



Certificate in Counselling Skills

Course Handbook 2018-2019

Accredited by British Psychoanalytic Council



St. Paul's Centre, 102a Church Street, Enfield, Middlesex EN2 6AR
Tel: 020 8367 2333, Email: ecs@onetel.com web: www.enfieldcounselling.co.uk
Registered Charity No. 1003589

General Information

Certificate Training Staff

Suzanne Gray – Seminar Leader
Michelle O'Makalwala - Experiential Group Leader
Liz Good – Acting Head of Training
Cameron Brown - Assistant to the Head of Training

Venue

Meeting room ECS. St Paul's Centre,
Enfield, EN2 6BQ

Please refer to Course Programme Handbook for changes in venue details.

Enfield Counselling Service Staff

Liz Good – Clinical Director and Head of Training
Cameron Brown - Assistant to the Head of Training
Karon Lyne - Tutor
Beverley Scott-Therapy Advisor
Mariola Kaprata – Office Manager
Emmanuel Benedetti- Book keeper
Paula Augello- Student Representative

Registers

Registers must be signed each time you attend a seminar and experiential group. 100% attendance of the course is expected, 80% is the minimum requirement. **If for unavoidable reasons you cannot attend a seminar please telephone 020 8367 2333 before 3.00pm and leave a message for your Seminar Leader. Absences need to be notified with your Seminar Leader and the Assistant to the Head of Training.**

Assessment

Assessment is continuous throughout the course (see details assessment guidelines). Certificates will be awarded on successful completion of the course. (Students will be invited to attend the Autumn term Service meeting* where certificates will be presented to the previous year's graduates at a graduation ceremony).

There is an appeal procedure and a complaints procedure, both of which are available from the Admin Office.

There is also an anonymous communications box where typed issues are required at the beginning of the month. You can write nil if you wish.

*This meeting is held on a Saturday morning and is open to all ECS staff, students and trainees. It is an opportunity for all those involved with ECS to meet and discuss matters of mutual interest and concern.

One to one meetings

Students can arrange to have a one to one meeting if they wish to discuss

- Any difficulties involved in meeting the requirements of the course, such as written work
- Any other issue which may affect a student gaining the maximum benefit from the course
- Any difficulties which may affect attendance on the course including pregnancy and illness. **If a student may be thinking of leaving the course then ideally a meeting should be arranged to discuss whether ECS is able to help support or resolve any issues before a final decision is made.**

To arrange this a student needs to contact the Assistant to the Head of Training who will arrange a pastoral meeting or arrange for a meeting with the Course Tutor or the Head of Training.

Plenary

At the end of each term students have the opportunity of meeting as a group with the Head of Training. During these meetings students are encouraged to raise any issues to do with the course and further training.

Punctuality

Students are asked to arrive on time for the start of the seminar at 7.00pm. Access to the room will be possible from 6.45 pm.

Please remember that the experiential group start at 8.45 pm and please be ready for a prompt start after the break. At the end of the evening please vacate the premises promptly.

Aims of the course

1. To learn the main theorists view of the client from Freud to present day. This will be taught through the reading and discussing of seminar papers that have shaped our present day way of working. Your seminar leader will clarify the history and concentrated meaning of the paper.
2. To undertake self-exploration and development in order to foster attitudes that will facilitate the aims in 1.
3. To learn some basic counselling skills theory in order to provide a framework for the choice of actions and to learn some basic developmental theory based on psychodynamic ideas.
4. To learn reasons for the importance of boundary setting when using counselling skills.
5. To develop an understanding of the difference between counselling skills and other types of talking therapies.
6. To be aware of working and living in a multicultural society where issues of differences are acknowledged and worked with.
7. To understand ethical issues and to work within the BPC Codes of Ethics.

Course Outline

The following is a general guide to those areas of practice and theory which will be explored during the course.

The theoretical components of the course will be presented as lectures, videos, discussion papers and reading material. The experiential elements, 'learning by doing', may include exercises, role-plays, working in pairs, triads, working on yourself etc.

During the year the topics below will be covered. Your seminar leader will provide you with a reading list and a term by term programme which you may be asked to contribute towards shaping.

