



**DIPLOMA IN HUMANISTIC
INTEGRATIVE COUNSELLING
(BACP ACCREDITED COURSE)**

2018 - 2020

STUDENT HANDBOOK

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WELCOME

October 2018

Dear Student

*Wealden College - Diploma in Humanistic Integrative Counselling (Training Course
Accredited by the British Association for Counselling and Psychotherapy - BACP)*

Welcome to all new students and welcome back to all the “old” ones!

We seek to support your professional and personal development as a counsellor and ask that you familiarise yourself with the main course requirements detailed in this handbook. Please take time to read this handbook carefully.

The college has a notice board located in the reception area, and has a website (www.wealdeninstitute.co.uk) and we ask you to use these to keep yourself up to date with College news.

We want your time here to be both an enjoyable and enriching experience and we will be available to listen to you if have any problems you wish to discuss. In this event, your course tutors are your first contact; if there is an issue that cannot be resolved, it will be taken to the Course Coordinator, Anna Pester.

We wish you an enjoyable and successful training journey with us!

Joanna Beazley Richards

Principal of Wealden College.

SECTION 1

Course Overview

Checklist of Requirements

COURSE REQUIREMENTS

We seek to develop reflective practitioners who are committed to their own ongoing personal and professional development, and who take charge of their own learning and practice. In modelling this process in our training, we expect you to take responsibility to ensure you fulfil the requirements of the course; it is not the role of teaching staff to remind students of course requirements.

This Handbook is very comprehensive; we have endeavoured to ensure that it is at the same time as short as possible by stating important information only once. Please take time to familiarise yourself with its contents as doing so will enable you to plan your learning between now and when you take your exam.

The requirements detailed below are outlined in greater detail in the relevant information sections in this Handbook and you will need to refer to each section for details of the numbers of hours etc. that you are required to have.

Please note that the course requirements may in some instances be greater than the minimum limits set by the BACP. It is on this basis that this course is accredited by the BACP. These course requirements are the ones that will apply to your training and be the criteria for your successful completion of our Diploma in Humanistic Integrative Counselling.

Students who do not comply with the requirements of the course may be asked to leave, and in such situations there is no refund of fees or deposit. In the case of unethical practice, the College will pursue such other action as is available to it to ensure client interests are protected. Please see 'Formal Termination of Training' at the end of this handbook.

You are regarded as being a student on the course until you complete your final examination – which can be up to 2 years after completing the taught part of the course, or you are asked to leave, or you inform the college you are leaving the course.

In the remainder of this section we summarise the requirements for satisfactory completion of the course; detailed descriptions are contained in later sections of this handbook.

1. CONTINUOUS COURSE REQUIREMENTS

The following requirements apply throughout your training and are in addition to the requirements for completion of each stage and apply until such time as you take your examination. Note that you cannot receive payment for your work as a trainee counsellor until you are qualified.

It is a requirement that students keep copies of all documents relating to their training on this course; this includes all submitted written work, letters of attendance at workshops, tutorial records, skills feedback forms. It is your responsibility to keep your documents safe, so that when you apply for your exam you will be able to produce all relevant copies. The College will be unable to provide copies should you mislay them. We strongly encourage you to keep a second copy of all your documents in a separate folder, as a backup, in case you lose the originals.

	Requirement	Handbook Section
1.1	Be a student member of the BACP throughout your training, comply with the BACP Ethical Framework, and have supplied your membership number to the college.	BACP Membership
1.2	Attend all course modules, arrive by 0915, and participate for the whole day, leaving at 16.30.	Course Attendance
1.3	Participate fully and openly with fellow students, tutors and staff.	Participation
1.4	Demonstrate appropriate level of skill in the skills practice sessions, consistent with your level of training.	Skills Assessment
1.5	Be in regular weekly counselling throughout your training until you have sat and passed the final examination, at least forty sessions a year, each of at least fifty minutes duration.	Personal Therapy
1.6	Maintain a Learning Journal and hand this in for feedback on the dates required.	Learning Journal
1.7	Demonstrate the personal competencies described in this handbook.	Personal Competencies
1.8	Maintain an accurate log of your hours of: <ul style="list-style-type: none"> ▪ Course Attendance; ▪ Personal counselling; ▪ Supervised counselling hours; ▪ Listening skills hours; ▪ Supervision. 	Log Book
1.9	Only see clients when you have been assessed as ready and via placements which have been agreed in advance with the Tutors, and whose details have been registered with the College.	Placements
1.10	Undertake listening skills placement hours in a placement agreed in advance with the tutors and whose details have been registered with the College.	Placements

