



DIPLOMA IN PSYCHODYNAMIC COUNSELLING

Course Handbook 2021-2022

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Introduction

Enfield Counselling Service started a Counsellor training course in 1978. A counselling service for clients followed in 1980.

Since those first beginnings, the training programme offered by ECS has undergone many refinements over the years. ECS is a long-standing organisational member of the British Association of Counselling and Psychotherapy (BACP). It has a commitment to uphold professional standards of training and practice in psychodynamic counselling. More recently the organisation was evaluated by the BPC (British Psychoanalytic Council), which is an organisation populated by the most esteemed trainings in the country including the British Psychoanalytic Society. After a thorough investigation of every aspect of the organisation, the BPC recommended ECS to become a member of their organisation. This recognition reflects and confirms the excellence of the training offered by Enfield Counselling Service. It has also meant certain changes need to take place in order to keep the standards required. This now means the Diploma in Psychodynamic counselling is a three year programme of theoretical and clinical study. For those that have performed to the standard required on the Diploma, there will be an option for additional Psychodynamic Psychotherapy qualification. This will also require further supervision and therapy and is subject to course uptake.

Course programme

The course is a clinical and academic qualification. Although a first degree or relevant clinical experience are desired, Trainees are selected on the basis of their suitability for the work of psychodynamic counselling, and on their potential to accomplish the theoretical components of the course, including written assignments. They will have successfully completed a certificate of psychodynamic counselling or its equivalent elsewhere.

The objectives of the Diploma in Psychodynamic Counselling are: (a) to teach the history and controversies within psychoanalytic theories from which, in some cases dialectally, psychodynamic practice has evolved, and, (b) the supervision of clinical work. Both (a) and (b) are intended to promote and develop psychodynamic understanding of theory and practice and to develop the student. A Trainee's personal psychotherapy is an essential part of the process and must begin 4 months before the Trainee sees clients in the first year of the Diploma in Psychodynamic Counselling.

The course aims to pass on the knowledge and skills gained over this past hundred years to the Trainees in order to achieve a beginning of a satisfactory level of competence and independent thought in their psychodynamic work with clients in an agency setting. All work which Trainees are required to produce over the 3+ years of the course is assessed with these aims and objectives in mind. It is comprehensively understood that Trainees are at the beginning of their work with clients, and that there will be a process of monitoring the development in their skills and knowledge.

Ultimately the successful completion of the course and its requirements results in the student becoming a full BPC member under the Association for Psychodynamic Counsellors. A panel, including an external examiner, will discuss the candidate for their eligibility to be accepted as members of the BPC. This discussion will consist of the reports, academic work especially the final 5000 word clinical essay plus their maturity throughout the three years of the candidates suitability to work competently with vulnerable members of the public. Two clients must be in continuous counselling for a period of not less than 44 weeks each; missed sessions don't count towards the total.

Psychodynamic counselling

A psychodynamic model of human behaviour and relationships, which is grounded in the object-relations school of psychoanalytic theories, has at its core the notion that our unconscious mind shapes our internal world and contributes to how we relate to others. Our internal world is often in conflict with itself in ways which are troubling, and which can compromise our functioning in daily life. Past experiences, particularly in infancy and childhood, influence us in the present, and contribute to current patterns of psychological behaviour and ways of relating to others. We transfer feelings and thoughts associated with important figures from our past onto those in the present, but our conscious awareness of this is inhibited by psychological defence mechanisms.

In practice, a psychodynamic Counsellor will have in mind this model of the psyche when working with a client. One of the aims of psychodynamic counselling is to make unconscious processes become more consciously accessible to the client, so that there is a possibility of change in the internal world, in patterns of behaviour, and in ways of relating to others. One of the main ways of understanding and working with unconscious processes is through the transferential relationship the client develops towards the Counsellor. The understanding of this comes from three important factors. Firstly the Trainees own therapy where self exploration leads to a freedom from moral judgement of others and the ability to tolerate difficult feelings that may be generated by the client. Secondly is theory. The theory in the course follows an historical narrative where gifted and insightful women and men struggled with the phenomena they witnessed in their patients. The course will take you down this same narrative presenting you with the same intrigues and difficulties these pioneers encountered before you. The difference being you won't have to come up with the answer yourself, the papers and seminar leaders are the answers you need. The third element in your process of understanding comes with seeing clients. During this time you will need to be in supervision with a therapist all of whom have between 15 and 25 years of experience. They are there to help you think in an analytic way. This can at times feel difficult, but it is true to say your progress is in part their contribution. At all times you have access to your own personal tutor, who can assist you with any difficulties.

General Information

Training Staff

Liz Good (Psychoanalytic Psychotherapist)	Clinical Director and Head of Training
Geoff Ferguson (Psychoanalytic Psychotherapist)	Senior Supervisor & Senior Seminar Leader
Suzanne Gray (Psychoanalytic Psychotherapist)	Seminar Leader & Supervisor
Angela Marsh (Psychoanalytic Psychotherapist)	Seminar Leader & Supervisor
Julian Smith (Psychoanalytic Psychotherapist)	Seminar Leader & Supervisor
Harrinder Dhillon Singh (Group Analyst)	Experiential Group Leader
Michelle Brown (Psychodynamic Counsellor)	Assistant to the Head of Training Disability Coordinator
Cameron Brown (Psychodynamic Counsellor)	Assistant to the Head of Training
Angela Marsh (Psychoanalytic Psychotherapist)	Academic Tutor
Richard Green	Office Manager
Plus: visiting Lecturers	
Counsellor Representative	TBD
Student Rep.	Vanessa Phillip

Venue Seminars and experiential group (when restrictions lifted): ECS Room 3 & 4

Enfield Counselling Service Staff

Liz Good	Clinical Director and Head of Training
Cameron Brown	Assistant to the Head of Training
Michelle Brown	Assistant to the Head of Training
Richard Green	Office Manager
Emmanuel Benedetti	Finance Officer
Rosetta Pantaleo	Receptionist
Michelle Brown	Disability Coordinator

Service Meetings

These are held twice a year on a Saturday morning. Service meetings provide an opportunity for all those involved in the work of ECS to discuss issues of mutual concern. As Trainee Counsellors are part of ECS, attendance at meetings is expected. Further information about dates will be provided during the term. Trainees are asked to check the notice board in the office for information about Service Meetings. There is an AGM once a year which is held at the Spring Service Meeting. The graduation ceremony, where friends and family are very welcome to attend, takes place on the day of the November service meeting after the meeting.

NB: All meetings are subject to any changes in Covid-19 restrictions.

Attendance

It is a requirement that Trainees attend all seminars, experiential groups, supervision groups, counselling sessions, and tutor sessions. Progress and development will depend on the full participation of Trainees. Any absence is a loss to the individual and to the course as a whole.

Although illnesses and emergencies can arise, it is expected that absences will not exceed 20% in any one term and 20% of the course as a whole over the year. A register of attendance will be kept but it is up to the Trainee to leave a message at the office if s/he cannot attend on any particular week. It will also be necessary to make contact with the Tutor or Head of training if it appears that a Trainee will not be able to meet the attendance requirements.

Reliable attendance at counselling sessions is essential as absences can seriously affect the work with clients. Procedures for dealing with unavoidable absences from counselling sessions will be explained by the Supervisor.

Trainees will be expected to catch up on coursework/reading missed through any absence. Repeated absences may require a Trainee to repeat a module or to withdraw from the course. **If a Trainee misses more than 2 consecutive weeks of seminars, supervision or experiential group course requirements will not have been fulfilled.**

Counselling practice

Trainees will have signed a contract for client work before the start of the course, and need to familiarise themselves with details contained therein. Trainees will have been in personal psychotherapy for at least 4 months prior to being allocated a client, and need to remain so for the duration of their training. They will see up to 3 clients consecutively over the 3+ years plus, essentially, 2 clients for a continued period of 1 year (44 attended sessions) of the course and must have completed 180 hours of supervised client work in order to graduate. This may mean that client work continues after the academic requirements of the course have been fulfilled.

Administrative procedures, practicalities and the writing of reports and letters regarding client work are part of the training, and will be discussed in supervision as required.

Trainees are expected to abide by the published BPC Code of Ethics and Practice. All Trainees must ensure they are in possession of a copy of this document. It is expected that students should discuss with their supervisor any aspect that is unclear. Copies can be obtained from Richard Green the ECS office manager.

Photocopying

You may use the photocopying machine for anything required for your client work or for the course, provided you have been instructed in use of the copier and been given permission. For personal use the price per sheet is 5p. Please keep a record of this, which should tally with the photocopier counter, and pay monies to the office or by transfer.

Please check that there is enough paper in the machine. Spare paper is usually on top of the green cabinet next to the machine.

