

**Postgraduate Diploma / MA in Integrative
Psychotherapy**
(A BACP Accredited Course)

STUDENT HANDBOOK ACADEMIC YEAR 2019-2020

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1. Introduction to the Course and Welcome

Welcome to the Post Graduate Diploma/ MA in Professional Integrative Psychotherapy (2017-2020). The Postgraduate Diploma/MA offered at the University of Central Lancashire is designed for people who wish to pursue a career in psychotherapy or who wish to enhance their therapy ability for use within their existing or future employment. The two year diploma is a professional training course, accredited by the British Association for Counselling/ Psychotherapy (BACP) and incorporates all the key domains of the BACP's Core Curriculum. This part of the programme enables trainees to become reflexive practitioners within an Integrative Therapy approach shaped on the insights as well as the research foundations of the major theoretical approaches of psychotherapy: person centered experiential, relational psychoanalysis and self-psychology in addition to existential and transpersonal fields of therapy.

A further research dissertation MA is available on completion of the post graduate diploma.

1.1 Why Integrative? Aims and learning outcomes of the course



Course aims

The aim of the programme is to promote clinical competence in trainees so they can begin competent, anti-discriminatory clinical practice.

- To provide students with a constructive and challenging learning experience which develops their assimilative understanding of psychotherapy theory, practice and personal self-awareness
- To enable trainee counsellors to develop their understanding of an Integrative approach to psychotherapy so as to facilitate a critical basis for practice based on ethical and professional integrity.
- To develop reflective practitioners competent to offer high quality Integrative psychotherapy, in a variety of contexts, appropriate to the needs of clients, organisation and society.
- To provide students with a constructive and challenging learning experience which develops their assimilative understanding of Integrative psychotherapy theory, practice and self-awareness
- To enable trainee psychotherapists to become research aware and to draw on this to facilitate their own evidence based practice

MA only

To enable trainee psychotherapists to develop their understanding of the Integrative Approach to psychotherapy so as to facilitate a critical basis for practice based on ethical and professional integrity.

Key Concepts: What is being integrated?

The program is based on an integration of five therapeutic relationship modalities as identified by Gelso and Carter (1985/1994) and Clarkson (1995), that client-led functional psychotherapy involves differing modalities, or types, of relationship:- such as, the agreement to work together between therapist and client (a working alliance/ therapeutic alliance); a person-to-person, or 'real' relationship; a 'past-into-present', or 'unreal' relationship; a 'learning relationship', based on cognitive-behavioural processes, and a transpersonal relationship, which involves an acknowledgement of the spiritual encounter as a mode of change in the person.

Whilst tutors recognise the validity, value (and limitations) of each relational modality an emphasis is placed on the 'working alliance', 'person to person' and the 'past-into-the-present' relationship modalities on this programme. These are viewed as foundationally instrumental in enabling trainees to competently begin professional work.

We aim to provide trainees with practice skills working with the development of Rogers's six necessary and sufficient conditions along with the conceptual understanding the phenomenology, and an underpinning theory of emotion. The practice skills component of the program is a person centered experiential approach (PCE) based on Rogers, Gendlin, Elliot, Greenberg, etc. as well as contemporary Gestalt practitioners (Yontef, Joyce, Polster & Polster). In the appendices of this handbook, students will find the 'Person Centred and Experiential Therapy Scale-10' form which is the set of skills competences against which there is a sufficient evidence base for the treatment of depression (NICE Guidelines update 2013) and which provide the basis for practice and skills acquisition on this programme.

The aim of the first year is for trainees to be able to begin clinical work. This will be based on as well as an understanding from Gestalt perspectives on the nature of embodied emotion and the Gestalt cycle of awareness. Throughout the program students will be taught how to form, maintain and end a sufficiently 'good enough' therapeutic relationship. Practice strategies are taught reflecting an empathically-attuned phenomenological approach to therapy; reflecting the influence of the past-into-the-present and finally reflecting the concepts of existentialism and the transpersonal from which the client's sense of self is strengthened.

The humanistic emotionally-focused practice is based on the principles of change outlined in the PCEPTS form found in the appendices. As tutors we recognise that while this benchmarking assessment form is substantiated through research, each individual practitioner's adherence to it will be dependent on their own understanding and integration of the PCE model. This cannot be achieved just by pedagogic learning – reading, being 'taught', etc. but by a mixture of experiential learning, personal development and the development of the key humanistic attitudinal qualities allied with high levels of self-reflection. Indeed it has been said that you 'catch' being a therapist; you are not 'taught'.

1.1.2 Philosophic Rationale: Phenomenology

This training is based on a humanistic model of human relating to development which aims at a secure or cohesive sense of self as its most fundamental goal. Humanistic psychotherapy is based on the ideas of the 'real', or person-to-person, relationship of Carl Rogers and his successors and contemporaries. Rogers's (1959/61) six necessary and sufficient conditions provide the starting point for this training.

The philosophy underpinning Rogers's six necessary and sufficient conditions is phenomenology. This entails an empathy with and a description of what is present in any current moment of experiencing. This emphasis on the 'here and now' of experiencing provides the basis for practice and draws upon differing modalities of therapy approaches including gestalt, existential, body psychotherapy as well as person centered experiential (Gendlin 1993) and emotionally focused therapy (2003); contemporary forms of the psychodynamic also takes a phenomenological view of therapy practice. A further distinction of phenomenology can be defined in terms of a 'leading edge of awareness' (i.e., what we immediately know is in the here and now of our experiencing) and in the 'trailing edge of awareness', i.e. that something becomes more known, or more accurately symbolised, once we reflect more on our awareness of it. For example, a client who presents as a very angry person at the start of therapy but in time comes to realise that her anger is based on a pain of loss of a special person in their lives and that being angry is a way of not accepting a sadness. Note the difference between the 'leading edge' and the 'trailing edge' of experiences in this example). From this perspective, a phenomenological approach to therapy is itself an integration of differing commonalities from diverse therapeutic approaches. This type of therapeutic relating has been called the 'real relationship'.

A further rationale and aim of the programme is to teach students of the existential perspectives of the therapeutic relationship as they emerge in the phenomenological world of

the client. Existential perspectives can be viewed as the 'human givens' - essential and universal processes that all human beings are faced with and how these influence the therapy.

1.1.3 The Concept of the Self

Another rationale for the integrative approach is based on the concept of the self. The concept of the self is formed by both humanistic and psychodynamic practices and theories. There are some commonalities between these different perspectives, so that the concept of the self is another mode of integration. From the humanistic perspective the self can be subdivided into the 'false self', the 'ought self' or 'introjected self', the 'embodied self' and the 'real self', or a 'configuration of Selves' (Mearns and Thorne 1999). Similarly from the psychodynamic perspective the self can be subdivided into the 'insecure self', the 'secure self', the 'avoidant self', the 'plural self'. All of these meanings of the self include commonalities within each definition. One particular commonality is that the self develops in relationship to other people.

Our training can be said to be focused on the concept of the development of a secure sense of self which in terms of practice focuses firstly on client introspection, or of going 'inwards', as a means of building up sufficient self-awareness in the individual.

The self can be further defined to encourage specific introspection and, in due course, more inter-relational dialogue between client and therapist. The 'self in relationship to the self' process, also known as an intrapsychic process is the private world of the individual, known only to themselves. Secondly, there is also the development of the self in relationship with others, known as interpersonal perspectives. This is particularly important in clinical work. Thirdly, there is the development of the 'self in context', that is the self in relationship to their environment, with social and cultural perspectives. Finally we explore the self in relationship to the spiritual, also known as the transpersonal perspective of human development.

1.1.4 The centrality of Emotion

Psychotherapy integration is centred on a comprehensive theory of emotion. A client's emotional self-regulation is one key indicator for a sufficient contract of 'good-enough therapy'. On this program we review and explore the concept of emotion from both the humanistic and the psychodynamic perspectives, understanding the nature of both health and psychological dysfunction. We seek an understanding of its centrality in the development of a secure sense of self based on cognitive-affective process of emotions and a way to work with such processes as clinicians.

1.1.5 Past-into-Present as relational integration

A commonality amongst many traditional schools of therapy has been the theme of the 'past into the present'. Psychological distress and psychological dysfunction can be viewed as when the past distorts present awareness of cognitive, behavioural and emotional processes. The rationale for teaching students the concepts of transference and countertransference, as well as projection – all key elements of the psychodynamic approach, is then based on this 'past into present phenomena'. Students are not encouraged to adopt a traditional psychoanalytic therapist stance but to thoughtfully reflect on and become increasingly aware of both these implicit and explicit body-memory processes, as recurring human interactions that can help or hinder the therapy progress, just as they can help and hinder the development of the secure sense of self and the self-regulating of emotion. This type of therapeutic relating has been called the 'transferential / counter transferential relationship' or 'unreal relationship'.

Understanding how the past can influence the present is not just vital in the therapy itself. It is important in clinical supervision. Students are also taught, (although this is only captured experientially by trainees themselves), how to use clinical supervision by understanding the dynamics of the past-into-present form of relationship. For example: a trainee is in supervision with their clinical supervisor and seems to be struggling empathising with a client with whom they are working with. The supervisor highlights this and together they reflect on this possibility.

After a while of talking and thinking, it emerges that the 'trailing edge' of the trainee was experiencing the client as 'too needy' and the trainee acknowledges that in their own life when his significant others become, or have become, 'too needy', he tends to withdraw from them. And so the awareness processes of the trainee are increased and he feels more confident and more genuinely empathic at providing a secure psychological space for his client.

1.1.6 The Transpersonal

A learning outcome of the program is for students to be introduced to the transpersonal perspective on human development and to realise and to become aware of its enduring curative properties.