1.11	Have appropriate professional indemnity insurance when working with clients or ensure that you are covered by the agency/placement provider insurance.	Section 5
1.12	Ensure that you receive supervision on all client work from a suitably qualified supervisor who is agreed with the College.	Supervision
1.13	Ensure that the college receives termly reports from your supervisor using the form provided in this handbook.	Supervision
1.14	Honour your agreement for payment of course fees.	Course Fees
1.15	Deliver any action plans agreed with Tutors.	Action Plans
1.16	Attend all scheduled Tutorials.	Tutorials

2. REQUIREMENTS FOR PROGRESSION FROM YEAR 1 TO YEAR 2

Progression to the second year of training is not automatic. Students who have failed to meet one or more of the following requirements may be refused permission to continue to the next stage, or in certain situations an action plan may be agreed with the individual. The decision-making process for this is vested in the Course Board and is described in the relevant section of this Handbook.

	Requirement	Handbook Section
2.1	Demonstrate compliance with all continuing course requirements.*	Continuous Course Requirements
2.2	Have handed in your Learning Journal, it having been read and commented upon.	Learning Journal
2.3	Demonstrated and been assessed as demonstrating appropriate emotional and social competencies and personal and professional qualities and attitudes.	Personal and Professional Competencies and Attitudes
2.4	Been assessed by a tutor on at least two occasions as meeting an appropriate level in skills practice.	Skills Practice
2.5	Have passed Year 1 essay.	Year 1 Essay
2.6	Have satisfactorily completed the research project.	To be issued as a separate handout
2.6	Be up to date with fee payment.	Fees
2.7	Have passed all other Year 1 written work, including written PC/TA/Gestalt/Integration learning checks.	Year 1 Written work
2.8	At the end of the year obtain tutor's signed confirmation that you may progress to Year 2.	Form – progression to Year 2

* Diploma students' course fees include five pre-paid workshop credits for each of their two years' training. These credits are for workshops offered at Wealden College, at the standard workshop rate. Students may use two credits for a course lasting two days or 12 hours. NB: a two day TA101 course uses two full credits. If students wish to use these credits for workshops with a higher fee, or for specialist training events, they must pay the difference

between the standard pre-paid credit and the fee for each day. Pre-paid credits in the second year of the course may be taken up to the student's examination which will be some time after the end of the taught course (please refer to section 6 below).

Some workshops and training events are not open to students in the first year of the Diploma. We advise students to consult their tutors if in any doubt before making a booking.

3. REQUIREMENTS TO PROGRESS FROM YEAR 2 TO EXAM PREPARATION

Progression to the exam preparation phase is an important step. Students will not be attending the college weekly during this phase and the college will by this time need to be satisfied of the student's ability to manage their learning and development without weekly tutor contact, and that there are no significant concerns regarding their suitability for practice.

Students who have not met one or more of the following requirements may be refused permission to continue to the exam preparation stage, or in certain situations an action plan may be agreed with the individual.

If the agreed action plan involves attendance at additional tutorials, or further training, this cost is not covered in the course fee. The decision-making process for this is vested in the Course Board and is described in the relevant section of this Handbook.

	Requirement	Handbook Section
3.1	Have completed and passed the second year essay.	Second Year Essay
3.2	Have completed the 2 nd year research project.	To be issued as a separate handout
3.3	Have attended at least one Wealden College Exam Prep Workshop.	Examination Preparation
3.4	Have started and be established in at least one placement.	Placements
3.5	Have started to acquire listening skills placement hours.	Placements
3.6	Have started and be established in regular supervision, and fully satisfactory supervision reports have been received.	Supervision
3.7	Have attended 60 hours of additional training on the Wealden College CPD/Short Course Programme. (* see note above on page 7)	CPD – Continuing Professional Development
3.8	At the end of the year obtain tutor's signed confirmation that you may progress to Exam Prep.	Form – progression to Exam Prep

4. REQUIREMENTS TO SIT EXAMINATION

The period between ending the taught part of the course and sitting the final examination is an

important time. Students will remain in contact with the college, via the ongoing submission of supervisors' reports, and via attendance at exam preparation days and workshops on the CPD programme and the twice yearly exam preparation tutorials.