Term One

- Where it all began. 10 lectures on Freud which will provide a starting point to any other issue to be explored.
- The understanding of the human being from a biological viewpoint. Early childhood with issues of sexuality and rivalry.
- The Famous Oedipus Complex.
- 'Helping' and how it can be unhelpful and why students are interested in counselling others.
- Our unconscious, our values, our prejudices which may influence how we respond to others. How all these issues can be explained.
- Clients defences and how they show themselves in the counselling relationship.
- Are we who the client thinks we are? Exploring the most effective defence and tool the counsellors skills.

Term Two

- The ground breaking contributions of Melanie Klein.
- The role of unconscious phantasy.
- The death instinct and its implications.
- New discoveries in the realm of defences.
- Depression.
- Paranoia.
- The 'controversial discussions' and how they shaped modern day counselling.
- Envy its role in the infant.
- The Oedipus complex - a new understanding.

Term Three

- The role of Mother and baby in detail.
- DWW Winnicott. His unique and influential work.
- The role of theory and practice in Winnicott's work.

- The ongoing influence of Winnicott and object relations theorists to child care both in the family and institutions.
- True and false self, how we become human beings.
From pathology to health.

Seminars

Seminars take place in the first part of the evening for an hour and a half. Students will be expected at times to take part in experiential exercises and to take turns to present a précis of a set piece of reading for a particular discussion.

Experiential group

During the second part of the evening students meet with the experiential group conductor for an hour and a half. The purpose of the group is to explore what is of concern to individual members and the group as a whole in the here and now. It is part of the group's task to identify these concerns and discover how to work with them with the help of the group conductor. This work aims provide a rich source of learning about oneself and about group dynamics.

The work of the group and the material revealed by individuals is confidential to the group. The experiential group leader may give an opinion about a student to the Course Tutor/Head of Training if it is felt that it would be helpful to do so but will not reveal personal material. As with seminars, regular attendance is very important and a requirement of the course. Students are asked to send a message to the group via the experiential group conductor if they are unavoidably absent.

NOTE:

The Certificate is not a license to practise privately nor can students refer to themselves as trainee counsellors. ECS clients are not seen by students during this course. Counselling skills should only be practised under supervision with an agency or organisation.

Assessment Guidelines

Seminars

Progress is assessed throughout the year by self, peers and the Course Tutor. Students should keep a portfolio of work done and written feedback received.

Role-plays

These will be used during the workshop to give the candidate a taste of the experience of some of the concepts being discussed.

Written work

Students are asked to submit two written pieces, the first usually by the second week of the second term, the second usually by the second week after reading week of the third term.

Each assignment will be on a topic linking personal development and professional development to course content. Such written assignments can refer to material from journals.

Refer to guidelines on written work (page 9).

Experiential group

The group conductor may contribute to a student's assessment. Matters discussed in the experiential group are confidential to that group, so the group conductor's comments are in terms of general themes and not in the form of specific matters addressed in the group.

Attendance

An award of the Certificate cannot be made if a student does not fulfil the 80% minimum attendance requirement 100% is the preferred amount. The register, which is kept as a record of attendance, must be signed each week. In the case of exceptional circumstances affecting attendance, students must inform the Course Tutor and the Assistant to the Head of Training. A one to one meeting should be arranged to discuss issues to do with attendance should they arise.

Progress

This is continually assessed by the Course Tutor and feedback is given throughout the course on the student's strengths. Comments will also be made about areas which may need improvement.

The Course Tutor and Experiential Group Conductor are asked to inform the Assistant to the Head of Training if they have any concerns about a student. As a result of this, some students will then be recommended for an assessment meeting with either the Pastoral Tutor or the Head of Training who may make suggestions about how the student can be helped to improve.

The Course Tutor writes an assessment on each student at the end of the course. If a student wishes to apply to do the Diploma course, this assessment will be taken into account as part of the evaluation of a student's readiness and suitability to train as a counsellor.