The Evidence Base for Humanistic Relational Therapy and Practice Based

Evidence. The current debate that prevails in the psychotherapy field can be initially simplified by asking one seemingly obvious and pertinent question: does it work? To answer this question we look to the hundreds of published studies into the effectiveness of differential therapies with clients of differing populations and we can conclude that overall 80% of people are better off than the person who does not have therapy with a similar problem at corresponding levels of severity (McLeod 2009; Cooper 2008) . It is reasonable to state that the psychological therapies are normally of some help to people who are experiencing psychological distress. Research into the factors that contribute towards the effectiveness of therapy have traditionally been separated into outcome research (e.g. quantitative based, RCT's - Randomised Controlled Trials, etc.) and Process Outcome Studies (qualitative methods, such as client interviews, etc.). Recent comparative studies have examined the effectiveness of specific therapies. Lambert's meta-analytic studies identified very little or no significant differential outcomes between differing therapies, supported by King (2000) et al, & Walpold (2001), examining comparative outcomes.

Contemporary outcomes generated by Elliot & Freirs (BACP 2009) and Stiles (2007) have concluded that humanistic, client centred/experiential therapies are empirically supported by multiple lines of scientific evidence, including 'gold standard' RCT's and RCT's equivalents. Other comparable equivalencies are available through IAPT's own research outcomes from 2010. In a large scale survey, Glover (2010) identified that recovery rates within the NICE approved 'Improving Access to Psychological Therapies' provision for CBT and counselling for depressive episode were comparable (41.3% and 41.1% respectively). Outcomes for CBT were slightly better than counselling in the case of mixed anxiety and depression (40.1% and 36.0% respectively) whereas a higher recovery rate was found for family loss in those accessing counselling as opposed to CBT (43.6% and 22.2% respectively). In 2013, Elliot (2013) conducted a meta-analysis of over 200 studies of Person Centered experiential (PCE) therapies, 23 compared PCE with other types of therapy and the outcomes were found to be broadly equivalent.

Recognising the necessity for credence and validity in professional therapy practice, this programme sets out to equip its graduates into establishing their own 'Practice Based Evidence' protocols. A mixture of qualitative and quantitative methods are utilised for this purpose and to establish, where possible, practitioner effectiveness (Elliot 2009). Key questions arising from this process are asked and examined: did the client change substantially? 'Was the therapy substantially responsible?'; 'what kind of processes contribute to how we may know this? Students are expected to critically examine their effectiveness and to establish evidence for concluding that therapy was likely to be responsible for positive client change; furthermore, we examine alternative explanations for this change and identify which processes may have been responsible.

1.1.7 To Conclude

The program is based on an integration of therapeutic relationship modalities proposed by Gelso and Carter (1985/1994) and Clarkson (1995). That functional psychotherapy is a phenomenological process which enhances and strengthens a person's sense of self and self-functioning. It does this by increasing introspection and stimulating new emotional and cognitive processing. The construction of effective therapy is based on a contractual agreement between client and the therapist known as the working alliance. That there is the intentional provision of an empathic therapeutic relationship based on an authentic meeting of what is occurring between two people, known as the real relationship. That when the past is re-experienced in the present as transference processes and experienced as confusing, anxiety provoking or fear emotions, that trainees are taught to understand these 'unreal' relational processes as important dynamics in the structure and self-concept of the client. Trainees are also taught how to recognise their own transference processes, which are called counter-transferences. Lastly that personal meaning is subject to the spiritual and transpersonal forms of human relating.

Throughout a focus of the programme is on self-reflection and empathic enquiry and the unfolding of the moment-by-moment cognitive-affective processing of the client. In time, an enabling of a reflexive process that enhanced awareness, consolidates emotional self-regulation and increases personal cohesion is achieved; insight, new meanings and creative personal adjustments are further activated.

1.2 Course Team

UCLan is an organisational Member of the British Association for Counselling/Psychotherapy. All tutors abide by their professional association's 'Ethical Framework for Good Practice in Counselling and Psychotherapy', (BACP/ UKCP) and are subject to their association's complaints and disciplinary procedures.

Most of the team are 'Fellows of the Higher Education Academy' and are accredited in their relevant professional bodies, including BACP, HPCA, and UKCP.

Sandra Brickman-Horne (MBACP), BSc Psychology, Graduate Diploma in Professional Counselling, Sandra is a PD facilitator on the Course. She has a private practice on the Fylde coast where she provides individual and couples therapy and Personal Development. Sandra completed her degree in Psychology and her Graduate Diploma at UCLAN before she began working at UCLan as a PD Facilitator. She has also worked as a Student Counsellor in Student Services within the University. Sandra is passionate about self-awareness and self-understanding which has led her to write Ebooks on emotional intelligence and how to improve relationships and happiness.

Richard Davis, BA, MSc, PGDip Psych, Dip Couns, UKCP Registered Integrative Psychotherapist, IAPT Counselling for Depression accredited, Registered PTUK Supervisor; FHEA. Richard is a full-time Senior Lecturer in Counselling/Psychotherapy at UCLan and is the current Course Leader. He has extensive experience of management and counselling in both further and higher education settings and in private practice as a practitioner and clinical supervisor. A counsellor since 1995, he has worked at UCLan as a Senior Lecturer since 2004. He is also Course Leader for UCLan's 'Counselling for Depression' course as well as Course Tutor on the Psychodynamic route of the undergraduate degree. He currently works as a psychotherapist in the University Counselling Service at UCLan. He is a UKCP Registered

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Imelda Hatton-Yeo

Imelda is a full time Senior Lecturer in Counselling & Psychological Therapy at UCLan. Imelda is Course lead for the programme. Imelda has a background of working mainly in the NHS as a Nurse Manager, Art Psychotherapist and Clinical Supervisor however she has also worked in Schools and Voluntary Organisations prior to working in Higher Education. Imelda has training in a range of modalities including psychodynamic therapy and solution focused practice and contributes to a range of programmes across the Faculty of Health & Wellbeing including the PGcert Primary Care Mental Health and the PGDip Integrative Therapy. Imelda is HCPC registered Art Psychotherapist, NMC registered Mental Health Nurse

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1.2.1 Additional teaching and tutorial support

Where changes to personnel in the team occur the University will make appropriate temporary or permanent appointments to ensure teaching and curriculum requirements are met. Where this occurs, relevant biographical information will be made available to trainees.

1.3 Expertise of Staff

Your tutors are experienced professional counsellors and psychotherapists having worked in numerous agencies and organisations. Members of the counselling/psychotherapy team are all in current professional practice and clinical supervision. All of them have many years expertise as psychotherapists, lecturers, trainers and supervisors; most are engaged in some form of research or research supervision, whether empirical or practice-based. Team members feel privileged to be able to facilitate in the development of the next generation of counsellors and psychotherapists.

1.4 Academic Advisors

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. http://www.uclan.ac.uk/schools/school_of_health/divisions/psychological_therapies_staff.php

1.5 Administration Details



Course Administration Service provides academic administration support for students and staff and are located at Brook building, room 204, and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

Course Administration			
Administrator	Email address	Contact	Office
Campus Admin Services	brookhub@uclan.ac.uk	01772 891993	BB204



1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course team will normally communicate with students via the email system. Other means employed are also phone, post, Black Board and notice-boards. Students can normally expect to receive a reply to their emails within a reasonable period.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The current external examiner is Dr. J. Brown who is a Senior lecturer at Southampton University. The external examiners report can be found on Blackboard.

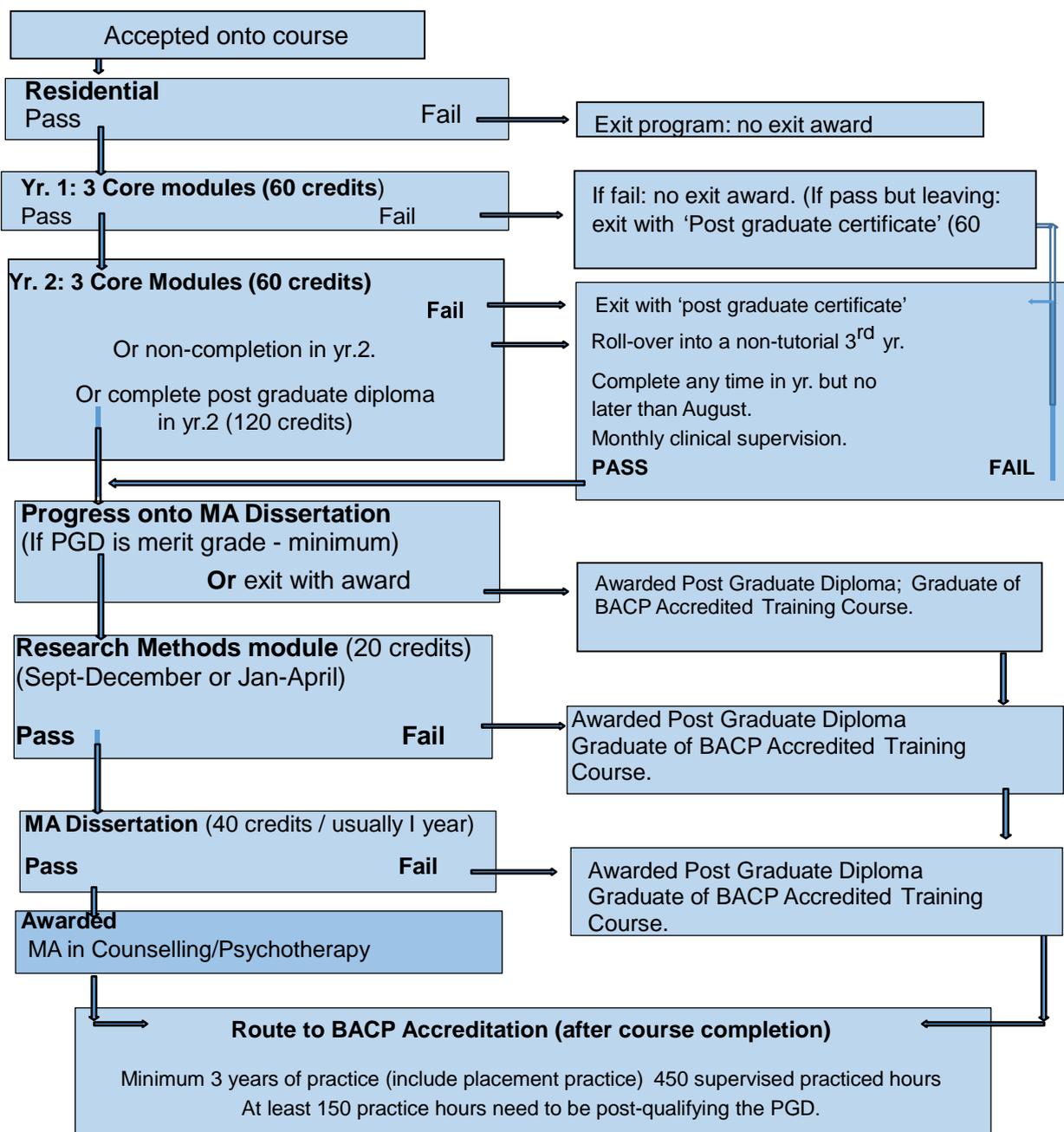
2. Structure of the Programme



2.1 Overall Structure

The course is comprised of 430 teaching hours in the form of: a pre-course residential and 6 modules (20 credits each module). (For MA students an additional one double module dissertation is undertaken). Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. Each course module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year.