	Requirement	Handbook Section
4.1	All of 1, 2 & 3.	
4.2	Have completed all 1:1 Supervised Counselling hours and listening skills placement hours by the time the Application for Exam is submitted.	Supervised Counselling Practice and Listening Skills Experience
4.3	Be up to date with submission of satisfactory termly supervision reports.	Supervision
4.3	Have submitted and passed their Exam Case Study, including Supervisor's confirmation and client permission to tape and use the material for a Case Study.	Exam Case Study
4.4	Be within 2 years of the end of the taught part of the course.	Timescale for course completion
4.5	Not have sat the examination more than once previously.	Examination retakes

Please note that up to two tutorials a year are available on request to students between finishing the taught part of the course and sitting the Diploma exam. Tutors and office staff are also contactable via e-mail.

Note: should an extension be granted which is beyond the two year post-taught-course period normally allowed, the maximum additional time allowed to take the examination is one year. The only reason that an extension may be granted is on production of a medical certificate covering the period of extension. During the extension period, tutorials can be requested; a charge will, however, be levied.

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SECTION 2

General Information and learning objectives

COLLEGE ENVIRONMENT; HEALTH & SAFETY MATTERS

Wealden College is a part of Wealden Psychology Institute and we share the buildings and environment. We ask you to familiarise yourself with the following housekeeping and health and safety points, as they can help you and us to enjoy the environment together more safely and easily.

We normally seek to avoid bringing other clients of the Institute into the building on days when the College is running, but this is not always possible. For example, the rooms on the top floor and/or the small room on the middle floor are sometimes in use. We ask you to remember that this may be the case when moving between rooms or at break times and to respect the “Do Not Disturb” signs on the doors.

We ask that you take responsibility for putting indoor and outdoor furniture back at the end of the day, as it was when you found it, clearing up used cups and putting them away, cleaning spills in the kitchen and washing up, wiping white boards clean. As a community we each take responsibility for leaving rooms and other facilities in a condition in which we would like to find them.

Office – there is a metal post-box on the wall outside the office for student use. Notes and items left in these will be collected each week day. **Please only knock on the office door for assistance if this has been agreed by a tutor.** Due to the confidential nature of client information handled in the office area, we regret that we cannot allow anyone other than office staff into the office area. If you need to speak with someone from the office they will come out to the reception area, or if a confidential matter, to a room away from the office.

Parking – Parking is mainly unrestricted in the neighbouring side streets. To avoid complaints from our neighbours we ask you to park considerately and be mindful of the fact that people need to reverse out of driveways etc. Please walk an extra few feet rather than cause problems for local residents. Note that we do NOT have an agreement with the Bricklayers Arms or the Scouts centre for the use of their car parks.

When you park in the Wealden Institute yard, please ensure that you park right down the yard,

and leave room for other users to park behind and/or beside you. Do not park against the fence by the road; this is reserved for the Directors.

Kitchen - The College provides tea and coffee facilities. If you find we are running low of any supplies please ask a tutor to inform the office. Students are asked to keep the kitchen facilities clean and tidy and only put food rubbish in the two kitchen bins, not in any other bins anywhere in the College. Items placed in teaching rooms' bins can cause smells and attract pests.

We do not have someone whose job it is to wash up and clear up anything left in the kitchen, which is shared with other users and it is unfair for them to have to deal with soiled crockery etc. that has been left between one break time and another. You are welcome to bring your own mug, but due to lack of storage space we ask that you take it home with you again at the end of the day.

Food/drink is not normally permitted in the teaching rooms unless a tutor gives permission on the day due to lack of space in the Student Common Room and Reception Area.

If you take drinks into the pub car park, please do not use their waste bins to dispose of the cups. The pub may be fined if their bins are not used properly. We value our good relations with neighbouring businesses and residents!

Smoking – the entire Institute site is non-smoking, and this includes electronic cigarettes. The law prohibits smoking inside any of the buildings and it is our policy not to allow it anywhere on the premises including the driveway and forecourt. Please be respectful of our neighbours and the environment when you dispose of waste. Cigarettes may not be placed in the waste bins in the Institute buildings.

