



## **Certificate in Counselling Skills**

**Course Handbook 2019-2020**

**Accredited by British Psychoanalytic Council**



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

## General Information

### Training Staff

Lee McGlade	Seminar Leader
Michelle Brown	Experiential Group Leader
Liz Good	Head of Training

### Venue

Meeting room or Room 4, ECS. St Pauls Centre, 102a Church Street, Enfield, EN2 6AR

Venues subject to change according to circumstances.

### Enfield Counselling Service Staff

Liz Good	Clinical Director/Head of Training
Cameron Brown	Assistant to the Head of Training
Beverley Scott	Therapy advisor
Richard Green	Office Manager
Rosetta Pantaleo	Receptionist
Emmanuel Benedetti	Bookkeeper

### Registers

Registers will be recorded 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 the ECS Office on 020 8367 2333 before 4.30pm, and leave a message for your Seminar Leader. Absences need to be discussed with your Seminar Leader or the Head of Training.**

### Assessment

Assessment is continuous throughout the course (see details on pg 6). 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. 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.

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

## Tutorials

Students can arrange to have an individual tutorial 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.  
**In the rare circumstance when a student may be thinking of leaving the course a tutorial needs to be arranged to discuss the issues involved before a final decision is made.**

To arrange a tutorial a student needs to contact the Head of Training who will see the student or, if appropriate, the Head of Training will arrange for the Seminar Leader to meet with the student.

## 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.

## Attendance

Students are asked to arrive on time for the start of the seminar at 7.00pm. Access to the room will be possible from 6.55 pm; students are asked not enter the building before 6.50pm.

Please remember that the experiential group starts 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.

**Counselling sessions will be taking place at the centre during the seminars. Students are asked to be aware of others working in the building and to keep noise levels to a minimum. Students are also asked not to wait in the client waiting area before or between sessions; there is a staff room for your use but please keep noise levels down in there too.**

## **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 in using counselling skills.
5. To develop an understanding of the difference between counselling skills and other 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 BACP and BPC Code of Ethics.

## **Course Outline**

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 tools; 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. 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 and 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 Leader 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 Leader. This work provides a 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 Seminar Leader/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 Leader if they are unavoidably absent.

### **NOTE:**

**The Certificate is not a license to practise privately. ECS clients are not seen by students during this course. Counselling skills should be practised under supervision with an agency or organisation.**

## **Assessment Guidelines**

### **Seminars**

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

### **Role-plays**

These will be used 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 first 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 (pg 8).

### **Experiential group**

The Group Leader may contribute to a student's assessment. Matters discussed in the experiential group are confidential to that group, so the Group Leader'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. A record of attendance will be kept via a register each week. In the case of exceptional circumstances affecting attendance, students must inform the Seminar Leader and the Head of Training. A tutorial should be arranged to discuss issues to do with attendance.

### **Progress**

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

The Seminar Leader and Experiential Group Leader are asked to inform the Head of Training if they have any concerns about a student. Some students will then be recommended for an assessment meeting with the Head of Training, who may make suggestions about how the student can be helped to improve.

The Seminar Leader 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. It is expected that students begin to appropriately express their ideas, insights and reflections on personal experiences and psychodynamic theory in written format .
4. Students need to demonstrate their understanding of the attitude of the psychoanalytic counsellor.
5. 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.
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 Seminar Leader. There needs to be a good 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, essay title and date 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. For example:

"....." (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. For example:

"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 which 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 Seminar Leader will give you general guidance about the writing of assignments. If students are experiencing exceptional difficulties with the written work a tutorial may be arranged with the Head of Training.

**Marking**

Your Seminar Leader 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 Seminar Leader may ask for a re-write. If the rewrite is unsuccessful, the Fail grade stands.

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

## **TERM DATES 2019/2020**

### **AUTUMN TERM**

Monday, 23<sup>rd</sup> September - Monday, 2<sup>nd</sup> December 2019

**Reading Week:** Monday, 21<sup>st</sup> – Friday, 25<sup>th</sup> October 2019

### **SPRING TERM**

Monday, 13<sup>th</sup> January – Monday, 30<sup>th</sup> March 2020

**Reading Week(s):** Monday, 17<sup>th</sup> February - Friday, 28<sup>th</sup> February 2020

### **SUMMER TERM**

Monday, 20<sup>th</sup> April – Monday, 29<sup>th</sup> June 2020

**Reading Week:** Monday, 25<sup>th</sup> May – Friday, 29<sup>th</sup> May 2020

# 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 .....

Mobile no. ....

Work tel. no .....

Email .....

Signature .....

Date .....

## **Payment of Fees**

The fee of £1,195 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 £1,550 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 Head of Training any anticipated difficulties before a crisis arises so that a mutually acceptable arrangement can be agreed.**

## 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, but up to now Trainees have found these to be of great benefit.

## 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 further training, plan to go into therapy as part of personal development.

There is an ECS Therapy Adviser available to help students find a suitable therapist. You are strongly advised to make contact with our 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 Head of Training 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.