We begin the program by a grounding in Rogers' six necessary and sufficient conditions with a review of the research that supports its practice. The therapeutic relationship is governed by Rogers' six necessary and sufficient conditions and so therapy from a relational perspective is identified as what occurs between the client and therapist. These are known as 'within therapy' perspectives.



The aim throughout the three years is to offer students a learning experience that integrates theoretical, practical and personal material. The teaching and learning methods will also reflect this integration through a variety of methods from lectures to practicums and student-led sessions, from role play and case studies, to self-disclosure and the reflection on/use of personal issues. Assignments will also be structured to demonstrate the interconnections between course material and personal awareness in different media. As the learning strategy emphasises the integration of theory, research, skills, personal and professional development across and outside of the course, the sequence of activities will place increasing demands on the course members in terms of developing an appropriate integration of personal, theoretical and researched-based.

In the first year, the curriculum is designed to offer a comprehensive overview of client-centred experiential therapy. We begin by teaching students how to be with their clients, underpinned by knowledge and understanding of the BACP's ethical framework and anti-oppressive practice. The first stage of the semester is given over to understanding the conceptual nature of 'the self', including 'what is health? And 'what is dysfunction? The phenomenological approach to this type of therapy is taught. For practice-based issues, this includes the centrality of a working alliance, or therapeutic alliance, structured on clients' (and therapist's) tasks and goals for therapy. Trainees are also facilitated in developing a therapeutic relationship by integrating Rogers' (1959/ 1961) six conditions for therapeutic change into their practice. Given that evidence based research constitutes a core strand of professional development, students will be taught research paradigms and implications for practitioner research. Additionally, teaching trainees how to be with their clients includes engagement with anti-oppressive therapy practice, with a critique of therapy from the perspectives of race sexuality and culture (the self-in-context). The second half of the year involves understanding the major theories of psychological and behavioural change including the process-experiential therapies of Perls, Gendlin, Greenburg, Elliot & Rice and Rennie (Self-in-relation-to-self and others)

The second year consolidates the experiential process work of year one and is designed to examine the intersubjective nature of the self, and of attachment theory, and what consequences this may have on the development of a cohesive sense of self in adulthood and what consequences this means for practitioners. An overview of psychological dysfunction and the professional issues associated with client assessment and case formulation and evidence base of the research are examined, including the use of medication and its possible side effects. Professional considerations such as these are placed within social, legal and political frameworks (Bond 2015, Jenkins 2007). A major integrative theme for the second year is the 'self in fragmentation' which leads the programme into the arenas of relational depth, chronic anxiety and shame-based syndromes and 'configuration of self' processes in therapy. The nature of accumulative and acute trauma is explored with specific reference to ways of working within an experiential model. Further dimensions of the 'self-in-relation-to-self' and 'the self-in-relation-to-others' are examined including psyche and soma contexts, the existential base of intersubjectivity and how the transpersonal informs a person's process.

The third year of the course leading to a MA, constitutes a research year where students study research methods and apply them to undertake a piece of research that demonstrates originality in the application of psychotherapy knowledge, the ability to handle complex issues systematically and creatively, the ability to advance one's own knowledge and understanding, and to add to the development of counseling theory and practice.

2.2 Modules Available

The modules run concurrently over the first or second year of the course and are integrated into a whole course. There are five major areas covered within the modules:

- Professional Issues which will cover ethics in psychotherapy, contextual issues, psychological health and dysfunction.
- Personal Development which will be integrated across all modules but there will be a specific PD group.
- Theoretical systems in integrative therapy;
- In-depth and ongoing practice within integrative therapy;
- Psychotherapy research.

Year One: Admission: Residential (Personal & Group Interaction).

Three Core Modules

CG4014: Personal Development via Group Interaction

CG4005: Personal and Professional Development in Integrative Psychotherapy (Part 1)

CG4004: Developing Integrative Psychotherapy: Theory and Practice.

Year Two: Three Core Modules

CG4003: Personal and Professional Development in Integrative Psychotherapy (Part 2)

CG4002: The Self in Relation: the Development of Professional Integrative Psychotherapy

CG4001: Reflexive Practitioner

Year Three

NU4025: Intro to PG Research

NU4008: Dissertation

2.3 Course requirements

2.3.1 Personal Readiness to undertake and complete the course and course culture.

Students are expected to have an understanding of the nature of relational therapy and to have undertaken a foundation / introductory course in counselling, and be trained to a Certificate / Advanced Certificate level, as well as having a first degree or professional equivalent qualification that demonstrates their ability to work at Level 7. The pre-course residential starts to develop the culture of personal development so essential to this work: self-reflection and the ability to develop appropriate relational qualities that will be the cornerstone of you becoming an effective, therapeutic practitioner,

Working within this approach makes heavy demands on students. This kind of course will have an impact on your life and your relationships. We are aware of the demands that this course places on students. Not only are students embarking on a rigorous academic journey engaging in demanding and complex psychological theories but are expected to show personal qualities that are expected from professional therapists: thoughtfulness and reflectivity, resilience and maturity without becoming rigid, demanding or incapacitated by anxiety.

A key personal requirement is that prospective students have already shown, or currently show, a willingness to explore their 'process of being', both on an individual basis and within the group situation. Students are expected to communicate this in an open manner, relating it to the course content when relevant. This is a reflexive process so occurs each week – for example, the teaching day normally begins with time for the student group to bring themselves to the group in a present-centered, reflective manner. This a 'phenomenological statement', sometimes called a 'check-in' colloquially and provides the context for students to use the day in a meaningful way. Similarly, there will be 'community meetings' timetabled where an egalitarian open forum is made available so students can bring personal and group successes, tensions and processes to the whole group. This forum may also provide an opportunity to review the 'group contract' and 'ways of being'. Such approaches reflects the philosophy of

'interactive teaching' or 'engaged pedagogy' (Preece 2000), where the lecturers are regarded as co-learners and so the students' 'lived experiences' are central to the whole, shared learning experience. Lastly, there is also the personal development group – details below.

As students give and receive feedback from peers and tutors, it is expected that they learn to receive constructive feedback, to reflect on it and make active use of it. It is expected that students will engage in personal therapy and are encouraged to make use of the University Counselling Service or to seek personal counselling elsewhere. If students are dissatisfied with any aspect of the course they will talk to their academic advisor; in some cases it may be appropriate to discuss these tensions in the whole group or a community meeting.

In order to fulfill the course's outcomes, students develop considerable levels of self-awareness and are sensitively/appropriately honest and open with each other in the learning environment of confidentiality. Students develop as reflexive practitioners who are willing and able to reflect on all aspects of their work. **Students take responsibility for their own learning** and it is important that they develop the ability to monitor and evaluate their own work and personal development with each other in a confidential environment.

2.3.2 Personal Development Group

Throughout the two years the course includes a PD group. The Personal Development Group is facilitated in a confidential environment. The facilitator is a member of the Course Team and the confidentiality contract will include all members of the Course Team as appropriate. The PD Group provides a forum where issues within the group may be discussed and any personal issues arising as a result of the course can be shared. It is also the place where the dynamics of the group, and the relationships within it, can be explored with a view to raising awareness of how we impact on others.

The course tutors, including the PD facilitators, hold confidentiality within the team. Normally PD facilitators do not share material from the PD group with course facilitators unless there are ethical reasons for doing so, i.e. related to a trainee's misuse of the group or inability to use the group setting for PD. Should this eventuality occur the PD facilitator will seek to outline their concerns and possible course of action with the individual student prior to any disclosure.

The PD group is an important part of the student's self-development. Although there is no formal assessment, insights gained in the PD Group feed into assignments and viva-vocas. It is therefore mandatory to attend as part of their commitment to the group and to their own personal development and a minimum of 80% attendance over the academic year is required.

Aims and Objectives:

- To develop sufficient trust in the group to allow for an honest sharing of feelings and attitudes and to learn how to transfer this trust into everyday life;
- to enhance self-awareness and self-respect;
- to increase tolerance of others and respect for other's differences;
- to clarify values and to determine the consequence between behaviour and these values;
- to become sensitive to ways in which we affect and impact on other people and the ways in which they affect us;
- to learn specific ways of applying learning from the group in everyday life.

2.3.3 A Professional Attitude

This is a post graduate professional course and students are expected to behave accordingly, adopting a self-disciplined approach to all aspects of the course, including, a mature attitude to private study and self-reliance when using all university systems, including information retrieval of handbook information, LIS on-line resources as well as assignment preparation, etc. Students are to ensure that they comprehensively familiarise themselves

with this handbook.