We expect that trainee counsellors will address their smoking in terms of their health and what they model to their clients.

Shoes – to help protect the carpets/rugs at Wealden buildings, we ask you not to wear your outside shoes in the teaching rooms. A pair of slippers/slipper socks or indoor shoes may be

useful in the winter – you will need to take them home at the end of the day, as the building is used by other courses and for therapy and supervision; we can't provide storage.

Accommodation faults – if you notice something wrong with the environment – e.g. light not working etc., please ask a tutor to let the office know or leave a note in the office post-box. You may be the first person to notice it and the sooner we know something isn't right, the quicker we can fix it.

Health & Safety - Wealden Psychology Institute takes the Health, Safety and Wellbeing of its employees and clients seriously. As such the organisation will work to provide a suitable environment and to safeguard people's well-being. A copy of the health and safety policy is available in the main office.

Fire – fire safety notices are posted throughout the building and these contain instructions as to what to do in case of a fire. If you need to leave the building before the end of the teaching day, please let a tutor know so we can make sure that your absence is known in the event of a fire or other emergency.

First Aid – we have a number of trained first aiders and a first aid box is located in the Reception Area. A list of trained first aiders on site is available in reception.

Emergencies – if a member of your family needs to contact you urgently, in an emergency, they may do so via the office. We do not normally interrupt teaching sessions but if the matter is serious we will do so provided the caller makes clear the nature of the problem.

Personal Wellbeing – it is important that you inform your tutor promptly should your physical or mental health change whilst you are on the course. You must also inform your tutor of any changes in prescribed medications that differ from the original health declaration form filled in at interview.

STRUCTURE OF COLLEGE DAY

The normal structure of the College day is described below. This may be varied by the tutors from time to time:

<p>Morning: 09:00 – 09:15..... Arrival 09:15 – 09:30..... Pastiming 09:30 – 10:30..... Process Check-in 10:30 - 10:45 Coffee break 10.45 – 13.00Teaching/ exercises</p>	<p>Afternoon: 13:00 – 14:00 Lunch 14:00 – 16.30 Observed skills practice (including break) 16.30 End of training day</p>
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PLEASE NOTE: when there is a year 1 and year 2 group present on the same day, teaching will normally be separate and observed skills practice will normally be a combined group; however, this may change.

By **Process Check-in** we mean the active participation of students reporting on their **here-and-now experiences** in preparation for the working day, not an update of news since the previous meeting.

This means they will use the group process to increase their personal development to move towards the social and emotional competencies outlined in this handbook.

Tutors will vary in how they involve themselves in this process, however, they will be actively involved. They will intervene in facilitating the process of staying grounded and keeping safe. They will give feedback to help students achieve the social and emotional competencies.

For the majority of the course Process Check-in will be just with your year group. There are also opportunities over the two years for the both year groups to get together for Process.

COURSE ATTENDANCE AND TIMINGS

The course day starts at 09:15 hours and ends at 16:30 hours. The time between 09:15 and 09:30 is to allow you to ‘pastime’ with your colleagues, and to ‘arrive’ so that you may focus upon the business of the day. Pastiming enables you to catch up with personal news etc. that is not relevant to the check-in process that happens after 09:30.

If you arrive after 09:15 or leave before 16:30, you will be marked either late or absent in the attendance register.

It is expected that your planned absences from the course e.g. for holidays or family/social events be organised to coincide with course holidays.

Students who miss any module are required to agree with their tutor how they will make up the lost learning and achieve the learning objectives. In all cases, students will be required to write a 750 word piece to show that they have researched and understood the taught content of the missed module. Students are required to put in writing and agree with their tutor any planned absences.

A student who attends less than 90% of the course modules will fail to meet course requirements for attendance. This is a significant requirement and will normally mean that the student is unable to progress to the next stage. They may be asked to repeat the year.

BACP - British Association for Counselling & Psychotherapy - Membership

It is a condition of your being a student on this BACP Accredited training course that you are a student member of the BACP throughout your training, and if successful at examination, a full member thereafter.

By joining the BACP as a student member you agree to abide by the BACP's Ethical Framework for the Counselling Professions, and will receive copies of the BACP members' magazine 'Therapy Today' and the BACP research journals, and have access to the range of membership services provided. Please make use of these publications in order to familiarise yourself with the issues concerning the profession today, and to update your knowledge about key topics.