If there are any difficulties and the machine stops working, please leave a note for Richard Green the office manager.

Library

ECS has a comprehensive collection of BJP journals and a small selection of books. These are kept in Room 4. There is a blue box in Room 4, which contains a list of books, listed by author's names.

Books and **duplicate copies of journals** may be borrowed. Details of items borrowed, and re- turned, **must be entered in the red book in the book cabinet in Room 4.**

Some staff members are willing to loan books from their personal collections. Please refer to library notice on the notice board in the office for further details.

All set reading for the course will be provided by ECS.

Complaints and Appeals

A copy of complaints procedure is held in a file in the office. See Handbook section for appeals procedure.

Syllabus

Year 1

Term 1:	Experiential Group (15 hours) Fundamentals & Boundaries (15 hours)
Term 2:	Experiential Group (15 hours) Fundamentals & Boundaries (15 hours)
Term 3:	Experiential Group (15 hours) Developmental Psychology (15 hours)
Saturday workshops:	Two workshops per academic year, which is 30 hours over three years.
Supervision:	Trainees meet in a group with their supervisor for 1 1/2 hours per week over 44 weeks (September – August).
Tutor:	Trainees have an individual session once a term; time and date arranged with tutor.
Plenary:	Trainees meet in a group with the Head of Training at the end of each term, to address any training concerns which may have arisen during the term.

Year 2

Term 1:	Experiential Group (15 hours) Developmental Psychology (15 hours)
Term 2:	Experiential Group (15 hours) Psychopathology 2(15 hours)
Term 3:	Experiential Group (15 hours) Clinical Concepts (15 hours)
Saturday workshops:	Social Perspectives and Endings (20 hours total) Two workshops per academic year
Supervision:	44 weeks (September – August)
Personal tutorial:	Once a term
Plenary:	Once a term

Year 3

Term 1:	An in-depth study of Object Relations theories and Independent thinkers 1945 to the present day. (15 Hours) Advanced Psychodynamic Theory (15 hours) Clinical Presentations (15 Hours)
Term 2:	An Object Relations view of Pathology (15 Hours) Advanced Psychodynamic Theory (15 hours) Clinical Presentations (15 Hours)
Term 3:	Object Relations View of Pathology (15 hours) Advanced Psychoanalytic View of Pathology (15 hours) Clinical Presentations Presentation of student's clinical work discussed in the context of Theory (15 hours)

Saturday workshops:	Social Perspectives (15 hours); and Endings (5 Hours) Two workshops per academic year
Supervision:	Trainees meet in a group with their supervisor for 1 1/2 hours per week over 44 weeks (September – August).
Tutorial:	Trainees have an individual session once a term; time and date arranged with their tutor.
Plenary:	Trainees meet in a group with the Head of Training at the end of each term, to address any training concerns which may have arisen during the term.

Syllabus Content

The following is a brief summary of the content of each module. There will usually be a different seminar leader for each module. Seminar leaders will provide details of seminars and reading for each week before the start of term. Guidelines for writing papers and the mark scheme for each paper will be given well in advance of the deadline.

Trainees will be expected to read the required reading for each seminar and to give a presentation of a paper at least once during each term.

Fundamentals & Boundaries: Terms 1 & 2, Year 1

This module provides an introduction to the practice and principles of psychodynamic counselling. It aims to build on an assumed satisfactory level of basic counselling skills and to develop understanding of and competence in the techniques involved. The teaching in this module places emphasis on interactive methods of learning and on role-plays.

Some of the subjects covered will be: beginnings, the first session, making a contract, setting boundaries, holding and containment, defences and resistance, transference and countertransference, breaks and separations.

Developmental Psychology: Year 1, Term 3; Year 2, Term 1

As psychodynamic counselling focuses on the link between present difficulties and past experiences, the processes of early development are examined. The emphasis will be on normal development and tracing the growth of various aspects of the adult personality. Particular importance is attached to early influences and there will be concentrated study on infancy and childhood, as well as on later stages of development. The work of Freud, Anna Freud, Melanie Klein, D. Winnicott, Bowlby, Stern and others will be discussed.

Some of the subjects covered will be: prenatal influences and the experience of birth, early emotional development, the paranoid-schizoid and depressive positions, attachment, separation, latency, Oedipus complex, developmental tasks at different stages of life, development in the client-Counsellor relationship.

Social Perspectives: Day workshops, Years 1 & 2

Trainees need to be able to consider the social/cultural setting of the Counsellor and client. They need to be able to relate issues of culture, gender, ethnic origin, to work with the individual. They need to explore the importance of difference and to work towards finding their own position through thinking about the issues.

Some of the topics covered will be: prejudice and assumptions, gender and sexuality, work and organisations, religion and faith. This will include discussion of social class, ethnicity and culture, social context of faith, belief and knowledge, group processes, power relationships and ethical issues.

Endings: Day workshops, Years 1 & 2

This unit examines psychodynamic views of loss and separation and how these processes are part of normal emotional development. Emphasis will be on breaks and endings as they emerge in the client-Counsellor relationship. Attention will also be given to working with grief and the understanding of trauma and its long term effects. Differentiation will be made between normal and pathological processes in mourning.

In Year 2 consideration will be given to the ending of the course so that Trainees' immediate experiences are given relevance in the context of the subject matter.

Psychopathology: Term 2, Year 2

Psychopathology is the study of mental functioning. Psychoanalytic models of the mind, and how symptomatology and dysfunctional behaviour are viewed in the light of such theories, will be explored. A spectrum of disorders will be discussed, and healthy and pathological states will be contrasted. Consideration will be given to diagnostic formulations in terms of psychiatric and psychodynamic models.

Some of the topics covered will be: neurosis, psychosis, depression, borderline states, narcissism, addictions, perversions, personality disorders, symptom formation with regard to unconscious fantasy, defences and metaphor.

There is usually a workshop extra to the mandatory workshops on Saturday's. Most are open to Trainees. These are times when you can not only be taught skills and concepts by top clinicians and theorists, but it also gives you the opportunity to mix with Trainees further on in the course. These workshops are at an extra cost to the course but there is usually a discount for ECS members and Trainees.

Clinical Concepts: Term 3, Year 2

Trainees need to develop a basic understanding of core concepts, which inform clinical practice. As the client/Counsellor relationship, conscious/unconscious processes and communication, and the interplay of past with present, are the main elements of psychodynamic counselling, theory taught for this module will reflect these fundamentals. Some of the subject matter will have been discussed in other seminars but will be revisited. The emphasis will be on developing Trainees' abilities to understand and work with these issues in counselling practice.

The work of Freud, Klein, Winnicott and Bion and other theoreticians will form the basis for seminar discussions. Trainees will contribute vignettes from their work with clients.

Some of the topics covered will be: content and process of a session, therapeutic/working alliance, the analytic attitude, the counselling frame/container, resistance and the role of defences, transference/countertransference, splitting, symbolisation, unconscious communication, significance of dreams, interpretation/intervention, insight and working through, acting in/out, regression, separation and ending, negative therapeutic reaction, management, termination.

Supervision

Supervision aims to facilitate a Trainee's practice of counselling skills and to promote the development of psychodynamic experience and knowledge within a clinical setting. The guidance and support Trainees receive in supervision is intended to assist them in applying their increasing knowledge of psychodynamic theory to client work.

Trainees receive weekly supervision for 44 weeks each year. They will meet together with an experienced supervisor for 1 1/2 hours in a small group.

Trainees are required to keep notes of each of their counselling sessions with each client and to use these to make a regular oral report in supervision. Trainees are also expected to contribute to the discussion of clients presented by others in the group. Trainees should provide verbatim reports of their clinical work at ECS.

Supervisors complete an annual assessment on their supervisees who, in turn, are required to produce a self-assessment of their progress in supervision. This will be discussed at an appraisal meeting, when the supervisor and Trainee meet individually, and usually take place in the third term of each year. The year 1 assessment will include an appraisal of a Trainee's readiness to proceed into year 2. The year 2 assessments will include an appraisal of a Trainee's readiness to proceed to year 3. Year 3 assessment will include an appraisal of Trainee's readiness to qualify.

Supervisors may meet with a Trainee on an individual basis at other times. This may be because a supervisor has concerns about a Trainee and will need to communicate this so that ways of assisting the Trainee to improve can be discussed.

Overall the Clinical Director, in co-operation with the supervisor and Trainee, maintains clinical responsibility.

Role of tutor and function of tutorials

The Tutor has a consultative and advisory role. S/he assists Trainees with any issue which may be of concern to them and which may affect their development and progress on the course. This may include guidance regarding writing of a paper.

Tutorials are meant to provide a confidential time and space for Trainees. Trainees may use tutorials to discuss anything, which may be getting in the way of them deriving the most benefit from the course. This may involve discussing how to approach and talk to a colleague or staff member or it may involve some direct action from the tutor.