When on clinical placements students are expected to fulfil all requirements of placement requirements in a professional manner. See later section and the appendices for appropriate forms.

2.3.4 About the BACP – the professional body

Students are required to become members of and adhere to the ethical framework of the British Association for counselling/psychotherapy. As a student undertaking this course, you are bound by the Code of Conduct as specified by the BACP and subject to the UCLan procedure for the consideration of Fitness to Practise.

Automatic accreditation status with the BACP is not a direct outcome of this programme. To become an accredited member of the BACP students will be required to fulfil at least 150 additional clinical hours after completing the programme, and to have completed at least 450 supervised, counselling hours – see the chart below.

2.3.5 Course Timetable

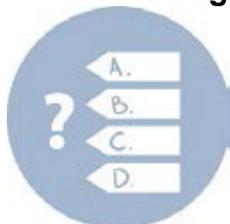
(There are six hours of course facilitation each day).

Year One (2017-2019) – Day to be finalised.

TIME	SUBJECT
9.15am – 10.45am	Theoretical input & discussion
10.45 – 11.15am	Break
11.15am – 12.45am	Practice Development
12.45m – 1.45pm	Lunch
1.45pm – 3.15pm	Professional Issues
3.15pm – 3.45pm	Break
3.45pm – 5.15pm	Personal Development Group

Please note that the day of the week of attendance in year one remains the same when you progress into year 2 of the course.

2.4 Module Registration Options



Students will be required to complete the residential to begin the programme. This residential is compulsory. Students will be required to pass all year 1 modules before progressing onto year 2 modules. An exit award is available for those students who may need to leave the course at the end of the first year. A progression criterion is that all students have a confirmed clinical placement by the 1st September of the second year.

It is normally expected that the course will be completed within two years. On occasions, to fulfill placement hours, some students need to extend into a third year. During this year students are required to attend monthly clinical group supervision sessions. Attendance at these groups is compulsory and missed sessions will require a compensation of one additional personal supervision session, i.e. one missed group session = 1.5 hours of personal supervision, etc.

Should students enter a third year, they will need to complete all work by the late summer Course Board, normally in September. Failure to complete work within this timeframe will result in failure of the course for reasons of currency and integration of theory into practice in accordance with BACP Course Accreditation regulation.

Note that this PGDip/ MA programme cannot be integrated with any other programme of study on the school's portfolio of professional counselling courses. So, for example, students are unable to co-opt onto any of the other professional courses in counselling, e.g. MSc. entry onto these programs are subject to their respective entry criteria and students would need to be apply separately should they wish to progress onto further/other post graduate study.

For students enrolling onto the MA dissertation: At the completion of the post graduate diploma students are requested to inform their tutor of their intention to progress onto the MA. Should you be progressed, you will be treated by the university as a new student rather than a returning student. This means that fees for the dissertation do increase in line with annual reviews and so they may be higher at this stage than they were when you first enquired into course fees at the start of the program in year 1.

2.5 Study time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per week per credit you need to achieve – this includes attendance at UCLan and time spent in private study. In some cases more time will be required - in particular the second year with its placement commitments.

2.5.3 Attendance Requirements



Regular and full attendance on the programme is a very important component of psychotherapy training for reasons of currency of theory-into-practice and of group dynamics. We expect that students will commit themselves to 100% attendance on all aspects of the programme (as far as is humanly possible).

One of the conditions of the award of the Postgraduate Diploma in Integrative Psychotherapy is satisfactory attendance on the programme. **Less than 80% attendance per module** (on all aspects of the course including the PD Group) **is regarded as prima facie evidence of unsatisfactory attendance.** It shall be the responsibility of students to meet the expected attendance requirements as specified above. Should a student be absent below the minimum 80% attendance requirement they will be deemed to have failed the attendance requirement for the module - and therefore the whole programme. This outcome overrides personal extenuating circumstances. In such circumstances students will need to repeat the year.

At each individual session you are asked to swipe your Student card on the card reader outside of the class so that your details are registered on SAM (Student Attendance Monitoring system). You must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.** To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. You may check attendance record through myUCLan.

If a student knows that they will be arriving late, then it would be appreciated that sensitivity is shown to what is going on in the room when they arrive. It would also be appreciated if students could inform the tutor if they know that they will be late, rather than leaving a message with

another student. Continual lateness will count against attendance, so students are asked to organise their life to prioritise the course on the day of attendance – just as we would expect to organise our day to prioritise clients on our time of attendance with them.

Should a student not be able to attend a particular session, or a series of days, they will be asked to present to their tutor evidence of learning which is commensurate to that which has been missed. For example, if a student is unable to attend one class when the topic is 'relational depth', they will be asked to submit a short paper, (or tape recording, or another agreed upon medium) of their understanding of this topic.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your academic advisor. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. . Approaches to teaching & Learning

3.1 Teaching and Learning Strategy

'I now have a well prepared unconscious' is how one second year student succinctly summed up her final thoughts on what she had learnt on the course, and interestingly her comments also point to the question of 'how' students learn on the course as well.

The teaching and learning methods reflects the philosophy of a phenomenological, relational and integrative approach, through a variety of methods from lectures to clinical practice and student-led sessions, from experiential exercises and case studies, to self-disclosure and the reflection on/use of personal issues.

The course tutors use Kolb's model of learning, which closely 'fits' the phenomenological focus of the Integrative Psychotherapeutic approach. Generally students are invited to experience something within the class environment, then to reflect on that, and then to connect it to theory and modify or develop practice. The learning model is also influenced by Donald Schon's (1991) *Educating the Reflective Practitioner*. This emphasises those elements of wisdom that can be learned but not taught, because they require a process of discovery within the learner which transcends the normal capacity of didactic method.

"Learning of professional artistry depends, at least in part, on freedom to learn by doing in a setting relatively low in risk, with access to coaches who initiate students into the 'traditions of the calling' and help them by the 'right kind of telling' to see on their own behalf and in their own way what they need most to see" (Schon 1991 p.17).

Assignments are structured to allow students to demonstrate the interconnections between course material, theoretical and research outcomes, personal awareness and understanding from clinical practice. As the learning strategy emphasises the integration of theory, research, skills, personal and professional development across and outside of the course, the sequence of activities will place increasing demands on the course members in terms of developing an appropriate 'way of being', personal integration and self-direction, as the course progresses.

A range of methods will be used which includes lectures, student-led seminars, experiential work, discussion, role-play, skills practice, the use of DVD recordings and group work in large and small groups. The mode of learning throughout the course will be experiential.

Class materials, including digitally recorded lectures, key papers and lecture notations, as well as PowerPoints, are all available on Blackboard via the Student portal.

3.1.1 Students on Clinical Placement

Clinical Placement begins when the student has been endorsed as being ready to practice - usually following a pass grade on the DVD tutor and self-evaluation assignment in module CG4004 (This assignment is due for completion in the winter semester of year 1). Students also learn through their clinical supervision and peer activities whilst on placement.

The aim of the placement is to enhance the students learning opportunities within an environment which is both stimulating and yet safe. Each student must seek their own placement (although some assistance is available from the course team), which is then discussed with the Course Tutor before the tutor visits each placement to discuss, with the placement manager, the suitability for meeting the student's needs. Not all placements may be suitable for the course. The placements will need to allow trainees to work in a relational therapeutic manner for at least 6, if not 8, or more sessions per client.

A secondary aim of this meeting is to introduce the course and course team and define the boundaries within which each is to function.

The placement's suitability as a setting for enabling the student to learn and practice will be confirmed via an initial placement approval meeting by the student's academic advisor, to clarify issues of safety, support, supervision, recording, audio-taping of clients, confidentiality limitations, procedures for resolving conflicts regarding placement, etc. In the event of problems arising on placement or within supervision, students should raise these concerns as early as possible with their academic advisor, who will attempt to resolve them via discussion as appropriate.

All students must be endorsed by the Course Tutors to ensure that they have reached a high level of competence in integrative psychotherapy before they begin their placement. Students will be individually assessed for their readiness to take on real clients. This is formally done through the viewing of a DVD showing the student working with a client which must receive a PASS grade (50 %+), and through a review of the Course Tutors' experiences of the student on all aspects of the Course. All students will have learned the importance, and a way, of contracting with clients. The Course Tutors take very seriously their ethical responsibility not to let a student begin to see clients until they are ready to do so.

Student placements, including those in current work settings, must be negotiated and approved by their tutor, before students start their psychotherapy practice. Students must be psychotherapy on the basis of a contract for psychotherapy, as distinct from the use of psychotherapy skills within the context of another role, e.g. teacher, nurse. Where the student occupies another role within the same agency as the proposed placement, there must be a clear distinction drawn between the primary role (nurse, social worker) and their role as psychotherapy. 100 hours minimum of contracted psychotherapy practice is necessary for completion of course requirements. Missed psychotherapy sessions do not count towards the total hours psychotherapy practice.

Psychotherapy placements need to be based in an approved agency or organisational setting, other than private practice.

3.1.2. Working with Children and Young People (CYP)

From 2015, trainees who would like to do extra training to work with children and young people (CYP) and carry out clinical hours with that group in addition to doing the 100 hours on the course can do so. The BACP are developing a curriculum which will provide guidance on CYP competences which is underpinned by a strong evidence base. It is expected that the training curriculum will be delivered by trainers have experienced some selves of working with CYP, and the trainees will have the CYP placement supervised by a supervisor also has CYP experience.

The new curriculum will be offered as an extra module to the core training program that UCLan runs. The module will not count towards BACP course accreditation and the number of placement hours will be extra to the 100 hours required by the course. The new modules will be available to enable counsellors who are trainees to work with 4–11-year-olds, and another module which will help them work with 11–18-year-olds.