Criteria for assessment

1. Attendance.
2. Students need to demonstrate some development in their ability to understand the papers they have read.
3. Students need to demonstrate their understanding of the attitudes and approach of a psychodynamic counsellor in practice.
4. Students need to be able to demonstrate some development of self awareness, and an understanding of the impact of their behaviour and attitudes on other people. (This includes an understanding of the impact of prejudice and development of anti-discriminatory practices.)

Guidelines for Written Work

1. Essays must be typed, double spaced with wide margins with only one side of the paper used. Marks will be deducted for essays presented in any other format.
2. **Number of words.** This is usually given as an approximate amount. Plus or minus ten percent would be acceptable, but if you write significantly more or significantly less than the required length your marks could be affected.
3. **Deadlines.** The deadline for handing in papers must be strictly observed. Work handed in late will not be marked unless you have made an arrangement with the Assistant to the Head of Training and the Course Tutor. There needs to be valid reason for making such a request.
4. **Copies.** You need to hand in two copies for each essay. You should make an additional copy for yourself to keep. Put your name and essay title on a separate piece of paper and attach this to the essay.
5. **References and Bibliography.** When you quote from a book or paper you have read you must give the correct reference in your text. At the end of the essay, on a separate attached sheet you need to have full details of the references used.

In the text:

a. Direct quotation

When quoting directly from an author you must use the exact words, which are placed in italics, with the author's name, date of publication and page number in brackets after the quote. E.g.:

"....." (Klein, M 1957: p20)

b. Specific theoretical ideas

When you refer to an idea (but not the exact words) of an author, or paraphrase a concept, you must make this known. E.g:

"According to Klein....." (Klein, M 1975: ch 5, pp175-180)

References listed at the end of the essay

You should title this 'References'. 'Bibliography' is usually used as a title if you are including books not directly referred to in the text but have been part of your wider reading for the essay. It is **not recommended** that you

list all the books you have read. **What is important is that all the books directly referred to and quoted from in the text are in your Reference list at the end.**

References must be listed in alphabetical order and written thus:

a. Books

Sole-authored book:

Bion, W (1961) *Experiences in Groups*. London:Tavistock

Co-authored book:

Boscolo, L., Cecchin, G., Hoffman, L. & Penn, P. (1987) *Milan Systemic Family Therapy: Conversations in Theory*. New York:Basic Books

b. Chapter

In author's own book:

Rycroft, C. (1968) Causes and Meaning. In *Psychoanalysis Observed*. London:Constable

In edited book:

Sroufe, L.A. (1989) Relationships and relationship disturbances. In *Relationship Disturbance in Early Childhood* (Eds. A.J. Sameroff and R.N. Emde). New York:Basic Books

c. Article in journal

Nuttall, J. (2000) Modes of therapeutic relationship in Kleinian Psychotherapy. In *British Journal of Psychotherapy*, vol. 17, no.1, 17-36.

Assistance with writing

Your Course Tutor will give you general guidance about the writing of assignments. If students are experiencing exceptional difficulties with the written work the student should contact the Assistant to the Head of Training.

Marking

Your Course Tutor marks the assignments. You will receive a mark graded Pass or Fail, together with written comments from the tutor. If the essay is a Fail the course tutor may ask for a rewrite. If the rewrite is unsuccessful, the Fail grade stands.

The Head of Training checks the marking of the Course Tutor to ensure that fairness and standards are being maintained.

TERM DATES 2018/2019

AUTUMN TERM

Certificate, 1st & 2nd Year Diploma

Monday, 17th September - Monday, 26th November 2018

3rd Year Diploma

Thursday, 20th September – Thursday, 6th December 2018

Reading Week: Monday, 22nd – Friday, 26th October 2018

SPRING TERM

Certificate, 1st & 2nd Year Diploma

Monday, 7th January – Monday, 18th March 2019

3rd Year Diploma

Thursday, 25th January – Thursday, 28th March 2019

Reading Week: Monday, 12th – Friday, 16th February 2019

SUMMER TERM

Certificate, 1st & 2nd Year Diploma

Monday, 8th April – Monday, 1st July 2019

3rd Year Diploma

Thursday, 25th April – Thursday, 11th July 2019

Reading Week: Monday, 27th May – Friday, 31st May 2019

BANK HOLIDAYS 2018/2019

25th & 26th December 2018, 1st January, 19th & 22nd April, 6th & 27th May,
26th August 2019

Change of Circumstance Form

Please use this form at any point in your course to advise the Head of Training of any change of address or telephone number. It is essential that you keep us informed of any changes in your residential/work circumstances to ensure that we can contact you quickly if need be.