The following should be noted:

- Trainees are able to meet with their tutor three times per year. The tutor will circulate a schedule of times for tutorials.
- A Trainee may contact their tutor at any other time if s/he needs to discuss something of concern.
- The personal tutor is not involved in assessing Trainees' progress, but does contribute to the assessment process by acting as advocate on behalf of Trainees.
- Assistance given for writing papers may be in the form of helping Trainees to clarify their thoughts on the topic and formulate a plan and structure.
- The content of the tutorial remains confidential. Any need to depart from this will be discussed during the tutorial. E.g. there may be a need for something to be brought to the attention of another staff member. Should a Trainee not be in agreement to broaden the discussion outside the tutorial, a further tutorial may be necessary to resolve the matter.
- If a Trainee is having particular difficulties with an aspect of the academic work, with meeting basic requirements of written English, or in the technique of essay writing, a specific tutorial can be arranged via the Head of Training but a fee will be incurred.

Personal therapy

As an important part of the Diploma in Psychodynamic Counselling training entails supervised clinical work with clients, psychodynamic practitioners must attain a level of self-awareness in order to work effectively and ethically with those who seek such help. As personal development is part of this process, it is essential that Trainees be in a personal therapy for at least once per week.

Timing and length of therapy

All Trainees accepted onto the course are placed with a BPC or UKCP section psychoanalytic psychotherapist, and there is an ECS Therapy Adviser available to help students find a suitable therapist. Her name is Beverley Scott, and she can be contacted on 020 8372 0264. **You are strongly advised to make contact with our Adviser in preference to finding your own therapist**, as we have particular requirements for psychotherapists who see Trainees, and they need to be experienced and qualified practitioners, at least 5 years with a UKCP or BPC (British Psychoanalytic Council) registration.

If you are already in therapy you will need to check with the Head of training whether your therapist meets ECS's requirements before you apply to do further training. If your therapist is approved they will be sent a form to sign each year confirming that you continue to attend at least once per week. There is a particular procedure to follow in getting approval for psychotherapists not on our approved list.

Trainees are required to be in a minimum of once weekly psychodynamic psychotherapy at least 4 months before starting work with clients. It is therefore recommended that Trainees begin their therapy well before the course start date in September.

Trainees are required to be in psychotherapy for the duration of the course and for as long as client work at ECS continues, in liaison with the Clinical Director. As client work is likely to extend beyond the three academic years, therapy will of necessity be long term. Confirmation from the therapist of attendance will be sought from ECS for continuation on the course.

Trainees are obliged to inform the Head of Training if, for any reason, they are no longer attending once weekly psychotherapy sessions. Periodically, a letter will be sent requesting the therapist to confirm the Trainee is still attending. No personal information will be discussed. Trainees may not change Therapist without discussing this with the Head of Training.

Assessment Process

1. Introduction

BPC

The External Examiner meets with ECS Training Assessment Panel in July of each year to discuss each Trainee's progress. **(See 2a)**

Assessment is continuous throughout the training. It is designed to assist each Trainee in his or her professional development. This means attaining a level of counselling work with clients, which is satisfactory, and acquiring sufficient theoretical understanding, which would be regarded as appropriate for this stage in the training.

2. Assessment procedures and components

There are several elements in the assessment process and Trainees need to fulfil each part satisfactorily. These component parts are objectively assessed in a systematic way.

a. Procedures

Trainees are formally assessed towards the end of the third term of each year by an assessment Panel. But there is a regular meeting of the training committee that raises any potential issues that may be arising and all help will be given, if that is required, to the Trainee or Trainees concerned. They consider the following: reports from seminar leaders and supervisors, self-assessment reports; grades for written work.

The Assessment Panel comprises the Head of Training, Clinical Director and at least another two Training Committee members. The External Examiner attends assessment meetings and also moderates the marking of papers.

In Year 1 the assessment includes consideration of a Trainee's readiness to proceed into Year 2. In year 2, the assessment includes consideration of the Trainees' readiness to proceed to year 3. In Year 3 assessment would include a Trainee's progress and development over the whole period of training. At this stage recommendations are made about an award of the Diploma Psychodynamic Counselling.

Trainees will be informed about their progress through individual meetings with their supervisor and the tutor. **(See b (i); b (ii))**. They will also be informed in writing of the Assessment Panel's deliberations.

Where there are concerns about a Trainee's work, early warning will be given. This would be optimally some time before the Assessment Panel meets. Where a supervisor has concerns, the supervisor would let a Trainee know this at an individual meeting. This meeting would include discussion of how a Trainee could be helped to improve. Where a seminar leader has concerns, the seminar leader informs the Head of Training who would arrange an individual meeting with the Trainee to discuss how a Trainee could be helped to progress. The tutor would be invited to attend this meeting.

A Trainee may be asked to repeat a module. This may be because of unsatisfactory work or poor attendance **(see b (i))**. If a Trainee fails to pass a repeat module, training may be terminated. Training may also be terminated if clinical competence does not reach a satisfactory level following early warning procedures.

b. Components Seminars, supervised clinical work, and the experiential group, are the core ingredients of the tutored and experiential parts of the training. An additional essential element is personal therapy. The tutor system is also a necessary component. There are requirements for the satisfactory completion of all parts.

B (I) Seminars

As participation in seminars is an essential component in the development of counselling skills and the study of theoretical concepts, attendance at seminars is a requirement. A minimum of 80% attendance is expected over the year. Should absence be concentrated in one particular module, through prolonged illness or circumstances such as bereavement, the Trainee may be required to repeat the module. Each module has to be passed. A Trainee may also be required to repeat a module if satisfactory work is not achieved.

One-day workshops must be attended. Trainees unable to do so through exceptional and unavoidable circumstances will be asked to join the missed workshop the following year.

Seminar leaders will assess how Trainees use the seminars to progress their understanding of the concepts being studied. A Trainee's participation in the seminars, which includes presentations, will inform this process. Written work will be required for most of the modules. **See b (iv) and Guidelines.**

Seminar leaders' reports will be written at the conclusion of each module/workshop. As there is a system of open reporting, Trainees will receive the seminar leader's reports following the yearly Assessment Panel meeting. Trainees write a self-assessment for each module.

See 2a about early warning procedures.

B (ii) Supervision and clinical work

Trainees must follow the requirements for the minimum amount of supervised hours (44 weeks per year) and the minimum amount of client contact hours (180) to be considered for an award of the Diploma. All necessary client paperwork needs to have been adequately completed.

To fulfil the above requirements, Trainees may need to continue with work after the academic part of the course has ended.

Trainees are required to have worked with at least **two** clients for a minimum of 1 year (44 continuous attended sessions) and to demonstrate their capacity to successfully hold a caseload of a minimum of **two** clients.

Trainees are required to have successfully worked towards a planned ending with at least one client.

Supervisors write a report and Trainees write a self-assessment. This will usually be in June of each year. Each will be discussed in an individual meeting with the supervisor. The supervisor may also see Trainees individually in the second term of each year. This is to ensure that Trainees have as much feedback as possible about their work in progress.

See 2a about early warning procedures

b (iii) Experiential group

A minimum of 80% attendance is required. The experiential group leader may comment on the group as a whole, and in general terms on each Trainee. No comments are made on the content of the group meetings, which remain confidential.

b(iv) Papers

Trainees are required to write 6 papers over the three years. These must be passed for an award of the Diploma. Refer to Guidelines on Written Work for details.

b(v) Personal therapy

Trainees need to be in a minimum of once weekly psychotherapy with an approved psychotherapist throughout the course. This means continuing until an award of the Diploma in Psychodynamic Counselling.

b(vi) Tutoring and pastoral care

Tutors are expected to assist Trainees with any concerns or issues, which may obstruct Trainees from obtaining maximum benefit from the training.

Tutorials are confidential but any need to depart from this will be discussed by the tutor with the Trainee.

It is mandatory for Trainees to meet with the Tutor once a year but up to three meetings can be arranged per year if required. Any missed appointment must be rearranged. It is up to Trainees to ensure that these meetings take place.

The Tutor is available to discuss any others issues that may arise throughout the duration of the course, these are one to one meetings.

3. Course feedback

At the end of each academic year, Trainees complete a course feedback form. This is an appraisal by Trainees of the various components of the course. This enables training staff to monitor the maintenance of standards and to consider where improvement may be necessary.

4. Fees

These must be paid in full and before completion of the course for an award of the Diploma in Psychodynamic Counselling.

Fees must be paid for modules which need to be repeated.

5. Appeals

Where Trainees cannot proceed to Year 2 or 3, or where an award of the BPC membership is not recommended, an appeal can be lodged. See appendix for details.