As this is a work in progress and the details have not been finalised as yet, students on the counselling/psychotherapy programme at UCLan will not be able to work with CYP until these modules have been successfully completed.

Students working with CYP need to demonstrate they have suitable experience and training. **They must complete a minimum of 100 adult client hours required for this training.**

Students must be fit for practice and be in placement by the start of the second year (by September 1st of the start of the second academic year). Students who have not managed to organise one, will not be permitted to continue on the course.

Guidelines for Practice on Placement

Students are required to work within the current BACP Ethical Framework for Good Practice in addition to any additional specific professional requirements arising from their placement. Placement agencies will normally carry liability insurance for students as volunteers; in some cases students will need their own professional indemnity insurance cover, an issue to be clarified with the course facilitators.

At the point at which students begin supervised practice with clients, it is a requirement that they become student members of the British Association of Counselling and Psychotherapy, and insure themselves under the BACP professional indemnity scheme (or another approved scheme). Copy of the insurance certificate and BACP number are required by the course team by **the student completing forms SP1 and PM1 in the appendices.**

Guidelines for Supervision of Placement

It is recommended that supervisors are approved-in-principle beforehand by the course facilitators. It is advisable to find a supervisor who has knowledge of an Integrative Psychotherapy Approach, in order to complement and reinforce the other input from the course. A person centred, person centred experimental supervisor is advisable, but also consider TA, Gestalt and psychodynamically informed supervisors who place an emphasis on the relationship and a phenomenological perspective to the therapy.

All placement work should be supervised; students are responsible for ensuring this, and for confirming their supervision arrangements with their academic advisor. Students are required to have a minimum of 20 hours one-to-one supervision (to a **minimum of 1.5 hours per calendar month** – preferably one hour per fortnight), logged as part of the placement portfolio. Any unsupervised practice cannot be counted against clinical hours. (A ratio of 8:1 hour (practice: supervision) is used when required.)

There are no circumstances whereby a trainee cannot attend contracted supervision, unless agreed by the supervisor themselves. Group supervision is not counted as part of the total amount of supervision. Supervision on a preparatory basis before starting placement, and for missed sessions with clients, will be useful as part of the overall 'package' of supervision. Students may have more than one supervisor, depending upon their profile of placement work; it needs to be clear which supervisor takes overall responsibility for promoting the student's professional development, and providing a report for each academic year.

The supervisor should meet the following criteria:

- a) Be a member of BACP, or equivalent body, and work within the BACP Ethical Framework
- b) Be cognizant with a relational integrative psychotherapy approach
- c) Be in current practice as a counselor/psychotherapist and have been in supervised counselling/psychotherapy practice for three or more years post Diploma
- d) Have knowledge of the client group
- e) Ideally hold a qualification in supervision
- f) Normally not hold a dual role i.e. be separate from the line management. If this is not possible students must (following Ethical Framework) have access to an independent person. The course requires students to provide details of your supervisor, contact numbers etc. and your supervisor's CV.

Points to be considered:

a - the student, in consultation with the placement manager, will agree the number of sessions that they will provide to any particular client. There should be a minimum of 3-4 client hours per week rising to a maximum of 8. (This number will need to be agreed with **both** your course tutors and clinical supervisor). Referrals should be made at a reasonable rate (i.e. to ensure completion within a reasonable period of time).

b- it is a requirement of the Postgraduate Diploma that client material be used within the setting of the course, and under the BACP Ethical Framework. As such the student must agree a policy of co-operation under which this can happen.

c - an agreed policy of co-operation should be agreed between the student and the placement manager with regard to;-

- types of client who could benefit from such a service.
- length of each session.
- amount of time between each client (to allow for writing-up client notes).
- mode of referral.
- Referral policies to other agencies.

d - under no circumstances should students be alone in the placement building (with or without a client).

e - under normal circumstances a member of the placement staff should have sufficient counselling experience to monitor referrals to students and provide support. This will ensure that students receive clients appropriate to their level of ability.

f - should there be concerns about psychotherapy practice, we would expect the supervisor to approach the student first, in an attempt to resolve the difficulty and, should matters need to be taken further, that the course leader become involved. The student will be kept informed at all times. If students encounter difficulties with this requirement they should consult their tutors as soon as possible. If there is a concern about professional attitudes etc. then it is expected that the placement manager would approach the student first and should matters need to be taken further, then the course leader to become involved.

NB: A Four Way Contract has been devised to cover these and other points and it will be the student's responsibility to seek the signature of the placement agency and the supervisor and return it to their tutor. Placement work can only begin once this contract has been signed by all parties. A copy is to found in the appendices.

3.1.3 The nature of Supervision

Supervision is the process by which the psychotherapy profession regulates and monitors itself and is therefore a compulsory element of this course. As a course we endorse the Hawkins and Shohet (2007) model of supervision and the primary foci of supervision identified by them in relation to Kadushin's categories of educational, managerial and supportive categories

Educational: in helping the student to integrate theory and practice and to develop competent practice;

Supportive: in maintaining the student's personal and professional well-being with respect to client work;

Managerial: by affording a degree of protection for the student's clients.

Primary foci of supervision

- to provide a regular space for the supervisee to reflect upon the content and process of their work;
- to develop understanding and skills within the work;
- receive information and another perspective concerning one's work;
- to receive both content and process feedback;
- be validated and supported both as a person and as a worker;
- ensure that as a person and as a worker, one is not left to carry, unnecessarily, difficulties, problems, and projections alone;
- have space to explore and express personal distress, re-stimulation, transference or counter transference that may be brought up in the work;
- plan and utilize personal and professional resources better;
- be proactive rather than reactive;
- ensure quality of work (Hawkins and Shohet 2007).

Students are required to have a **minimum of 20 hours of individual supervision over the course**. Students should be **supervised on a basis of one hour of supervision to 8 hours of client work**. This should ideally be fortnightly and be a minimum of one and a half hours per calendar month. This is a minimum requirement, as a counsellor in training it may well be necessary, depending on the complexity of the client work, for you to have more supervision. Students will be required to submit a log supervision hours to your tutor at the end of each year. A further log will be supplied if the psychotherapy placement continues after the end of the course. All cases must be presented in supervision and evidence of this will be supplied through the log. **All clients need to be taken to Supervision.**

Where an individual supervisor is external to the agency/placement, the agency must give permission for the client material to be taken to this supervisor for consultative supervision. The course has a four way contract outlining the various responsibilities, issues of accountability, reporting and assessment requirements. Students are responsible for ensuring that the supervisor signs this. It is also important that students make their own contract with supervisors (guidelines included). A copy of this contract should be given to your course tutor.

If at any time the supervisor has serious concerns about the quality of psychotherapy being offered, or about the emotional availability of the psychotherapy to work at a particular time or with any particular issues, especially when there is a concern about possible breaches of the BACP Ethical Framework, then it is expected that the supervisor will discuss this with the psychotherapy and also inform the course tutor.

3.1.4 Supervisor's Reports

Your supervisor is asked to write a report at the **25 hour, 50 hour and 100 hour points** of your clinical work and at the end of the course programme (100 hours of clinical work). This

report should be negotiated with you and bear your signature. If a placement continues after the end of the course then a further report will be asked for when you complete the required hours. If you have to continue your hours after the end of the course you are required to re-enroll and attend a monthly group supervision session. This will be organised by your course tutor and is to continue the integration of theory into practice. A copy of the course handbook should be given to both your supervisor and placement manager.

3.1.5 Criteria for Supervision Reports

While different supervisors find it useful to follow their own styles of report writing we find it helpful if the following headings could be used, so that we have a standard basic content to all reports. This applies to students in both years of the diploma.

Case Management

- 3.1.5.1 Personal, ethical and professional boundaries
- 3.1.5.2 The student's appropriate and sensitive use of relational attitudinal qualities
- 3.1.5.3 The student's awareness of the impact of clients upon themselves and upon the psychotherapy process
- 3.1.5.4 The student's understanding of the course core model theory and its application to practice
- 3.1.5.5 The student's use of supervision
- 3.1.5.6 The student's ability to establish a relationship within the supervisory process.

These are the categories for the Supervision reports and a pro-forma is found in the appendices. However, the first supervision report is as much of a focus on the trainee's initial use of supervision, contracting, assessment and an immediate sense of the trainee from the supervisor's perspective, and of being relatively settled into the clinical work.

Supervisor Meetings

Supervisors will be invited at least once per year to a meeting with the training team for mutual feedback, as a part of ongoing commitment to the development of the programme which meets, student, supervisor and client needs in a professional manner. This will also be an opportunity to discuss issues pertinent to psychotherapy supervision.

3.2 Study Skills

The Course Leader will be your Academic advisor and will monitor your progress. This Course Handbook and The School Student Handbook will explain what is required at each academic level. The following is a calendar list of free training course that the University provides during the year to students. According to student feedback they are an excellent academic support service. Please take a note and attend as many as you can throughout your studies.

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_group_id=25_1 Also available is the University's key link for academic skills at <http://www.palgrave.com/skills4study/index.asp>



3.3 Learning Resources

3.3.1 Library and Learning Resource Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Counselling/Psychotherapy has created a Subject Guide for counselling students. This is available within the Library and tells students under which section counselling texts are

classified as well as topical journals and internet sources.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. See for example, Psycinfo. Project MUSE. Also available are a number of ebooks. In addition There are a number of on-line databases (i.e. Psycarticles, PsycINFO, Medline, Cinahl...) that will assist you in your studies and which can be obtained from the library on-line (http://www.uclan.ac.uk/students/library/e_databases.php).

3.4 Personal Development Planning

We have made a commitment to support Personal Development Planning with each participant. See School Student Handbook on Black Board (BB).

3.4 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.