The BACP Ethical Framework for the Counselling Professions can be found on their website by [clicking on this link](#). Or by going to the BACP website and searching for 'Ethical Framework'.

You will need to obtain a membership application pack, and can do this via the BACP website at www.bacp.co.uk.

The sponsor page on the application form is completed by your course tutor.

We allow you until the start of the second term in the first year to complete the application process and to provide your BACP membership number to the College.

Individual Accreditation

As explained at Interview, our Diploma in Humanistic Integrative Counselling is a BACP Accredited training course. Upon successful completion of the course you will be awarded a Diploma which will state that the course is BACP Accredited. You will then be able to change your membership with the BACP from Student Member to Individual Member.

You will then have up to 24 months to progress to the Registered Member MBACP category and in fact are required to do this under BACP rules. As you have studied a BACP Accredited training course the process to join the BACP Register, which is recognised by the Professional Standards Authority, is straightforward. Full details on the process are to be found on the BACP website. www.bacp.co.uk

The BACP state in their information on the Register:

For our members, being on the Register demonstrates your commitment to high standards and gives the public confidence that the practitioner they choose is trained and qualified and maintains their standards of practice through continuous professional development (CPD). All registrants are bound by the BACP Ethical Framework for the Counselling Professions. As such, all registrants are required to have appropriate supervision and continuing professional development. Some registrants will have also achieved a higher level of quality assurance through the BACP accreditation scheme, and this is clearly marked on the Register.

Once you are a Registered Member (MBACP) you may work towards applying for Accredited Status - this is a further level of quality assurance for members of the public. That you have successfully completed a BACP Accredited course means you automatically satisfy the training criteria for Individual Accreditation. In addition you also need to have:

- been in practice for at least three years when you apply for accreditation.
- completed at least 450 hours of supervised practice accumulated within three to six years.
- completed at least 150 hours of supervised practice after successfully completing your

practitioner training.

- been supervised for at least 1.5 hours per month throughout the period of practice submitted.

This information above is taken from the BACP website as at 1 June 2015, and you should confirm its continued validity at the time you are joining the Register.

COURSE FEES

Please note carefully:

- Once you have been offered and have accepted a place on the course, you are responsible for payment of the fee for the complete academic year.
- If you decide to leave the course for whatever reason, the full fee is still payable.
- If we should ask you to leave the course the fee until the end of that term is payable.
- Fees are paid in accordance with our standard terms (available from the office).
- Fees for courses lasting more than one year are usually increased in the second and subsequent years.

Honouring agreements you have with us for payment of fees, including any interim arrangements we may agree with you, is an important boundary. We draw your attention to the emotional and social competencies that we will be looking for you to demonstrate whilst on the course. Students who anticipate a difficulty in honouring their agreement regarding fees are encouraged to speak with their tutor in the first instance.

Complaints

We hope that we can address any concerns or complaints you may have about your course or the College immediately. If there are any concerns you wish to raise please speak to your Tutor or Course Coordinator in the first instance as soon as possible. We aim to support you by responding in a timely fashion. Often issues can be dealt with quickly. If you are unable to resolve your complaint a copy of our complaints procedure [is available on our website by clicking here](#).

Training Modules

Detailed below are the training modules you will be undertaking over the course. We have listed the general learning outcomes for each one. Modules comprise a mixture of theoretical and experiential learning.

We encourage you critically to analyse concepts, theories and models presented to develop your learning. We invite you to explore relevant literature and research to support your understanding.

Learning objectives – 2018-19 (year 1)

Year 1 - Wealden College Model and Introduction Session

N.B.: the first two modules of the course blend in to each other and understanding of the basic philosophy, practice etc. is built in to both

Students will:

- Have introduced themselves.
- Be familiar with college/house rules and signed acknowledgement of these.
- Be aware of course requirements and have read this Handbook.
- Be clear that they are expected to be in weekly therapy and that they must find a therapist modelling largely the Wealden Model and becoming BACP members by Term 2.
- Be able to describe what is expected with regard to logbooks, journals and tutorials.
- Be able to explain the requirements for being signed off to take a counselling placement.
- Have an initial understanding of assessment procedures and written work during the first year.
- Be able to define what counselling is and describe how mental distress is on a continuum from mental well-being through to severe psychological and emotional distress.
- Be able to list the core Wealden models and define the meaning of Humanistic.
- Have elected a student rep.
- Have met the second year students and done some icebreaking exercises.
- Understand how skills practice proceeds in the afternoon on college days and have been put into skills groups.