6. Complaints

Details of the complaints procedures are in the Handbook or can be obtained from the office.

General Guidelines For All Written Work

General

All papers must be typed, double spaced with wide enough margins for comments, using one side of the page only. This is important and marks will automatically be deducted for written work that is presented in any other way.

Number of words

This is usually given as an approximate amount. Plus, or minus 10 % of word count would be acceptable, but if you write significantly more or less than the required length your marks could be affected.

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 and Head of Training. There needs to be good reasons for making such a request. The seminar leader and the Head of training in consultation with the Trainee decide the length of time given for an extension. Papers that are handed in after the deadline may be subject to a penalty deduction of 5% of the total mark.

Copies

You will be told how many copies to make for each paper. Usually a minimum of four copies will be requested, including a printed copy for the Office and an electronic copy to be emailed to the Office. You should make an additional copy for yourself to keep. Put your name, essay title and date on a separate page at the front of the essay.

References and Bibliography

You must include this at the end of your paper, there should be a minimum of 5 correctly listed references per piece of work, with a preference of 10. References should be applied alphabetically, using the Harvard Referencing System which uses the in text (author-date) approach.

When you begin your research for any piece of work, it is important that you record the details of all the information you find. You will need these details to provide accurate references, and to enable you to locate the information again at a later date, should it be necessary to do so. Referencing is crucial to you to carry out successful research, and crucial to your readers so they can see how you did your research.

Accurate referencing is a key component of good academic practice and enhances the presentation of your work: it shows that your writing is based on knowledge and informed by appropriate academic reading.

When you quote from a book or journal article you have read, you must give the correct reference in your text, this is called a citation. When you are using the Harvard style, your citation should include:

1. The author or editor of the cited work
2. The year of publication of the cited work

Writing citations in the Harvard Style

There are a number of rules relating to citations depending on the number of authors of a work, and if you are citing a quotation.

Citing one author

A recent study investigated the effectiveness of using attachment style as a clinical measure (Henderson, 2005).

or as part of a sentence (note the way just the date is bracketed)

Henderson (2005) has investigated the effectiveness using attachment style as a clinical measure.

Citing two or three authors

If the work has two or three authors, include all names in your citation.

Recent research indicates that mortality rate for men is increasing (Errami & Garner, 2008).

Evidence shows that providing high quality early years care intervention improves outcome (Barros, Read & Verdejo, 2008).

Citing four or more authors

If the work has four or more authors/editors the abbreviation 'et al.' should be used after the first author's name. It is also acceptable to use 'et al.' after the first author if the work has three authors.

The positive effects of social acceptance within peer groups for adolescents was shown (Van Alphen et al. 2007).

Citing works by the same author written in the same year

If you cite a new work which has the same author and was written in the same year as an earlier citation, you must use a lower case suffixes after the date to differentiate between the works.

The designation of "psychosis," which now included pictures of schizophrenia and paranoia, leaving the term "narcissistic neurosis" to refer only to pictures of melancholia (Freud 1924a; Freud 1924b).

Citing from chapters written by different authors

Some books may contain chapters written by different authors. When citing work from such a book, the author who wrote the chapter should be cited, not the editor of the book.

Secondary referencing

Secondary references are when an author refers to another author's work and the primary source is not available. When citing such work the author of the primary source and the author of the work it was cited in should be used.

According to Eysenck and Derakshan (2005) as cited by Holding et al. (2008) most clients report positive effects of psychotherapy.

Please note that you are advised that secondary referencing should be avoided wherever possible and you should always to find the original work. If it is not possible to obtain the original work please note that you reference the secondary source not the primary resource, only reference the source that you have used.

Citing a direct quotation

If a direct quote from a book, article, etc., is used you must:

- Use single quotation marks (double quotation marks are usually used for quoting direct speech).
- State the page number

Simons, Menzies and Matthews (2001) state that the principle of effective stress is 'imperfectly known and understood by many practising engineers' (p.4).

Quotations longer than two lines should be inserted as a separate, indented paragraph.

If you want to insert a long quotation (over two lines) but do not to want include all of the text, you can remove the unnecessary text and replace with '...'.

Citing work from multimedia

Most of your referencing should come from the books, papers and other publications you may have researched. If you need to cite a multimedia work, you would usually use the title of the TV programme (including online broadcasts) or video recording, or title of the film (whether on DVD or video) as the author. If a video is posted on YouTube or other video-streaming service then you should reference the person that uploaded the video and the upload date (note this might be a username). Therefore, your citation should use the title that you identify as the author. The URL and date accessed must be referred to in your reference list.

Reference List

Your reference list must be on a separate page and must be in alphabetical order. Reference lists do not count towards your word count. It is important that your reference list is set out in the correct academic style.

The reference must be titled 'References' or you can use 'Bibliography' although the Bibliography would usually refer to the your wider reading and not the books that have been directly cited in your work.

What is important is that all references quoted and used for the text are correctly listed.

The reference must be in the correct order as follows:

Authors Surname (,) Intial(s) (.) Year. Title of book. City of publication, Publishers, page number

examples:

Passage from a book:

Klein, M. (1975) Envy and Gratitude. London: Hogarth p.32-40

A chapter from an edited book:

same as above but note the word 'in' after name of publication and insertion of the editors name.

Mitchell, J (1986) The question of femininity and the theory of psychoanalysis. In The Independent Tradition (Ed. Kohon, G). London: Free Association Books p.44

Article in a journal:

same as above but must refer to vol number and edition

Nuttall, J. (2000) Modes of Therapeutic Relationship in Kleinian Psychotherapy. In British Journal of Psychotherapy vol. 17, no.1, p.17-36.

Further help with correct referencing.

Correct referencing is important as it ensures consistency in your academic work and more importantly acknowledges the work of others that has contributed to your own learning and understanding.

There are many publications both in the ECS library and online where you can see how other academic researchers have correctly cited and referenced their work. There are also many websites that clearly set out the harvard style of referencing.

ECS also run additional academic writing workshops where correct referencing is taught.

Assistance with writing

You are strongly advised to discuss the plan for your paper with your Academic Tutor, who is available to give general guidance and assistance with any uncertainties you may have. Also your tutor can help you fully understand the format that your paper should be presented in (i.e. line spacing etc), it is important that Trainees ask if you are unsure, tutor will assume that you have read and understood the guidelines written here.

Structure and content of papers

Select a title which will reflect the focus of your paper. The content of the paper should then be relevant to the title.

Write the paper as if it were for someone who needed full explanation of the topic under discussion. Don't assume that the reader knows or can assume what you mean. Even if it seems very basic, go into detail, in your own words preferably.

If using a quote to explain, elaborate or discuss the topic, make sure that the quote does that. E.g. 'According to Klein....".....". 'This quote emphasises/draws attention to.....'

To help order your thoughts and for ease of reading, it is often helpful to structure the content of your paper by dividing it up into sections with an Introduction and Conclusion, and the main body of the work divided into subsections if appropriate. Remember that the paper should be intelligible and easy to follow. If headings are used, they must follow a sequential and logical pattern.

When using examples of client work, you need to show that you are able to use this appropriately and that you are beginning to think about and reflect on client/Counsellor interactions

psychodynamically. You also need to show that you are beginning to use theory, as taught in the seminars, to help you understand practice. **To preserve confidentiality of the client, there should be no identifying details. Names must be changed.**

If you do not yet have client material to draw upon, you can use examples from the exercises and role-playing in the seminars. The important point to bear in mind is that vignettes of interactions are used to demonstrate how you are beginning to think and reflect psychodynamically.

You should pay close attention to the aim of the paper. You should try to be as clear as possible in your writing. The reader needs to have some way of telling from your writing that you have understood the topic of your paper. You are not expected to know everything. You can show your understanding of where you have got to so far, the concepts you are still grappling with and the limitations of your knowledge to date.

Marking

The seminar leader who sets the paper will mark each paper. There will be an additional reader to ensure standards and fairness is being maintained. For the two clinical papers your supervisors will be asked to look at the papers to ensure they recognize the work being described. Work to draw upon for the first paper, the seminar leader will need to recognize the role-play vignettes being described. Supervisors do not mark papers.

The pass mark is 50%. You will be graded Pass or Rewrite, with marks shown for each section of the paper, and the band of pass grade demarcated. Where the rewrite has not been successful, you will be graded Fail. In addition to the grading, each reader will make comments about the paper so that Trainees have adequate feedback about their work. (See Guidelines on Marking Papers). **Please note that all marks are provisional until confirmed at the Assessment Panel meeting in consultation with the External Examiner.**

The External Examiner moderates the marking of papers. This ensures that fairness and standards of marking are maintained.

Appeals must be made in writing to the Head of Training. For details about grounds for appeals and procedures, see appendix.