4. Student Support, Guidance and Conduct

4.1 The Role of your Academic advisor

The aim of Academic advisor Support is to enhance the quality of your overall experience at UCLAN. The Academic advisor aims to be supportive, helpful and try to understand (but not necessarily share) your point of view. At times it may be necessary for them to challenge you over your progress, performance or attendance. The University is committed to welcoming and valuing diversity, and Academic advisors, who provide the personal face of the University and an interface between the student and the institution, are critical in implementing the policy.

Your academic advisor will offer you support throughout the course. This includes giving you general advice, general and personal support. Each student will be allocated an academic advisor in the induction period of the course and is entitled to receive a minimum of two half-hour tutorial sessions during the year. Students will receive tutorial support during the year at times that will be negotiated directly. However a student can request a tutorial at any time within the course. Tutorials normally take place before classes begin in the morning, 8.30am, or during the final break of the day at 3.15pm. Students and Tutors are responsible for using the tutorial forms, for specifying the agenda for tutorials and for recording outcomes. Students are entitled to receive a minimum of two half-hour tutorial sessions during the year. Students and tutors are responsible for specifying the agenda for tutorials and for recording outcomes. Usually it is an opportunity to review together a student's progress on the course and to clarify any placement issues. Individual tutorials with tutors are additional to the formal contact hours set out on the timetable.

Your academic advisor and module tutors will provide you with the key information that you require to progress your studies. There is an induction period at the beginning of the year to introduce you to the key facets of university study and university life. Often students find that they require more time than they expected in orientating themselves to study. This is a normative process so the course team views induction as extending throughout the first semester.

4.2 Students with Disabilities

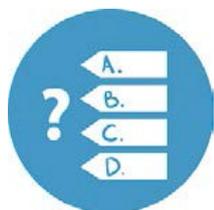
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

There is a named lead for students with disabilities within your school – the current named lead is: - Collete Eaton, and her email address is CEaton@uclan.ac.uk. She is based in BB238.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

5. Course Assessment



5.1 Rationale for Assessments

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The purpose of assessment is twofold: 1) to enable students to demonstrate that they have fulfilled the objectives of the programme and achieve the standard required for the award that they seek and 2) to provide students with a useful learning forum.

The principles which underpin the assessment of clinical practice centre on ethical principles, recognised good practice and the quality of the psychotherapeutic and supervisory

relationship. All psychotherapists and supervisors must work within the Ethical Framework of BACP or an equivalent professional ethical framework e.g. UKCP or the BPS. Assessment, both academic and practical, will assess a student's ability to make ethical decisions, demonstrate practical skills and to establish and maintain a therapeutic relationship. The development of practice will be assessed formatively through peer and tutor observation and detailed feedback.

Detailed assessment criteria is provided with each element of assessment in the Module handbooks of this course handbook. Assessment strategies will not only reflect the learning and teaching strategies, but also the learning outcomes for each module. The range of assessed work will be diverse and includes essays, modified essay questions, assessment of group work, presentations and case studies, research proposal and dissertation, as well as the assessment of clinical practice. The assessment structure of this programme was designed to enable the student to demonstrate the acquisition of a complex and relevant knowledge base, support his/her evidence of personal growth and reflection on learning and encourage the communication of professional understanding of the subject matter of the course. Tutors expect that all students commit themselves to substantial personal reading from, at least, all *the essential texts in each module*. This reading is a core component of succeeding on the course and of achieving a pass grade for assignments.

Assessments are a method for students demonstrating what has been understood and learnt on the course, from clinical practice, personal therapy and supervision. The assessments and their learning outcomes are outlined in each of the Module Descriptors allied with additional assessment details within them. The range of assessed work will be diverse and includes essays, modified essay questions, assessment of group work, presentations and case studies, DVD and taped accounts, a psychotherapy project, as well as the assessment of clinical practice. All summative components of assessed work must be completed and passed. The unit pass mark for all assessed work is 50%.

Assignment submission is usually through Blackboard and Turnitin. Grades and feedback are normally returned to students within 15 days of the submission date. A marking sheet based on Level 7 is used for academic assignments. This is available to view on BB.

The course makes use of formative assessments (e.g. feedback from skills observations). These assessments are not formally marked; they provide students with the opportunity to develop the skills and knowledge necessary to enhance their submissions for the formal (i.e. summative) assessments. More detailed criteria for assessment is provided in section 10. All summative components of assessed work must be completed and passed. The courses uses Blackboard for the purposes of assessment submission, feedback and marking.

5.1.1 Assessment Overview (below)

For ease of structure, the assignments outlined below have been ordered in terms of each module. There are three modules per year on the two year course. Each assignment has a number attached to it that refers to the chronological submission order e.g. in year one, the notation (1) being the first essay to be submitted and (8) being the final one to be submitted.

Ensure that you check your personal timetable for deadline and submission dates. These dates are also available on BB.

For details of each individual assignment please refer to the Module Handbooks in Course Information, on BB.

5.1.1 Assessment Overview

Module	Summative Assessment
Year One	
Pre-Course Residential	Self/Tutor assessment during residential (Pass/Fail),
CG4014: Personal Development via Group Interaction	(1) Essay (3000 words, 50%): Reflections on the residential; And (7) Personal Statement (2000 words, 20%) AND Satisfactory Viva on PD (8) (30%).
CG4005: Personal and Professional Development in Integrative Psychotherapy (Part 1)	(5) Group Presentation (20%) plus (5a) Presentation Report (1500 words) [25%] AND (6) Critique of research-based article (2500 words) [30%] AND (2) Essay on Ethics (1500 words) [25%]
CG4004: Developing Integrative Psychotherapy: Theory and Practice	(3) Theory Essay (3000 words): [30%] AND (4) Video and self-evaluation (2000 words plus transcript) [70%]
Year Two	
CG4003: Personal and Professional Development in Integrative Psychotherapy (Part 2)	(2) Group presentation (10 %) plus (2a) Presentation Report (2000 words) [25%] AND (6) Personal Statement (35%)(2000 words) plus satisfactory (6a) Viva plus (30%).
CG4002: The Self in Relation: the Development of Professional Integrative Psychotherapy	(3) Systematic Case Study (3000 words) [50%] AND (4) Audio Tape and self-evaluation (2000 words) [50%] AND (7) Portfolio of practice including (5) a 1500 word Case Study of Supervision) [P/F]
CG4001: Reflexive Practitioner	(1) Extended Essay (5000 words) [100%]
Year Three	
NU4025: Qualitative Research Methods	Research Proposal Part 1 (1500 words) [20%] AND Research Proposal Part 2 (3000 words) [80%]
NU4008: Dissertation	Research Dissertation (12000 words) [100%]

5.1.2 Specific Guidance on Year Two's Module Assessments

Year two's assignments are normally structured in the progressive format outlined above – although see your group annual timetable for the exact submission dates. However, due to all the assignments being clinically based, some students - particularly those who have started their placements late - may be unable to build up sufficient clinical hours to complete the assignments within the stated schedule. If this is the case, students will be expected to submit their work once they have accumulated the necessary clinical time – even if this takes them into a further 'third' year of the course. Also, note that year two's module CG4003 includes both a presentation and viva voca assignment. These are marked on the same criteria as for the year one's assignments and so the guidelines have not been replicated in the Module Handbooks – repeat your use of year one's guidelines.

The normal pattern of course completion is that most trainees will complete their practice based assignments (numbers 1, 3 and 4 above) and then arrange a time and date for their final piece of work, the viva-voce, directly with their tutor. At this meeting students are asked to bring along their completed professional log which will hold all their professional and clinical information (Note: the Personal statement and Use of Supervision essay will need to be submitted at least one week before the viva date).

5.1.3 Assignment Presentation

Assignments must be well-structured and ordered in a logical manner. Pages should be numbered and essays are word-processed in Arial font 11, double spaced, fully justified, single-sided and submitted in a suitable folder ensuring ease of reading from a marker's perspective. Leave a left hand margin of 4cm. Equal attention must be paid to the presentation and the content of the work. Write simply and concisely. As most essays are seeking to demonstrate a coherent and flowing narrative, there is usually no need for sub-headings (unless you are following an assignment structure directly from the handbook, e.g. the case study with its separate sections). Sexist and racist language is unacceptable. Keeping within 10% of the word limit is an important skill to develop as those who write more will be penalised according to the School's regulations; ensure that the actual word count is clearly identified on the front or final page.

Students are reminded to consult the Module Handbooks for key texts when using these guidelines.

All elements of all assessments of all modules must be submitted and passed for the award of the Postgraduate Diploma in Professional Integrative Psychotherapy.

5.1.4 Your Personal Journal

(not formally assessed)

Throughout the initial two years of this programme you are required to keep a journal. This will not be assessed but the content of the journal will be appropriately included in several of the assignments. You will be required to bring your journal along with you to the viva-voce of each year.

How can you use your journal

- As a diary to record particular events
- To explore your feelings, joys, excitements, hopes and fears
- As a confidante
- Creatively, to discover more about yourself, e.g. explore what your dreams are telling you
- To register any information relevant to your personal development

Your journal will provide a means for you to discover how to be intimate with yourself. It can be a safe place to record anything and everything that comes to you in your waking, sleeping and reflective or meditative states. There are several ways in which you may develop your journal, and this brief outlines a few ideas that you may wish to explore, and there will no doubt be many more ways that occur to you as you become familiar with your journal, and gain confidence in your own creative abilities.

To write down anything that occurs to you (intuitive writing) or find a spot that suits your present frame of mind, let your body relax, switch off your mind and write down whatever comes to you. The world around you mirrors what is going on inside so you need to find a place that feels 'right'. You can use:

1. through reflection.
 2. through spontaneous writing (bringing in your intuition).
- Using a 'spider' to tease out thoughts and feelings attached to an issue.
 - Writing a dialogue, either between two aspects of yourself, or yourself and someone else.
 - You can cut out pictures that catch your imagination and put them in your journal
 - You can spontaneously draw pictures that show how you feel.
 - You can write lists of 'pros and cons', positive and negative aspects of your situation.
 - Step out of yourself in the third person; this may give you a new perspective.

