consistently late or early for sessions, missing sessions seeking inappropriate contact outside of the session)
   Respond appropriately to acting out by the client.

Cognitive Behaviour Therapy
33. Assess the Suitability of the Client for Cognitive Behaviour Therapy
34. Demonstrate the ability to use in a clinical setting knowledge of presenting symptoms, evidence based treatments, case formulation skills and treatment interventions for depression, specific phobias, obsessive compulsive disorder, generalised anxiety disorder, health anxiety, panic disorders and social phobias

35. Work with Clients with co-morbid presentations using trans-diagnostic processes

36. Be able to demonstrate knowledge of and ability to use key cognitive behaviour concepts and competencies as outlined in the Roth and Pilling framework

Foundation Degree in
Psychodynamic Counselling and
Cognitive Behaviour Therapy

Department of Psychosocial Studies
School of Social Sciences, History and Philosophy

Birkbeck College

CONTRACT BETWEEN COLLEGE AND PLACEMENT AGENCY

The college

In entering into an agreement with a counselling placement agency, the Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy, based at Birkbeck College (hereafter referred to as “the college”) agrees:

To put forward a student who:

has successfully completed the first year of the course.

is in personal counselling or psychotherapy of at least once a week with an approved psychodynamic practitioner

has been made conversant with the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy, and understands that he or she is expected to work according to its requirements.

has taken out professional insurance (unless covered by insurance at the placement agency) prior to beginning work at the placement

To undertake to respond appropriately should the placement agency communicate serious concerns regarding the student’s conduct on the placement. In most instances a meeting with the student, the placement liaison tutor and the placement supervisor and / or placement organizer will be arranged to address the concerns.
Confidentiality. Please note that students will be required to bring client material to the course for Work & Case discussion groups and for written case studies and will be guided on observing ethical practice in accordance with the BACP Ethical Framework, in relation to preserving anonymity and confidentiality.

The placement agency

In accepting a student from the Foundation Degree in Psychodynamic Counselling and Cognitive Behaviour Therapy, the placement agency undertakes to:

provide the student with sufficient counselling clients.

**Placement providers must indicate to clients that placement counsellors are students.**

provide the student with a minimum of fortnightly supervision in Short term Psychodynamic Counselling and / or Cognitive Behaviour Therapy either individually or in a group,

provide an opportunity for all of the students cases to receive some supervision.

provide supervision of not less than one hours presenting time to eight hours client work subject to an overall minimum of 1.5 hours per month and of sufficient amount taking into account the experience of the student and the level of complexity of the client work.

provide the student with the opportunity to attend regular staff meetings or some other forum suitable for the student to observe the life and functioning of the agency

offer a placement for the duration of two academic years.

arrange, if necessary, for the supervisor (and /or placement organizer within the agency if appropriate) to attend one or more meetings with the College Placement Liaison Tutor and student in order to monitor the progress of the placement

submit supervisor’s reports to the college as requested

ensure that the agency’s aims, orientations, procedures and resources are congruent with the orientation of the course, arising from which the agency will be required to offer suitable client work for Short-term Psychodynamic Counselling and /or Cognitive Behavioural Therapy throughout the two years of the student’s training placement.

*Have removed requirement that students conduct assessments.*

ensure that the agency is working to the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy or a comparable code
allow the student to bring client and organizational work from the agency to the course for discussion, on the understanding that all necessary steps will be taken to preserve confidentiality

ensure that clients have been assessed by a qualified practitioner in the agency so that the student is only provided with clients appropriate to his or her competence and learning needs and that this requirement continues to be closely monitored where a student conducts their own assessments.

ensure that the agency has a recognized complaints procedure to be followed in case of a complaint against the student

ensure that Health and Safety issues and legal requirements relevant to the agency are appropriately addressed during the course of the students placement and that the student is made aware of these.

agree that the agency will not expect or require the student to undertake responsibilities such as telephone triage, guiding clients in the use of Computerised CBT or Self-help manuals unless the inclusion of such responsibilities have been agreed in advance by the placement liaison tutor, and that the student will otherwise only be expected or required to participate in work activities that are an intrinsic part of the role of a Trainee Counsellor or Therapist in the agency or which fulfill college course requirements.

Where the college provides the student with a fortnightly CBT supervision group the agency agrees to provide case management supervision for each of the students cases and retains overall clinical responsibility for the student’s client work.

Please complete the following sections

Name of student:............................................................................................................................................

Name of placement agency:..................................................................................................................................

Please describe how this organisation assesses clients for suitability to be offered counselling from a student
...........................................................................................................................................................................

Please describe the type of services and counselling offered to clients
...........................................................................................................................................................................
Please describe the length or type of contract that the organisation offers to client including any specific limitations or requirements for student counsellors

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

Accountability

Clinical responsibility for the student’s client work will remain with the placement agency. Please confirm the following information about clinical responsibility.

Who is responsible within the placement organisation for the students work with clients?

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Who is responsible within the placement organisation for client confidentiality and data protection?

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Who should the student counsellors report issues of client risk or concern to within the placement organisation?

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Please also confirm the following information responsibility for other placement arrangements.

What meetings is the student counsellors required to attend as part of their placement

………………………………………………………………………………………………………………………………

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………………
And who does the student report to in relation to practical matters such as attendance at meeting or finance?

...............................................................

...............................................................

...............................................................

Health and Safety issues concerning the student’s placement at the placement agency will be the responsibility of the placement agency.

Name and signature of placement organizer of the agency: ..............................

Name and signature of supervisor (if different from placement organizer)......................

Name and signature of Placement Liaison Tutor of the Foundation Degree..........................

Date: ........................

Please complete and return electronically to PsychodynamicCBT@bbk.ac.uk
Please use an electronic signature or return from an organisational email address

Appendix 9: Advanced Texts

Brief Dynamic Therapy


**Psychodynamic Counselling & Psychotherapy**


Garrett, V. (2010) - Effective Short-term Counselling Within the Primary Care Setting - London - Karnac Books


Hinshelwood, R.D. Clinical Klein, London: Free Association Books


Psychodynamics of Organisational Processes

Foster, A. & Roberts, V.Z (Eds.) Managing mental health in the community: chaos & containment, London: Routledge


Research


*Updated July 2014 by Jan Fish*