Aims/objectives of written work

The purpose of papers is to provide Trainees with the opportunity to organize their learning from seminars, supervision, experiential work and reading. Writing enables Trainees to further explore theoretical concepts and to begin to link theory with clinical material. It also can assist Trainees in their development, as strengths and weaknesses are likely to become evident in researching the topic. It can provide Trainees with a focus for their future growth.

From all the above it can be seen that written work, while importantly part of the process of study, is also part of a process of self awareness and self assessment.

Papers are also to demonstrate to the assessors a Trainee's grasp of the topic being discussed. Papers are not a test of how good a Trainee is at counselling. They are meant to show a Trainee's understanding so far, and in the clinical papers, how a Trainee thinks about case material. Hindsight is an important part of this process and assessors would be looking for how a Trainee uses this to advance learning.

Amount of written work

There will be Six papers over the three years, three theory and three clinical. After YEAR ONE, it would be expected that clinical work is used to demonstrate theoretical assumptions.

Written Work Schedule

Year 1

Fundamentals & Boundaries

There are two theoretical papers for this module.

Paper 1, based on a topic/area given to you by the tutor.

2,000 words (plus or minus 10%), to be submitted by the first seminar after the reading week of the second term.

Paper 2, based on a topic/area given to you by the tutor.

2,000 words (plus or minus 10%), to be submitted by the first seminar after the reading week of the third term.

Year 2

There are two papers relating to the clinical work performed by the Trainee. The word count is to be 2,500 words (plus or minus 10%). It is to be submitted by the last seminar of the first term.

1st Clinical Paper

2,500 words, to be submitted by the first seminar of the reading week of the second term.

2nd Theoretical Paper

2,500 words, to be submitted by the first seminar after the reading week of the third term.

Year 3

Final theoretical paper

One theoretical Paper 3000 words (plus or minus 10%) to be submitted by the 1st seminar after reading week in the second term.

Final clinical paper

The final clinical paper should be 5000 words (plus or minus 10%). It is to be submitted in the first seminar after the reading week in the third term. There will be two markers for this paper, the marking process for this paper is overseen by the BPC. Trainees need to ensure that their paper is of a standard which will be acceptable to the BPC.

It is the Trainee's responsibility to ensure that their learnt knowledge and understanding of psychodynamic thinking and way of working with clients is present in this paper. Trainees throughout the year should make use of the feedback received from their written work in order to develop and reach this standard. Support will be available to Trainees who need assistance in this area however it is also important that Trainees take responsibility of developing their own writing skills in order to convey their knowledge, understanding and experience effectively throughout the 3 years.

Trainees can make their own arrangements to have their final clinical paper read externally before submitting. The award of the Diploma in Psychodynamic Counselling is dependent on passing all papers.

Trainees that have successfully completed their essays, performed the necessary clinical hours and who have held two clients for at least one year each (44 continuous attended sessions) over the course of their 3 year study will be able to apply for accreditation with the BPC.

Please note that deadlines may be subject to change.

Guidelines for Marking Papers

These guidelines are to be read together with Guidelines for Writing Papers, and the Assessment Process.

In order to ensure fairness and the maintenance of standards, papers in the third year will have two readers; the seminar leader who sets the paper, and a second reader appointed by the Training Committee. The second reader checks the first marker. Any differences between the two readers are resolved jointly by them with reference to the Head of Training. The final mark is submitted to the External Examiner and remains provisional until the Assessment Panel meeting. The External Examiner Scheme, monitors the assessment process, reads papers and seminar leaders' and the supervisor's reports.

Readers take account of both general and specific prerequisites when marking papers.

General

As papers are meant to show how Trainees are beginning to think and work as psychodynamic Counsellors, written submissions need to demonstrate the following:

Theoretical concepts

This would include accurate definitions and descriptions; relevant use of references and quotes; the title of the paper appropriately reflected in the content; seminar discussions and reading used in the service of understanding, limitations of knowledge appropriately considered.

The psychodynamic nature of the client material presented

This would include a description of a client/Counsellor interaction; an appreciation of unconscious and conscious processes; the importance of the past and the relationship to the here and now as reflected in the interaction; the appropriate use of such material; learning through supervision and the development of hindsight.

Linking

Trainees need to show how they are beginning to integrate theory with practice, such as using a clinical vignette to illustrate their understanding of a particular concept, or discussing concepts to further understanding of a particular client interaction.

Process.

Trainees need to convey the development of their thinking, so that the progression of their understanding is clear to the reader. This might include a description of why this particular client illustration is being used for this particular concept, how this is being thought about in the light of the concept as well as the stages involved in the process. No Trainee is expected to know and /or understand everything. Being able to show the struggle involved in reaching towards understanding of concepts and client material is pertinent; showing off intellectually is not.

Self-awareness

Papers are not meant to be confessionals. Trainees need to be able to use insights gained appropriately and for the purposes of demonstrating understanding of the topic being discussed.

Structure

This would include clarity of writing; main theme coherently presented; an accurate bibliography; references clearly cited; an accurate description of client material; expressiveness of writing - this should convey to the reader the Trainee's own thoughts/ questions as distinct from those of others.

Specific

The pass mark is 50%. Papers are graded Pass or Rewrite. Where rewrites do not achieve a pass, the grade will be Fail. The Pass grade has four bands (See below). The following criteria are considered in the mark scheme:

- 1. Theory**
Use of clinical concepts and demonstration of understanding as outlined in General section.
- 2. Client material**
Client vignettes/role-plays appropriately used. Adequate description of client and the nature of client/Counsellor interaction in clinical papers as outlined in General section.
- 3. Linking & process**
Linking concepts and client material appropriately, with adequate demonstration of process of thinking. See General section.
- 4. Structure**
Clarity of writing, bibliography, references, expression. See General section.

In addition to marks and a grade, readers will make comments which give adequate feedback and which must accurately reflect the grade. The weighting of marks for each of the above criteria differs for each paper. Trainees will receive details of each mark scheme.

The following is a guide to the band of grades:

Pass

Excellent pass (approximately equivalent to 80-100%)

Clinical concepts are accurately described with clear demonstration of understanding and appropriate questioning. Client material is suitably presented with clear demonstration of how the Trainee is beginning to think and work psychodynamically. Linking and process is abundantly evident. The paper is very well structured, and clearly written with accurate references and bibliography showing depth and range of reading relevant to the paper.

Very good pass (approximately equivalent to 70-80%)

As outlined above but with less uniformity accomplished.

Good pass (approximately equivalent to 60-70%)

Clinical concepts are accurately described and understood, and client material clearly and appropriately used. Linking and process of thinking is evident but there may be less depth to this and less accuracy in the linking of theory and practice. References are clearly cited and appropriately used and the bibliography is accurate.

Satisfactory pass (approximately equivalent to 50-60%)

Theoretical concepts and client material are, on the whole, adequately understood and presented psychodynamically, but there may be some lack of clarity and some inaccuracies. There may be some limitations in linking and process. References are appropriately used and clearly cited and bibliography accurately written.

Rewrite (approximately equivalent to less than 50%)

Trainees may be asked to rewrite for one or more of the following reasons:

- There is an obvious lack of understanding of concepts and a poor grasp of psychodynamic thinking.
- Client material is inadequately presented, inappropriately used and insufficient in detail.

- There is either insubstantial or no linking and processing of concepts and practice.
- References and bibliography are inadequate and inaccurate.
- The structure of the paper is poor, and writing difficult to follow.
- There is overall inadequate awareness and appreciation of psychodynamic thinking.

Fail (approximately equivalent to less than 50%)

As above. The rewrite fails to address and correct the difficulties so that overall the paper remains at an inadequate standard.

Viva

For students who have a learning disability, and difficulty with essay writing, discretion may be used to offer a viva (oral examination of their essay). Students will be asked questions on their written work and graded. This grading can then contribute towards their overall essay score.

This will only be considered in exceptional circumstances whereby there is a unanimous decision by seminar leaders and management to conduct a Viva. It must be made clear that this is an additional component and not in replacement of a written essay.

