



Psychodynamic Psychotherapy Training

Course Handbook 2021-2022

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Introduction

From 2020, Enfield Counselling Service has been awarded the provision to provide further in-depth Psychodynamic Psychotherapy Training to those practitioners who are qualified and accredited British Psychoanalytic Council (BPC) Psychodynamic Counsellors.

The title Psychotherapist is not currently a protected title in the UK. However some practitioners believe that while areas of the two professions overlap, psychotherapists work on longer-term concerns and have the training to reflect this. Others argue that there is little to no distinction between the professions. Many counsellors now undergo similar extensive training as psychotherapists.

Organisations such as the BPC and the UKCP do make a distinction between the two professions. To become a registered Psychotherapist with the BPC, individuals will have needed to have undergone further training, in addition to their current psychodynamic counsellor qualification. Professional bodies such as the BPC protect the titles 'Registered Psychotherapist' which ensures high standards of training with an emphasis on the safety of the practice.

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 and psychodynamic psychotherapy. In 2013 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 and The Tavistock Institute. 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 Psychodynamic Psychotherapy training is a four year programme of theoretical and clinical study.

Course Information

The course is a clinical and academic qualification. Applicants are selected on the basis of their suitability for the work of psychodynamic psychotherapy, and on their potential to accomplish the theoretical components of the course, including written assignments. They will have successfully completed the Diploma in Psychodynamic Counselling or its equivalent elsewhere.

The objectives of the Psychodynamic Psychotherapy course 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 some of 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 4+ 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 APC section. 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 7,000 word clinical essay - plus their maturity throughout the four 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 twelve months each.

Psychodynamic Psychotherapy

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 psychotherapist will have in mind this model of the psyche when working with a client. One of the aims of psychodynamic psychotherapy 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 transference relationship the client develops towards the psychotherapist. 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 course will take you down this same narrative presenting you with the same intrigues and difficulties these pioneers encountered before you; the difference being that 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 two psychoanalytical psychotherapists 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.

General Information

Professional Training Team

Training Staff

Liz Good (Psychoanalytic Pyschotherapist)	Clinical Director and Head of Training
Geoff Ferguson (Psychoanalytic Psychotherapist)	Senior Supervisor & Senior Seminar Leader
Simon Good (Psychoanalytic Psychotherapist)	Senior Supervisor & Senior Seminar Leader
Evelyn Katz (Psychoanalytic Psychotherapist)	Senior Supervisor
Angela Marsh (Psychoanalytic Pyschotherapist)	Academic Tutor
Richard Green	Office Manager
Plus visiting Lecturers	

General Staff Team

Enfield Counselling Service Staff

Liz Good	Clinical Director and Head of Training
Richard Green	Office Manager
Emmanuel Benedetti	Finance Officer

Seminars and supervision groups will be held online until it is safe to return to ECS.

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 psychotherapists 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. Please keep in touch with Office Manager Richard Green, as these meetings may be held online.

Attendance

It is a requirement that trainees attend all seminars, skills groups, supervision groups, psychotherapy 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 psychotherapy sessions is essential as absences can seriously affect the work with clients. Procedures for dealing with unavoidable absences from psychotherapy 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 clinical skills group, course requirements will not have been fulfilled.**

Clinical Practice

Trainees will be required to have been in personal therapy with a BPC approved therapist for a minimum of three years prior to acceptance on the course. Trainees will have held at least two clients for more than a year prior to acceptance on the course.

Trainees will continue to hold two clients for the duration of the course. This may mean that client work continues after the academic requirements for the course have been fulfilled.

Administration and Good Practice

Trainees are expected to abide by the published BPC Code of Ethics and Practice. All Trainees must ensure they have a copy of this document. It is expected that Trainees will discuss with their supervisor any aspects that are unclear. Copies can be obtained from Richard Green, Office Manager. **It is the Trainee's responsibility to obtain a copy of the BPC Code of Ethics and Practice and ensure they understand its contents.**

Administrative procedures, practicalities and the writing of reports and letters regarding client work are part of the training, and should be discussed in supervision as required. Trainees **should not** contact clients without their Supervisor's express permission. Copies of all letters and reports should be filed in the client file.

Six Monthly reports and Closure Forms

These forms should be typed and professional in their presentation. These forms should be submitted to your supervisor. They should be signed by your supervisor, to state that this form is an accurate reflection of the psychodynamic work with your clients. You are reminded that all client work is to be anonymised. Copies should be kept in the client file. It is the Trainees responsibility to ensure all letters and reports are anonymised and kept in the client files.

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 returned, **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 the complaints procedure is held in a file in the office. See relevant section for appeals procedure.