5.2 Notification of assignments arrangements

Students are informed of the assignment dates at the beginning of each year via the Academic Timetable. Depending on the module, students submit their assessment online through the Student Portal and the Blackboard procedure; or, if they are confidential encrypted recordings, by hand to your tutor. Your course tutor will inform you of the method at the time of the assignment. All assessed work should be handed-in to the student's Course Tutor by the submission date. Most assignments will be submitted via Turnitin, where feedback will also be uploaded to once the assignment has been marked. This will normally be within the space of three full weeks from the time submitted – 15 working days - sometimes longer is required for assessing taped assignments. (This period excludes statutory, or allocated holiday periods, or tutor sickness).

5.3 Referencing

Students are expected to reference correctly using the APA style.

All the details on this, including how to do in-text citations of summaries, and quotes, as well as how to reference electronic publications, and provide an end of text reference list can be found in the **School Referencing Guide on Blackboard**. This can be found on the **Integrative Psychotherapy Professional Training Blackboard** online site.

5.4 Confidential material

Students on this course are required to always respect confidentiality and to maintain the anonymity of individuals with whom they hold confidentiality for. There are both ethical and legal reasons for maintaining anonymity and confidentiality. There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- 5.4.1 signatures of staff or mentors on official documents;
- 5.4.2 naming individuals or organisations where the information is already in the public domain, providing this material is accurate;
- 5.4.3 instances where you have written permission from an individual or organisation (clearly state that this is the case at the beginning of your work; written consent forms given out by tutors will be retained with the academic work);
- 5.4.4 you may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from the university course. (In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure).
 - If you do need to refer to an organisation in your work, you can maintain anonymity by the following method: In the text: "this action was in accordance with the NHS Trust's (name withheld) infection control policy" In reference list: NHS Trust (name withheld) 2004 infection control policy.

5.5 Cheating, plagiarism, collusion or re-presentation

Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).

Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

Re-presentation is an attempt to gain credit twice for the same piece of work.

The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. The school takes steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking, wherever possible. Turnitin is also used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented: in the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- 5.5.1** the penalty will be 0% for the element of assessment, and an overall fail for the module.
- 5.5.2** the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- 5.5.3** when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- 5.5.4** the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](http://www.uclan.ac.uk/students-union) by emailing: suadvice@uclan.ac.uk for support and guidance.

A pod cast link, and script, for a student guide to defining and avoiding plagiarism is at <http://breeze01.uclan.ac.uk/plagiarismmov/> or try the alternative guide to life as a student at: http://www.taguclan.org.uk/learn_to_learn/plagiarism.php

5.6 Course Completion

It is normally expected that the course will be completed within two years. Students will need to be designated as 'all work completed: progress' by the summer Course Board, normally in early September of each year. A failure to complete all course work within this September timeframe will result in failure of the course for reasons of currency and integration of theory into practice in accordance with BACP Course Accreditation regulation. HOWEVER on occasions, to fulfill placement hours, students need to extend into a third year. During this year students are required to attend monthly clinical group supervision sessions of 1.5 hours. Attendance at these groups is compulsory and missed sessions will require a compensation of one additional personal supervision session, i.e. one missed group session = 1.5 hours of personal supervision, etc. They are to complete the program by the August of that year.

There is an exit award of a Postgraduate Certificate in Integrative Psychotherapy for students who withdraw at, or after, the end of the first year after successfully passing all modules for that year. A formal university profile of those modules that have been successfully passed can be made available.

The MA entails, at the very least, a further one year of study.

Once all the course is successfully completed the course board will confirm a student's overall grade for the programme. The grading sub-divisions are as follows:

Award Post Graduate Diploma (50%-59.99)

Award Post Graduate Diploma with Merit (60% - 69.99%) Award Post Graduate Diploma with Distinction (70% +)

In the event of an indeterminate grade, that is where a student may average an overall course grade at for example 59.4% the assessment board will decide if this particular student will be awarded into the higher division. To do so it will review the student's course profile and be guided by the course's 'counting module'. The counting module's grade will determine the eventual outcome. The counting module for this programme is CG4002.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback



We consider ourselves as a feedback friendly team. You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning (*). We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

(*) for example: Mid Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion mid-way through the course, usually in November and February, please complete and return these to ensure your voice is heard - all responses are anonymous. These also provide a basis for the SSLCM below.

7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change.

They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendix :

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	City Campus
3. University School/Centre	School of Community Health and Midwifery
4. External Accreditation	British Association for Counselling and Psychotherapy Accredited.
5. Title of Final Award	MA Integrative Psychotherapy Post Graduate Diploma Integrative Psychotherapy
6. Modes of Attendance offered	Part time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	
9. Other external influences	Professional organisations (BACP, UKCP)
10. Date of production/revision of this form	March 2015

11. Aims of the Programme

- To provide students with a constructive and challenging learning experience which develops their assimilative understanding of psychotherapy theory, practice and personal self awareness
- To enable trainee counsellors to develop their understanding of an Integrative approach to psychotherapy so as to facilitate a critical basis for practice based on ethical and professional integrity.
- To develop reflective practitioners competent to offer high quality Integrative psychotherapy, in a variety of contexts, appropriate to the needs of clients, organisations and society.
- To provide students with a constructive and challenging learning experience which develops their assimilative understanding of Integrative psychotherapy theory, practice and self-awareness
- To enable trainee psychotherapists to become research aware and to draw on this to facilitate their own evidence based practice
- To enable trainee psychotherapists to develop their understanding of the Integrative Approach to psychotherapy so as to facilitate a critical basis for practice based on ethical and professional integrity.
- To develop reflective practitioners competent to offer high quality integrative psychotherapy, in a variety of contexts, appropriate to the needs of clients, organisations and society.

MA

To enable students to complete a rigorous piece of theoretical or empirical investigation into psychotherapy applying research knowledge gained on the PG Diploma.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

e.g. Students will be able to:-

- A1. critically demonstrate a theoretical understanding of the integrative approach to psychotherapy
- A2. apply critically theoretical knowledge in support of professional understanding and personal awareness from the person-centred experiential perspective
- A3. rigorously appraise their ethical awareness in the development and management of clinical practice relevant to the context
- A4. reflect analytically on their personal development and evaluate with some rigour the impact of inter-subjective relationships using group process theory
- A5. understand the centrality of reflexivity in their continuing professional and personal development
- A6. critically acknowledge and understand research outcomes to reflect on their theoretical and professional development.

MA:

- A7. Complete a rigorous piece of theoretical or empirical investigation into psychotherapy.

Teaching and Learning Methods

A variety of methods from didactic and keynote lectures (including external presenters), practicums, student led sessions, group work, seminars, workshops, experiential learning exercises incorporating role play, self disclosure, personal tutorials and personal development groups.

MA:

Individual tutorial support of counselling dissertation.

Assessment methods

Essays, dissertation, reflective essays, case studies, reflective journals, peer supported self assessment, research critique.

MA

Psychotherapy dissertation.

B. Subject-specific skills

e.g. Students will have the following skills:-

- B1. an ability to form, sustain and terminate meaningful therapeutic relationships within the integrative psychotherapy approach
- B2. an ability to professionally integrate personal experience and personal development into theoretical and clinical formulations
- B3. possess refined ethical decision making abilities through the effective use of clinical supervision that informs clinical practice
- B4. an ability to employ insights from a range of counselling models to develop an understanding of process work from an integrative perspective
- B5. an ability to communicate reflectively, and evaluate on the use of self in the various groups that constitute the course
- B6. an ability to self reflect and develop self awareness
- B7. an ability to assess clients' readiness for counselling within the integrative framework.
- B8. an ability to utilise research tools for evaluating the effectiveness of their own practice and to demonstrate this as the need arises

MA:

- B9. Apply research skills appropriate and applicable to psychotherapy

Teaching and Learning Methods

Group work, seminars, workshops, experiential learning exercises, tutorials and keynote lectures. Dissertation, personal tutorials and personal development groups

MA: Individual tutorial support.

Assessment methods

Essays, reflective accounts/personal learning journal, dissertation, viva, video –tape of practice assignment, case study, practice portfolio and clinical supervisor's report.

MA: Psychotherapy dissertation

C. Thinking Skills

e.g.

C1. Students will be able to:-

- C1. critically analyse, evaluate and assimilate historical and current theoretical conceptualisations from an integrative perspective
- C2. justify and clinically evaluate clinical practice in terms of theory
- C3. critically analyse theory-into-practice
- C4. justify and clinically evaluate the use of self in term of clinical practice.
- C5. critically evaluate the evidence from research through analysis of other approaches
- C6. Demonstrate ability to identify, plan and produce a substantial piece of academic work which illustrates the capacity for the independent acquisition of knowledge.