ENFIELD COUNSELLING SERVICE
CERTIFICATE, DIPLOMA & PSYCHOTHERAPY TERM DATES 2021-2022

AUTUMN TERM

Certificate, 1st & 2nd Year Diploma

Mondays, Certificate & Diploma 1st Year 7:00PM – 10:15PM, Diploma 2nd Year 6:30PM – 10:00PM
Monday, 20th September – Monday, 6th December 2021

3rd Year Diploma & Psychotherapy

Thursdays, 2.00PM – 7.00PM

Thursday, 23rd September – Thursday, 9th December 2021

Reading Weeks: ***Monday, 25th – Friday, 29th October***
 Monday, 1st November – Friday 5th November

SPRING TERM

Certificate, 1st & 2nd Year Diploma

Monday, 17th January - Monday, 28th March 2022

3rd Year Diploma & Psychotherapy

Thursday, 20th January – Thursday, 31st March 2022

Reading Week: ***Monday, 14th – Friday, 18th February***

SUMMER TERM

Certificate, 1st & 2nd Year Diploma

Monday, 25th April – Monday, 11th July 2022

3rd Year Diploma & Psychotherapy

Thursday, 28th April – Thursday, 7th July 2022

Reading Week: ***Monday, 30th May – Friday, 3rd June***

BANK HOLIDAYS 2020 - 2021

27th, 28th December 2021, 3rd January 2022, 15th & 18th April, 2nd May, 2nd & 3rd June, 29th August

Background Reading

General

Bateman, Brown	(1979)	An Introduction to Psychotherapy	Tavistock & Pedder
Casement, P	(1985)	On Learning from the Patient	Routledge
Casement, P	(1991)	Further Learning from the Patient	Routledge
Hinshelwood, R. D	(1995)	Clinical Klein	FAB
Freud, S		Pelican Freud no1 Introductory lectures	Pelican
Klein, J	(1993)	Our Need for Others and its Roots in Infancy	Routledge
Malan, D	(1979)	Individual Psychotherapy and the Science of Psychodynamics	Butterworths
Sandler, Dare & Holder	(1990)	The Patient and the Analyst	Karnac
Segal, H	(1973)	Introduction to the Work of Melanie Klein	Hogarth
Symington, N	(1986)	The Analytic Experience	FAB
Winnicott, D	(1982)	Playing and Reality	Routledge

Dictionaries

Abram, J	(1996)	The Language of Winnicott: a dictionary Of Winnicott's use of words	Karnac
Hinshelwood, R. D	(1991)	A Dictionary of Kleinian Thought	FAB
LaPlanche & Pontalis	(1988)	The Language of Psychoanalysis	Karnac
Rycroft, C	(1985)	A Critical Dictionary of Psychoanalysis	Penguin

Modules

Fundamentals & Boundaries

Bowlby, J	(1979)	The Making & Breaking of Affectional Bonds	Tavistock
Storr, A	(1979)	The Art of Psychotherapy	Secker & Warburg

Social Perspectives

Kareem & Littlewood	(1992)	Intercultural Therapy	Blackwell
Littlewood & Lipsedge	(1989)	Aliens and Alienists. Ethnic Minorities and Psychiatry	Unwin
Rustin, M	(1991)	The Good Society and the Inner World	Verso
Wheldon, E	(1988)	Mother, Madonna, Whore	FAB

Developmental Psychology

Anderson & Dartington	(1998)	Facing it Out: Clinical Perspectives on Adolescent Disturbance	Tavistock
Bowlby, J	(1980)	Loss, Sadness & Depression	Hogarth
Hamilton, V	(1982)	Narcissus & Oedipus	RKB
Hurry, A (ed)	(1998)	Psychoanalysis and Developmental Therapy	Karnac
Klein, M	(1988)	Envy & Gratitude	Virago
Klein, M	(1988)	Love, Guilt & Reparation	Virago
Miller, Rustin, Rustin & Shuttlesworth (ed)	(1993)	Closely Observed Infants	Duckworth
Stern, D	(1985)	Interpersonal World of the Infant	Basic Books

Winnicott, D	(1982)	Maturational Processes and the Facilitating Environment	Hogarth
Winnicott, D	(1982)	Through Paediatrics to Psychoanalysis	Harmondsworth

Endings

Littlewood, J	(1992)	Aspects of Grief	Routledge
Murray Parkes, C	(1996)	Bereavement	Routledge
Worden, W	(1991)	Grief Counselling & Grief Therapy	Tavistock

Clinical Concepts

Anderson, R (ed)	(1992)	Clinical Lectures on Klein & Bion	Tavistock/Routledge
Britton, R (ed)	(1989)	The Oedipus Complex Today	Karnac
Freud, A	(1986)	The Ego and the Mechanisms of Defence	Hogarth
Freud, S	(1984)	On Metapsychology vol 11	Penguin
Sandler, J (ed)	(1989)	Projection, Identification, Projective Identification	Karnac

Psychopathology

Bollas, C	(1993)	Being a Character	Routledge
Freud, S	(1979)	Case Histories II vol 9	Penguin
Samuels, A	(1989)	Psychopathology	Karnac

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
Email
Signature
Date

Payment of fees

Year 1

The fee of £2,950 for year 1 includes an enrolment fee of £150 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. (See contract terms).

Details will have been provided for students before the start of the course.

Whether paying in full or in instalments, course fee must be remitted by 31st August 2021. Make cheques payable to Enfield Counselling Service. Fees are subject to annual review.

Please discuss with the Head of training any anticipated difficulties before a crisis arise so that a mutually acceptable arrangement can be agreed.

Instalment Payments

GoCardless offers students the opportunity to pay their course fees in instalments. This service requires students to set up a direct debit mandate with ECS. There are two instalment options that students may choose from; termly or monthly. Students will need to pay a small fee to use the service.

Contract terms

On accepting an offer of a place on the course, the student enters into a financial contract with Enfield Counselling Service (ECS) and pays an enrolment fee.

In the event of a student not taking up an accepted place the enrolment fee and any other fees already paid are non-refundable. The enrolment fee will be refundable only if ECS withdraws the offer of a place because of a candidate's unsatisfactory references.

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

In the event of a student anticipating or experiencing difficulty in meeting financial obligations to ECS, contact should be made as soon as possible with the Head of training so that a mutually acceptable arrangement can be agreed.

If a student has been awarded funding from a third party source, it is the student's responsibility to ensure that obligations to ECS are fulfilled. The Head of training needs to be notified in advance of the course start date if any communication is required between ECS and the funding body.

Years 2 and 3

Fees are subject to annual review. They may be remitted either in full or in instalments. Details about payment will be provided in the third term of Years 1 and 2.

Student Disability Policy

Aims and objectives

The aim of this policy is: To create training that allows full inclusion for students with disabilities.

ECS uses the Equality Act's (2010) definition of a disabled person:

'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

The objectives of this policy are:

- To commit to having an inclusive environment, which facilitates disclosure of disability and allows all applicants and students to demonstrate and realise their full potential;
- To provide fair and equal treatment of students.
- To comply with the legislative requirements under the Equality Act (2010), particularly the need to avoid discrimination and provide reasonable adjustments for disabled students.

Guiding principles

The Student Disability Policy is concerned primarily with ensuring that students with disabilities are receiving fair and equal treatment so that they have the opportunity to demonstrate and realise their full potential.

Policy statement

ECS will ensure:

- That the requirements of those students who disclose a disability are assessed on an individual basis;
- That all discussions and information regarding a disability are treated in a confidential manner
- All staff and students at ECS are expected to be responsible for implementing this policy.

Implementation of this policy

All staff at ECS are expected to be responsible for implementing this policy. This policy will be available to all staff and students via the Staff and Student Handbook.

Procedure and Process

A disabled student is encouraged to disclose their disability at an early stage, such as application or enrolment. Information on the disability disclosure procedure is available in the training handbook.

The Student Disability Coordinator aims to make contact with any student who has disclosed a disability, allowing them to make an appointment to discuss any support needs.

A disabled student is usually required to provide written evidence of their disability (such as an educational psychologist's report, GP Letter, etc.) if they request any reasonable adjustments.

If adjustments are agreed upon, a Student Support Agreement will be completed and sent to the student and relevant academic staff.

Measurement of policy

Feedback from disabled students will be sought by ECS and passed onto the Student Disability Coordinator. Any student complaints related to disability issues should be directed to the Student Disability Coordinator, either on an individual basis or via the Ethics Committee.

The Student Disability Coordinator will liaise with individual students in order to review adjustments agreed in Student Support Agreements.

The review will take place at a minimum on an annual basis.

Monitoring of the policy

The Disability Coordinator will gather feedback received from disabled students and report findings to the Ethics Committee.

Review of the policy

The policy will be under review by the Management Team and Ethics Committee regularly to make amendments or improvements where needed.

Student Disability Coordinator Contact

Michelle Brown

Michelle@enfieldcounselling.co.uk

The Counsellor And Client Contact

Client Take-on Procedures for Counsellors

The Counsellor is in agreement with the supervisor that they are ready to take on a client. The Counsellor checks the room allocation timetable on the notice board by the desk, finds an empty room at a time that is suitable to them.

The Counsellor discusses their client requirements with their supervisor. If the supervisor is agreeable, the Counsellor fills in a Client Request Form which the supervisor signs and returns to the Clinical Director. The Clinical Director will look for a suitable client with times that match. She will return the form to the Counsellor's supervisor, having suggested a possible client.