Syllabus

Year 4

- Term 1:** Advanced Psychodynamic Theory (15 hours)
 Psychoanalytic Theory: Back to Basics and Beyond (15 hours)
 Clinical Presentations (Development of Assessment & Diagnostic Skills) (15 hours)
- Term 2:** Advanced Psychodynamic Theory (15 hours)
 Psychoanalytic Theory: Practice (15 hours)
 Clinical Presentations (Development of Assessment & Diagnostic Skills) (15 hours)
- Term 3:** Advanced Psychodynamic Theory (15 hours)
 Psychoanalytic Theory: Our Internal World (15 hours)
 Clinical Presentations (Development of Assessment & Diagnostic Skills) (15 hours)

Supervision

Trainees will be supervised by experienced psychanalytic psychotherapists, all of whom have more than 25 years' clinical experience. Trainees will hold at least two clients over the duration of the psychotherapy course. Trainees will have experience of both a male and female psychotherapist for a minimum of at least one year.

Supervision aims to facilitate a trainee's practice of psychotherapy 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 twice weekly supervision for 44 weeks each year. They will meet together with an experienced supervisor for 1½ hours in a small group.

Trainees are required to keep verbatim notes of each of their psychotherapy 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 termly and annual assessments 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 the year. Year 4 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 Academic 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:

1. Trainees are able to meet with their tutor three times per year. The tutor will circulate a schedule of times for tutorials.
2. A trainee may contact their tutor at any other time if s/he needs to discuss something of concern.
3. 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.
4. 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.
5. The content of the tutorial remains confidential. Any need to depart from this will be discussed during the tutorial. E.g. there may be need to bring something 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.
6. 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 Psychodynamic Psychotherapy course 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 three years, once per week. This commitment remains during the psychotherapy course. Trainees need to be in therapy at least once per week. Trainees must inform the Head of Training if there are any problems with the therapy process.

Timing and length of therapy

Trainees are required to be in a minimum of once weekly psychodynamic psychotherapy. It is highly recommended that trainees be in twice weekly psychotherapy but this is not a requirement.

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 psychotherapy academic year, 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 with the Head of Training.

Assessment Process

Introduction

BPC

The External Examiner meets with ECS Training Assessment Panel in July of each year to discuss each trainee's progress. The External Examiner receives Supervisors' reports and 6 monthly reports and essays throughout the year.

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 psychotherapy work with clients that is considered satisfactory, and acquiring sufficient theoretical understanding which would be regarded as appropriate for this stage in the training.

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.

Procedures

Trainees are formally assessed towards the end of the third term of each year by an Assessment Panel. But there is a monthly 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.

Trainees will be informed about their progress through individual meetings with their supervisor and the tutor. 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. 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.

Components

Seminars, supervised clinical work, and the supervision groups 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.

Seminars

As participation in seminars is an essential component in the development of psychotherapy 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 make up for this loss.

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.

Seminar leaders' reports will be written termly 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.

Supervision and clinical work

Trainees must follow the requirements for the minimum amount of supervised hours (44 weeks per year). 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 12 months 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 termly report and trainees write a termly self-assessment. There will be an annual report, this will usually be in June. Each will be discussed in an individual meeting with the supervisor.

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.

Course Feedback

At the end of each academic term, 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.

Fees

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

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

Appeals

If trainees fail to pass the course, then an appeal can be lodged.

Complaints

Details of the complaints procedure can be obtained from the office.

General Guidelines For All Written Work

All papers must be typed, double spaced with wide margins, 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 a few hundred words would be acceptable, but if you write significantly more or less than the required length your marks could be affected. Trainees will be expected to produce an academic essay of 7,000 words and a clinical essay of 7,000 words.

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. You should make an additional copy for yourself to keep. You should put your name and essay title on a separate sheet of paper and attach this to the front of the paper.

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 done alphabetically**, using the Harvard Referencing System.

When you quote from a book or journal article you have read, you must give the correct reference in your text.

Harvard Reference List Overview

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used

Generally, Harvard Reference List citations follow this format:

- Last name, First Initial. (Year published). *Title*. City: Publisher, Page(s).

If you are not using a direct quote but are closely using an author's writings, you should make this known in your paper.

E.g. "According to Klein (1975).....". (page.....)

At the end of the paper, on a separate attached sheet you need to have full biographic details of the references used. You can title this 'References' or 'Bibliography'. **'Bibliography'** is usually used if you are including books not necessarily directly referred to in the text but have been part of your wider reading for the paper. **What is important is that all references quoted and used for the text are correctly listed.**

Book:

Klein, M. (1975) *Envy and Gratitude*. London: Hogarth

A chapter from an edited book:

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

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

You are strongly advised to discuss the plan for your paper with your 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; the 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 (19__)"". '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.