MA:

- C7 Select synthesise, evaluate an apply varied philosophies varied conceptual frameworks and research methodologies/techniques relevant to dissertation topic

Teaching and Learning Methods

Group work, seminars, experiential learning exercises, tutorials and keynote lectures , personal tutorials and personal development groups

MA: Individual tutorial support				
Assessment methods				
Essays, dissertation, group discussions, research critique, viva, clinical supervisor's report. MA: Psychotherapy dissertation				
D. Other skills relevant to employability and personal development				
e.g. Students will further develop:- D1. effective communication arising from applications of the integrative approach D2. the ability to use a variety of interventions in different settings D3. a reflexive attitude in all relational contexts D4. a firm commitment to the promotion of anti-oppressive values and practice. D5. an understanding of the influences of cultural, socio-political, gender, religious, sexual and other differences on relationships D6. self awareness and self reflection. MA: D7. Critically apply Research Skills				
Teaching and Learning Methods				
Group work, seminars, workshops, experiential learning exercises, tutorials and keynote lectures MA: Individual tutorial support				
Assessment methods				
Essays, reflective journals, video & critical analysis, audiotape of practice, case study, seminar presentations, viva, practice portfolio and clinical supervisor's report. MA: Psychotherapy Dissertation				
13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	NU4008 NU4025	Dissertation Introduction to PG Research	40 20-	Masters Degree Integrative Psychotherapy 180 credits at Level 7 including NU4008 & NU4025 Postgraduate Diploma Integrative Psychotherapy 120 credits at Level 7 Postgraduate Certificate Integrative Psychotherapy 60 credits at Level 7
Level 7	CG4014	Personal Development via Group Interaction	20	
	CG4005	Personal and Professional Development in Integrative Psychotherapy(part 1)	20	
	CG4004	Integrative Psychotherapy: Theory and Practice (Part 1)	20	
	CG4003	Personal and Professional Development in Integrative Psychotherapy (part 2)	20	
	CG4002	The Self in Relation: The Development of Professional Integrative Psychotherapy	20	
	CG4001	Reflexive Practitioner	20	
15. Personal Development Planning				
PGDip and MA				
Personal development planning is a core learning process. Using a journal of reflection, formative assessment processes and tutorials students will be able to:				

1. develop skills of reflection on their academic, personal and professional development (within clear and safe boundaries). Ethical thinking and practice, based on the BACP's ethical framework, is very important within the course
2. increase own skills, qualities, attitudes and capabilities (reflection on self and use of self in psychotherapy, mirroring the theoretical influences from integrative psychotherapy)
3. improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning (student presentations will encourage this)
4. identify own strengths, weaknesses and needs and direction for change (learning journal throughout the course facilitates this)
5. set goals and plan action for developing, monitoring and reviewing their own progress (journal and reflective learning statement)
6. compile their own records of learning experiences and achievement (journal and reflective learning statement)
7. plan realistically for their career progression and manage own career development.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Postgraduate Diploma

Batchelors (Hons.) Counselling & Psychotherapy first degree (Minimum 2:2)

or

Any first degree plus 'Certificate Counselling Skills Practice', or equivalent;

Selection interview. And

Successful completion of a pre-course residential which assesses 'Personal and Group Interaction' for which a charge is payable. This payment must be made at the point of accepting a conditional course offer. The residential cannot be re-taken in the same year.

MA

The above plus:

Postgraduate Diploma Integrative Psychotherapy or equivalent demonstrating successful study at Level 7

17. Key sources of information about the programme

- UCLan website - http://www.uclan.ac.uk/courses/ma_pgdipl_integrative_pschotherapy.php

•

- Post Graduate Open Days

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																													
				Knowledge and understanding							Subject-specific Skills									Thinking Skills							Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
	CG4014	Personal Development via Group Interaction	C				✓	✓						✓	✓											✓	✓	✓	✓	✓	✓		
	CG4005	Personal and Professional Development in Integrative Psychotherapy(part 1)	C	✓	✓		✓	✓	✓			✓	✓		✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	
	CG4004	Integrative Psychotherapy: Theory and Practice (Part 1)	C	✓	✓	✓						✓	✓	✓	✓	✓				✓	✓	✓	✓	✓			✓		✓	✓	✓		
	CG4003	Personal and Professional Development in Integrative Psychotherapy (part 2)	(C	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	CG4002	The Self in Relation: The Development of Professional Integrative Psychotherapy	C	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	CG4001	Reflexive Practitioner	C.	✓	✓	✓		✓						✓			✓		✓	✓	✓	✓	✓	✓					✓	✓	✓		
	NU4008	FoMA Students Only Dissertation	C							✓									✓							✓					✓		
	NU4025	Intro to PG Research	C							✓									✓							✓					✓		

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks



Viva Proforma

Name:

Tutor:

1. Professional Self-Appraisal

Self-reflections from feedback given during triad sessions Statement of strengths:

Statement of areas for development

2. Personal Development Reflections: an ability to articulate how the group/course has contributed to your development based on your PD across the whole of the program not just the PD group. (This section is not necessarily restricted to one page)

Awareness of own process

Awareness of impact on others

Ownership of own issues

An ability to articulate how the group/course has contributed to their development

An awareness of needs for further development

3. Fitness and Suitability to Practice

The BACP ethical framework requires that 'practitioners have a responsibility to monitor and maintain their fitness to practise at a level that enables them to provide an effective service. If their effectiveness becomes impaired for any reason, including health or personal circumstances, they should seek the advice of their supervisor, experienced colleagues or line manager and, if necessary, withdraw from practice until their fitness to practise returns.

Students demonstrate that they have on-going good health and good character, sufficient for safe and effective practice as a counsellor. This self declaration is part of our systems to ensure that we meet this standard.

- I intend to comply with the BACP ethical framework
- I agree that I have had no deterioration in my health that would affect my ability to practice since enrolment/re-enrolment on the course.
- I confirm my commitment to personal and professional development
- I agree to notify the University if at any time during the course there are any changes to my state of health or character that would affect this statement.

Signature: _____ Date: _____

1. This declaration will be kept on your confidential personal file for the duration of your course.

8.3 Appendix 17.

Procedure for ethically unsound practice

This section presents procedures of how students may be identified as ethically unsound throughout the two years of the program and so incorporates both a summary of formal assessment procedures, and also 'on placement' identification of unsound practice procedures. Procedures are in place to protect clients against unsound clinical practice.

(Numbers in brackets refer to four-way contract clauses)

On-programme: practice-based procedures

Triads are practice-based arenas for students to develop the necessary qualities and skills required for practice work. Practice in triads begins in the second or third week of the program. Should students not demonstrate the required attitudinal qualities and skills in observed triads they will receive clear feedback on how to improve. This feedback may be oral, written or audio recorded. Students are given a self-help sheet to help them self-reflect on their development of appropriate attitudinal qualities and relational skills, and this help sheet is also used by the team to provide clear feedback where the student needs to develop. This is an ongoing process throughout the two years. In year two, when placements have begun, should students fail to demonstrate the required attitudes and skills they will be given clear feedback on how to improve, and the tutor will consult with the placement manager and supervisor to discuss their observations (1.4). This may result in a suspension of the trainees practice. Student will be required to continue with on-course practice and will need to demonstrate reflexivity and improvement of their areas for concern before returning to clinical work

In the first year students are required to demonstrate sufficient person-centred qualities gained from practice triad work to pass the first practice DVD recording, due in February. Should students not pass this assignment they will be given clear feedback on how to demonstrate the qualities and skills that are missing, or not developed sufficiently, and given another opportunity to resubmit later in the semester, usually by Easter of that year. Students who do not achieve this will not pass the module and therefore will have failed the course before they begin their placements. There is no progression to year two until all first-year modules are successfully passed and completed.

In the second year students are required to complete two substantive practice-based assignments, plus the submission of a 'use of supervision case study, plus the required supervisor's reports. Should these practice-based assignments be referred/fail, the university requires a resubmission. Should a student not pass the resubmission they will have been deemed to have failed the course as ethically unsound practitioners. In the case of a supervisors report not being of a satisfactory standard, discussions will take place between the trainee, the student, and their personal tutor. It will be discussed whether the trainee needs to suspend their practice in such an event, or to continue in practice with clear indications of expectations for improvement within a certain time scale. Records of such discussions will be kept.

On programme: Summative assignments and Vivas

In both years, once the trainee has completed all of their summative assignments they will be invited to a viva-voca. At the end of each year students are required to present evidence of their personal development and appraisal of their fitness to practice. This will be based on their accumulated feedback from triads, and from supervisors in the second year, as well as drawing upon the personal statement that incorporates their personal development. Students are required to present awareness and insight of their strengths and areas for development and to declare that they are fit for practice; the personal tutor needs to agree

to this. Students may be declared ethnically unsound should they fail to submit evidence in their viva, and in their personal statement, that convinces a personal tutor that they are fit for practice. Clear criteria is published in the viva pro forma as to what constitutes sufficient personal development; equally, sufficient evidence is published in the assignment guidelines as to what constitutes good professional practice. All vivas are audio recorded, and all are sent to and made available to the external examiner.

On placement procedures

The four-way contract is a signed agreement that binds the trainee, the university, the clinical supervisor and the placement representative to adhere to the BACP ethical framework and the course requirements coupled with the placements policies.

Trainees are required to demonstrate understanding of both the moral values and ethical principles of the BACP ethical framework whilst on placement. Students are required to act in a professional manner and to be updated of placement policies and practices. The agency agrees to negotiate with other party lines of responsibility for monitoring trainees practice. At any time whilst on placement, should one of the parties become concerned of the trainee's fitness to practice, all parties will discuss these emerging issues, having informed the trainee that this will occur – and where relevant inviting the trainee to a meeting, should one take place (3.11), (4.6), (4.9), (5.13).

The outcomes of such meetings may be that the trainee's practice is suspended. A clear rationale for this will be communicated to the trainee and clear points will be identified as to what the trainee needs to do in order to return to practice. In normal instances the trainee will need to demonstrate in practice triads what is required, or they may need additional supervision and/or personal therapy, and that both the supervisor and personal tutor to be in agreement on whether or not the trainee has met the points so as to be able to recommence placement work. For reasons of ethical probity and currency, students are not permitted to submit assignments during the suspension of practice.

Appendix 6 needs to be completed to a satisfactory degree at regular intervals during their placement. Should this report not be of a satisfactory standard the student's clinical work will be suspended, pending a review of the issues identified and a meeting with the supervisor put in place. Actions for improvement will be identified and evidence will be required to be submitted before the trainee is permitted to re-commence practice (this evidence may be via additional practice tapes in triad work, the outcomes gained through personal therapy and so demonstrated on the course itself, and so on. Tutors, in liaison with supervisors and placement managers, will conclude on what evidence is required).

Appendix 11 needs to be completed at the end of a student's placement to a satisfactory standard.

Should the course come to its end whilst the student is suspended from practice, without having submitted their assignments, they will be deemed as failing the course.