The Supervisor will find the relevant client file in Cabinet 3. The Supervisor considers the referral (often in consultation with the Clinical Director) and decides whether it is suitable for the Counsellor. If happy, the Supervisor takes referral to the next supervision meeting. After discussion, the Counsellor writes to the client to offer a first appointment, asking them to confirm that they will attend. This needs to be done within 24 hours of acceptance, alongside email to Office Manager accepting client. They should then remove identifying details from the client's file. Forms with clients' details are kept separately in a blue file in the top drawer of Cabinet 2. The client file is then kept in the front of the top drawer of Cabinet 1, filed under 'allocated clients not yet seen'. Both cabinets are locked.

The client and Counsellor meet, and their therapeutic work begins. The Counsellor writes a courtesy standard letter to the client's GP. The client file is removed to the back of the top drawer, filed under number. The Client Request Form goes back to the Clinical Director including the first appointment date. Fees are negotiated monthly and clients retain the receipt at the bottom of the note. Fees are fee notes are put in a sealed envelope in the post box. Change cannot be given. Clients paying cash must bring the right amount. Each client needs to be discussed regularly in Supervision.

First Session

The Counsellor is responsible for letting their client into the building. There is an entry phone system in the office and the Counsellor will be expected to answer it. It is appropriate to open the door to the client on the first occasion but on subsequent sessions the entry phone should be used. The Counsellor should indicate to the client to wait in the waiting area until the Counsellor collects them for the session. Counsellors should discourage their clients from arriving too early as our waiting facilities are limited. If the client arrives early they should be encouraged to wait in the waiting area. The Counsellor should collect them at the appointment time. The management of these boundaries and any variation needs to be talked through in Supervision.

Change the sign outside the door to "Counselling in Progress"

It is helpful to the client to ensure that they understand what the routine arrangements are going to be during the first session. A session lasts fifty minutes. Establishing a contract with the client involves an agreement to proceed and negotiate:

- The fee (a fee guide will already have been sent), but note the minimum fee is for those on income support or unemployed only. Bills should be made out weekly or monthly by the Counsellor.
- Missed/cancelled sessions including client's holidays should be paid for (exceptions to this rule need to be thought about in supervision).
- Notice to be given in advance of breaks – eg, Christmas, Easter and other holidays.
- Clients should be informed of an annual increase in fees which will be negotiated with them.

After the session, please return the Vacant sign to the door as the session ends so that it is clear that the room is available.

Monthly returns need to be filled in, detailing clients seen, and fees charged and received.

SIX MONTHLY REPORTS

During the work, Counsellors fill in a report on the work every six months. This is kept on the client's file. Counsellors keep the process notes of the week to week work separately. These reports are read by the Clinical Director and of course the Supervisor (who will sign to demonstrate the information is a true record of the work).

CLOSURE FORMS

When the work has ended, Counsellors write a closure form. After discussion with their supervisor (who signs the form) the closure form is given to the Clinical Director. The Clinical Director reads the closure form and closes the file. The file is then stored for ten years by client number.

Remember to inform the GP that counselling has ended.

Please note, clients have the right to see their files. All written material must be suitable for them to read.

Assessment To Become A Trainee Counsellor

Applicants wishing to become Counsellors at Enfield Counselling Service must undergo a process to assess their suitability and readiness before seeing clients.

All applicants are required to have an assessment interview with an External Assessor.

Prior to completing an application to become a Counsellor, applicants will be provided with copies of:

- The contract/terms and conditions under which Counsellors work at ECS, which should include expectations of time commitment, accountability within the centre, supervision requirements, and appraisal.
- The assessment procedure used at ECS, which should include information on any assessment fee payable, who will see the application, who will be asked for reports on the applicant and whether the applicant may see those reports, who decides on the applicant's suitability and readiness and by what process, equal opportunities criteria, what will happen to application forms and reports after the assessment (they will be destroyed if the applicant is unsuccessful or retained until employment ceases if the applicant is successful).

Assessment Procedure

This will have three main stages:

- Stage 1: Gathering of written evidence, i.e. Application forms, evidence of qualifications, training reports and references.
- Stage 2: External Assessment
- Stage 3: Assessment panel which will meet to assess the evidence, interview the applicant, and will come to a decision on the applicant's readiness and suitability to counsel at Enfield Counselling Centre.

Stage 1 : Written Evidence

Applicants will complete an application form detailing education and training, relevant experience, personal life and history, details of personal therapy, reasons for becoming a Counsellor.

Applicants are expected to pay an Assessment Fee. Two references must be sought and taken up.

External Assessor

Applicants will be asked to attend an interview with an External Assessor. The External Assessor will be an experienced Analytical Psychotherapist experienced in the assessment of prospective Counsellors and who has no other connection with Enfield Counselling Centre.

The Assessor will be asked to submit a written report to Enfield Counselling Centre of the applicant's suitability and readiness to start counselling. The Assessor will be accountable to Enfield Counselling Centre, not the applicant and will therefore, not enter into correspondence with the applicant regarding the report. The decision about the applicant's suitability to be taken on as a Counsellor is the responsibility of Enfield Counselling Centre, not the Assessor.

Enfield Counselling Centre will ensure that the Assessor has a copy of the applicant's application form, a copy of this document, a copy of the procedure used by the centre prior the Assessment interview.

Stage 2: External Assessor's Interview

The importance of this interview is to invite an objective independent view of the applicant. The aim of the interview is to establish the applicant's readiness and suitability to start counselling. The interview may explore some of the following area:

- Personal history, past and present, family dynamics, traumas or significant losses, etc.
- Professional training and experience.
- Reasons for wanting to become a Counsellor
- Personal experience of counselling or psychotherapy.
- Grasp of the counselling process.
- Grasp of psychodynamic and unconscious processes.
- Capacity to be in touch with own feelings
- Any particular rigidity in the personality.
- Potential to work with negative reactions.
- Ability to relate using the experience of the interview.

Stage 3: Assessment Panel

An Assessment Panel at Enfield Counselling Centre will decide on the applicant's suitability and readiness to start counselling. This Panel will include the Clinical Director, Head of Training and perhaps a Supervisor. The Panel may at its discretion state conditions applying to the applicant starting Counselling (e.g. delay for a time, a particular course of study, a further period of therapy). The Panel will inform the applicant in writing on whether or not they have been successful. The panel may state grounds on which applicant has not been successful and explain ways that the applicant may need to develop in order to ensure that any future application is successful. Enfield Counselling Centre will provide an induction procedure for all new Counsellors.

Counsellor in training receiving early warning of failing clinical placement

While Centre personnel are interested in, and committed to, the development of the Counsellor in training, Enfield Counselling Service Training Department have a responsibility for the Counsellor in training with regards to their learning and development. The priority of the Centre is towards a DUTY OF CARE toward Centre clients. The Centre policy and procedure in respect of a Counsellor in training failing their clinical placement will be to safeguard the client from poor or inadequate practice.

Definition of Responsibilities

Clinical Director: The responsibility of the Clinical Director is primarily to the clients held by the Counsellor in training.

Supervisor: The supervisor will have a responsibility toward both the Centre and Training section when they judge that a Trainee is not performing adequately in their clinical work.

Head of Training: The Head of Training will have the overall pastoral and academic responsibility for the Counsellor in training.

Consideration towards the client will necessitate clear and transparent accountability in the process of "Early Warning". Therefore, in the event of a supervisor being unable to recommend that a Trainee continues with clients, the Clinical Director will negotiate with the Head of Training as to the best way forward for that Trainee working within both Training and Centre procedure guidelines. The Supervisor will also work with the Head of Training according to Training procedures.

This will include decision making regarding the basis on which the Trainee may or may not remain in, or change the supervision group.

Where an EXTERNAL TRAINEE on placement is assessed by the supervisor as failing, the Supervisor and Clinical Director will proceed according to Centre guidelines in conjunction with the external training body.

Early Warning Procedure

Early discussion between the Trainee and supervisor, regarding the standard of work is essential.

The supervisor is responsible for giving a written report to both the Clinical Director and the Head of Training, detailing their concerns, and difficulties a Counsellor in training may be having in their clinical work. A close scrutiny should be kept of ongoing problems and issues for concern noted in supervision sessions, as well as any administrative problems that may have been identified.

When a Trainee has had previous experience or training within another Counselling Centre, the Clinical Director could access information to gain an overall view of the Trainee's progress in clinical work.

It is essential that the care of the client is paramount when deciding whether a Trainee should be allowed to continue seeing clients. Where a "failing" Trainee is involved in client work the supervisor has responsibility to oversee the pending or future management of that work. The Clinical Director

and the Supervisor are to oversee the process should a client wish to continue with a different Centre Counsellor. See appropriate guidelines.