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 External reader to ensure standards and fairness is being maintained. For the clinical paper your supervisors will be asked to look at the papers to ensure they recognize the work being described.

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 psychotherapy. 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 two papers over the year, one academic and one clinical paper of 7,000 words each.

Guidelines for marking papers

Introduction

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

In order to ensure fairness and the maintenance of standards, the clinical paper 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 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 psychotherapist, written submissions need to demonstrate the following:

- 1. Theoretical concepts.** This will 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.
- 2. The psychodynamic nature of the client material presented.** This will include a description of a client/psychotherapist 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.
- 2. 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. Verbatim should account for 30% of the clinical material.
- 4. 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/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.
- 5. 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.
- 6. 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 the General section.
- 2. Client material.** Client vignettes/role-plays appropriately used, minimum 30% verbatim. Adequate description of client and the nature of client/psychotherapist interaction in clinical papers as outlined in the 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 gives 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.

Mark Scheme for Theory Paper

Please explain your mark, especially if it is low and give constructive feedback where possible.

1. Structure **Marks out of 10**
Comment:

2. Case material **Marks out of 25**
Comment:

3. Theory **Marks out of 40**
Comment:

4. Linking client material and theory **Marks out of 25**
Comment:

Total Percentage:

All sections must be passed for overall pass.

Markers will give a mark for each section. All sections must achieve a 50% pass (i.e., in section 1, a mark of at least 5 must be achieved to pass and in section 2 a mark of 20 to pass). **At least a pass mark must be attained on each section of the mark sheet for the essay as a whole to pass. In the event of markers not passing a section they will not enter a total mark/grade in the relevant space, but enter “fail – not all sections passed” instead.**

If a section does not achieve a 50% pass then the paper has not passed and the marker should grade it as a Fail. If the paper is a pass the final total will be the percentage grade.

70 – 100	Distinction
60 – 69	Good Pass
50 – 59	Pass
Below 50	Fail

As we are marking to Postgraduate Level, the pass mark is 50% and most trainees' marks are expected to fall within the 50 - 70% range. Any mark over 50% is a considerable achievement and should be regarded as very satisfactory. Over 70% is a very high level of achievement.

Mark Scheme for Clinical Paper

Please explain your mark, especially if it is low, and give constructive feedback where possible.

1. Structure **Marks out of 10**
Comment:

2. Case material **Marks out of 40**
Comment:

3. Theory **Marks out of 25**
Comment:

4. Linking client material and theory **Marks out of 25**
Comment:

Total Percentage:

All sections must be passed for overall pass.

Markers will give a mark for each section. All sections must achieve a 50% pass (i.e., in section 1, a mark of at least 5 must be achieved to pass and in section 2 a mark of 20 to pass). **At least a pass mark must be attained on each section of the mark sheet for the essay as a whole to pass. In the event of markers not passing a section they will not enter a total mark/grade in the relevant space, but enter “fail – not all sections passed” instead.**

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**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

Payment of fees

The fee of £6,000 for the course includes an enrolment fee of £400 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).

The balance of £5,600 may be paid in full or in instalments by way of bank transfer.

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 30th September. Bank transfer details are available from the office. 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.

Installment 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.

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

Assessment Procedure

This will have two main stages:

- Stage 1: Gathering of written evidence, ie. application forms, evidence of Qualifications, training reports and references.
- Stage 2: 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 practice psychotherapy 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.

STAGE 2: Assessment Panel

An Assessment Panel at Enfield Counselling Centre will decide on the applicant's suitability and readiness to start psychotherapy. 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 psychotherapy (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.

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.

- a. 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 feedback.
- b. Through the trainees' meetings held three times a year with the Head of Training.
- c. 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 or Senior Supervisor.

In the case of the above, the Head of Training or Clinical Director or Senior Supervisor 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 Training Co-ordinator.

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 Complaints Committee. This is a sub-committee of the ECS Executive & Advisory Committee 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 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 British Psychological Council (BPC).

- 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 the BACP or BPC.

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 Psychodynamic Psychotherapy Course

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 Complaints 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 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 and psychotherapy to individuals within the borough of Enfield and beyond. Our goal is to ensure that each individual who comes to us seeking therapy, 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 therapy 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/psychotherapists 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 relies on the income from our BPC accredited courses to provide our service. This adds to the importance of ECS being able to offer consistently high teaching standards and to continually provide a positive learning experience to all of our students with the resources available to us.

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

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