Name.....

Change of address to.....

.....

.....

Home tel. no.....

Work tel. no.....

Signature.....

Date.....

Payment of Fees

The fee of £1195 for the course includes an enrolment fee of £145 which is payable in response to ECS's offer of a place.

On acceptance of an offer of a place the student enters into a financial contract with ECS.

Note: If a student withdraws from the course part way through the year, the full fees for the year are payable.

The balance of £1050 is payable either in full or in instalments by post-dated cheques. Details will have been provided for students before the start of the course.

Please discuss with the Office Manager with any anticipated difficulties before any financial problems arise. Under certain circumstances ECS will offer assistance and seek to form a mutually acceptable arrangement.

Further Training

At ECS we have a committed approach to enhancing and expanding the contents of the course. This is done mainly through workshops. These are not mandatory, feedback informs us that students find them of great benefit.

There is a one day workshop that takes place towards the end of the year for students studying at certificate level . This workshop will introduce students to clinical assessments, there will also be interactive exercises where students are given the opportunity to practice their skills in a role play setting. This fun workshop is usually run and attended by both tutors and the assistant to the head of training. It also provides the chance for students to find out more about further studies and careers and opportunities in counselling and psychotherapy.

For those hoping to progress their learning further, in order to work within the discipline, the workshop offers a chance to discuss the considerations that should be made when studying for a professional vocational qualification. An open Q and A will be conducted with advice and guidance on hand from experienced, active practitioners.

Personal Therapy

Personal therapy is a **requirement for the Diploma in Psychodynamic Counselling**. Although personal therapy is not a requirement for the Certificate course, many students, whether or not they wish to do a further training, plan to go into therapy as part of personal development.

The ECS Therapy Adviser is available to help students find a suitable therapist. You are strongly advised to make contact with the Adviser in preference to finding your own therapist as this may be problematic if you want to do further training with ECS or elsewhere. We have particular requirements for psychotherapists who see trainees as they need to be experienced and qualified practitioners with a UKCP (CPJA Section) or BPC (British Psychoanalytic Council) registration.

If you are considering applying for the Diploma course you are encouraged to contact the Therapy Adviser early in the course year, preferably by the end of the first term. Our therapy advisor is Ms Beverley Scott, and she can be contacted by telephone on 020 8372 0264.

If you are already in therapy you will need to check with the the Therapy Advisor whether your therapist meets our requirements before you apply to do further training. There is a particular procedure to follow in getting approval for psychotherapists not on our approved list.

The ECS Community

ECS is a long established non-profit charity. At the heart of our cause is the aim to provide access to low cost, high standard counselling to individuals within the borough of Enfield and beyond. Our goal is to ensure that each individual who comes to us seeking counselling, should be offered an initial comprehensive assessment within a reasonable timescale, with the view to an offer of open-ended (long term) talking therapy. All applications for counselling are overseen and allocated by our clinical director, ongoing referrals are made when necessary.

Most people who work within ECS do so on a part-time basis. There are up to 50 counsellors providing their services at the centre, a large majority of those have completed their training with us. In terms of training, ECS relies on the good will and dedication of a number of currently practicing clinicians, who offer their knowledge, experience and commitment to teach, supervise and practice at ECS.

ECS rely on the income from our BPC accredited courses to provide our service. This adds to the importance of ECS being able to offer consistently high teaching standards and to continually provide a positive learning experience to all of our students with the resources available to us.

To that end, we ask that students have in mind the commitments that members of our highly valued training team may have outside of ECS. A practitioners priority must always be the welfare and best interests of their client, as set out by the BPC code of ethics.

A warm welcome to the ECS community will be extended to all of our students.