The decision to move a Trainee into a different supervision group lies with the Clinical Director, in consultation with both Head of Training and Supervisor. In the event of the “failure” being of the supervision module only, and in order to accommodate Training requirements, an option may be for the Trainee to “sit in” either with the same Centre supervision group or an alternative group to the end of the academic year, in order to gain valuable learning experience.

Trainee suitability to progress to next academic year will be decided by the Training Team, trainees may be requested to discuss any issues that may be raised in order to assist the trainee with any aspects of the course that they might be finding challenging.

However ECS reserves the right to terminate training, or ask trainee to repeat a year if there is a problem that compromises safeguarding or safety issue.

If any difficulties arise in this process the matter is to be referred to the Clinical Director.

Complaints Procedure

Complaints procedure for members of, or applicants to courses in the Enfield Counselling Service Training Programme

Informal Complaints

There are three regular channels for current Trainees to express dissatisfaction or to make informal complaints in relation to staff or courses at ECS Training Programme.

- Formal feedback sessions or anonymous questionnaire. All courses of the Programme build in formal feedback sessions or ask for anonymous questionnaire feedback at the end of the year. Trainees are encouraged to make use of these. ECS undertakes to consider feedback carefully and is prepared to give reasons for not acting on all such feed- back.
- Through the Trainees' meetings held twice a year with the Head of Training.
- Individual Trainees or a group may raise an issue of dissatisfaction/complaint.
 - In the first instance with the person to whom the issue relates and
 - If necessary, with the Head of Training, or if the Head of Training is personally implicated in the issue with the Clinical Director.

In the case of the above, the Head of Training or Clinical Director shall investigate (including asking for the complaint to be in written form if deemed appropriate) and take such action as is necessary in an attempt to resolve the complaint.

An applicant to a course expressing dissatisfaction with a selection process is normally asked to put this in writing so that it can be dealt with by the Chair of that process in consultation with the Head of Training or the Clinical Director. Dissatisfaction/complaint expressed by a former member of a course is also normally initially dealt with by the Head of Training. If the initial recipient of an issue of dissatisfaction or complaint is the Clinical Director, they will normally attempt, in the first instance, to resolve the issue via the Head of Training and structures outlined above.

Formal Complaints

These may occur when the informal procedure has been exhausted without the complaint being resolved. The formal written complaint should be addressed to the Clinical Director, or in the case of internal complaints to the Head of Training who undertakes to pass it to the Clinical Director. On receipt of a formal complaint the Clinical Director shall convene the ECS Ethics Committee. This is a sub-committee of the ECS qualified counsellors and its members are: the Clinical Director, Head of Training and one other member of the Executive & Advisory Committee and one person external to the organisation. A personally implicated party will withdraw. The terms of reference of the Committee include:

- a. All complaints that have exhausted the informal procedure shall be brought to the attention of the Ethics Committee, which shall confer as to whether there is a case to answer and if so shall determine the process for answering it. If the Committee decides that there is no case to answer it is of course open to complainant to complain independently to the British Association for Counselling and Psychotherapy (BACP) or the United Kingdom Council for Psychotherapy UKCP).
- b. The process for answering complaints by the Committee shall include:
 - i. Receiving details of the complaint in writing
 - ii. Meeting to discuss the issues involved
 - iii. Advising the relevant people of what course or action should be taken to satisfy the complainant
 - iv. Advising the complainant that they have the independent right of complaint to

BACP or UKCP (the latter after the internal process).

The cost of the process of complaint shall be borne by Enfield Counselling Service.

c. The priority of aims in answering complaints shall be to:

- i. Satisfy any legitimate complainant
- ii. Ensure that both the complainant(s) and the person(s) complained of are aware of the nature, process and implications of the complaint and receive appropriate support.
- iii. Advise the Executive & Advisory Committee on disciplinary action if any. This includes the right of reference to a person's professional body.
- iv. Ensure that the situation is not repeated.
- v. Preserve the good name of Enfield Counselling Service and
- vi. Preserve the good name of the profession
- vii. Deal with the matter as quickly and professionally as possible.

Complaints from clients in the Enfield Counselling Service being seen by Trainees of the Diploma In Psychodynamic Counselling

These shall be heard in the first instance under the Enfield Counselling Service's Complaints procedure, though the Head of Training shall be kept fully informed of the process of such a complaint. In the light of the outcome of the complaint they will consider the implications for the Trainee, the training staff and the Course.

APPEALS Trainees/students can appeal against the decision of Enfield Counselling Service's Ethics Committee. They need to write to the Head of Training outlining the grounds of an appeal.

If the grounds are considered sufficient, the Head of Training will ask an External Assessor to hear the appeal. This will be done by reading the written evidence and, if necessary, by meeting with the student making an appeal.

Complaints brought by third parties

Enfield Counselling Service does not accept or hear complaints brought by third parties.

The Client At Enfield Counselling Service

Assessment Procedure

The Clinical Director holds clinical responsibility for determining the suitability of a client for counselling at Enfield Counselling Centre. This is done in consultation with the relevant supervisor.

Initial Interview

The client makes contact with Enfield Counselling Centre, usually by telephone, occasionally by letter. Referrers who ask us to send an appointment to a client are asked to encourage the client to contact us themselves. Administration will send out an initial letter with an application form, together with an ECS information and fee leaflet. The client is asked to pay an administrative fee for the Intake interview. When a form is received Administration will offer an assessment appointment. The client must confirm this, or the appointment is cancelled.

Clients may apply for low cost counselling after discussion of their assessment, or after starting their counselling if their circumstances change.

The client is asked in the application form to give permission for their Counsellor to contact their GP with a 'courtesy letter'. If the client is currently involved with psychiatric treatment their permission for us to contact their psychiatrist must be given on the form. Administration writes a letter to the psychiatrist, informing them of their patient's approach to ECS, and asked for their opinion about the suitability of counselling.

The client attends their Intake Assessment Interview. During the assessment, the contract, fees and times are discussed. However, the fee is negotiated with the Counsellor.

The Intake worker writes an assessment to be returned to the office within a week of the appointment. Administration prepares a file for the client, removing identifying details from the paperwork, but leaving in the file the name and address for the Counsellor to refer to. This should be removed once the Counsellor has received the client file, so confidentiality is preserved. Client details are kept separately in a black file in the top drawer of cabinet 2, filed in alphabetical order.

The Clinical Director reads the assessment and considers whether the client would be suitable to be seen at the Centre. She will consider the client's capacity to work psychodynamically, ability to reflect on self and relationships as well as the individual's sense of responsibility for their difficulties. It may be that the client needs to be referred to a psychiatric service, may need to be referred to a psychotherapist to work more intensively than once weekly counselling or a different model of counselling may be more appropriate. The Clinical Director will consider which Counsellor would be suitable for the client and whether there was availability. This is an attempt to avoid frustration of Counsellors offering appointments which are not kept. If there is a long wait for a Counsellor with a suitable space, the Clinical Director writes to the client after four weeks to apologise for keeping them waiting and to ask them to confirm they are still interested in being found a suitable Counsellor. If the client does not respond within a stated time (usually 2-3 weeks) then the client is removed from the waiting list.

If a client is considered unsuitable, the Clinical Director will contact the client to discuss the decision and the best way forward in terms of further referral.

The Clinical Director receives a Request for Allocation Form from the Counsellor saying what appointment they have available to offer, their experience, and any comment about the sort of client they would wish to see (to develop their experience or if they have a special interest they wish to pursue). The Clinical Director returns the Form to the Counsellor's supervisor with the initials and number of the client to be allocated. The Supervisor in consultation with the Clinical Director will consider the referral and decides whether it is a suitable referral for the Counsellor. If agreeable, the supervisor takes the referral to the next supervision meeting. After discussion, the Counsellor writes to the client to offer a first appointment.

Client and Counsellor meet, and their therapeutic relationship begin.

On occasions clients request to be allocated to another Counsellor because they do not feel comfortable or helped by the Counsellor they have been allocated to.

ECS will give thought to what the client says, and the Clinical Director will consult with the Counsellor and the supervisor. If everyone is in agreement the client will be re-allocated. It would be made clear to the client that ECS could not continue to reallocate.

On occasions when a Counsellor wishes to leave, ECS requires six months' notice, so that the ending process can be worked through. The client may decide to terminate counselling at this point. If the client wishes to continue counselling, then the client will be asked to contact the clinical Director after the counselling has ended (unless there is an urgent need). The clinical Director will meet with the client and discuss re-allocation. Usually a period of time will be considered before reallocation. However, if the client needs to be seen as a matter of urgency, then appropriate action will be taken.

If a Counsellor becomes ill or cannot continue to work at short notice, the Clinical Director will meet with the client to explain that the Counsellor will not be able to continue, and that they will assess the situation at that point.

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 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 is extended to all of our students.