Year 1 - Wealden College Model & Philosophy

NB: the first two modules of the course blend in to each other and understanding of the basic philosophy, practice etc. is built in to both

Students will:

- Be able to explain and differentiate the major differences of different schools – Humanistic, Psychodynamic and Behavioural.
- Be able to describe and define Humanistic philosophy in counselling.
- Demonstrate an ability to describe the roots of humanistic counselling.
- Be able to cite research findings in relation to different approaches.
- Be able to list the 3 core theories the Wealden Humanistic Integrative model – TA, Gestalt and Person Centred and define how humanistic philosophy is reflected in practice.
- Be able to define what ‘Integrative’ means and compare with ‘eclectic’.
- Be able to describe factors which facilitate a therapeutic environment.
- Be able to reflect on and describe their awareness of trust and engaging with the client.
- Be aware of Egan’s trans-theoretical model of counselling.
- Be able to describe Maslow’s concepts of the Hierarchy of Needs & Self-actualisation.
- Be aware of group theory and how this may affect their learning process.

Year 1 - Person Centred Counselling 1

N.B.: There are 3 modules for person centred counselling; as such review is built into each module and 2 modules may be taught in 1 day. The use of person centred skills permeates the course and is practised in the experiential work in these 3 modules if 2 are taught over 1 day.

Students will:

- Be able to describe how the person centred approach emerged and the context in which Carl Rogers and others presented the humanistic approach in therapy.
- Be able to describe the basic assumptions & philosophy of the approach.
- Be able to list the 6 conditions of therapy.
- Be able to define the core conditions & can discuss whether they are both ‘necessary and sufficient’.
- Be able to define the concepts of the actualising tendency & conditions of worth and describe Roger’s theory of the formation of the self-concept.
- Be able to describe the difference between Maslow’s concept of self-actualisation and Roger’s actualising tendency

Year 1 - Person Centred Counselling 2 & 3

N.B.: There are 3 modules for person centred counselling; as such review is built into each module and 2 modules may be taught in 1 day. The use of person centred skills permeates the course and is practised in the experiential work in these 3 modules if 2 are taught over 1 day.

Students will be able to:

- List the core conditions
- Define empathy and describe how it may be communicated to the client
- Define UPR and describe some of their own prejudices
- Define the two strands of congruence and evaluate their own self-awareness and its communication to others
- Discuss the importance of 'relationship' in therapy and how this may be created via the Core Conditions
- Describe Roger's 7 stages of process and how this may be used as an ongoing assessment tool
- [Have watched & be able to] critique a video of Rogers with a client (often Gloria)
- relate the approach to self and discuss the appropriateness of the approach to all clients

Year 1 -Taught Skills**Students will:**

- Be able to demonstrate factors which facilitate a therapeutic environment
- Be able to describe factors which may lead to a power imbalance in the therapeutic relationship
- Be able to further reflect on and describe their awareness of trust and engaging with the client
- Be able to demonstrate how to communicate the core conditions to the client
- Be able to define the key skills for counselling practice
- Be able to discuss the value and meaning of reflective practice

Year 1 & 2 – Gestalt 1, 2 & 3 (taught over 2 or 3 days)**Students will be able to:**

- Write a definition of the principles of Gestalt theory.
- Discuss Fritz Perls and his contribution to Gestalt theory.
- Describe the 'Cycle of awareness'.

- Describe the concept of ‘Figure and ground’ and ‘Emergence’.
- Describe some of the techniques used in skills work.
- Describe how Gestalt theory compares and contrasts with other models.
- Demonstrate through their learning check full understanding of the 3 modules.

Year 1 & 2 – Experiential Theme Days

These days are particularly to promote personal reflection and development in the students.

The theme will depend on the needs of the group but are often based around exploration of Self, Blocks to Self-awareness and exploration of Self and Others.

Students will:

- Be able to reflect on experientially based exercises to gain deeper insights into Self
- Be able to describe these insights
- Be able to set themselves goals to change what is no longer useful
- Be able to describe how the deeper knowledge of their beliefs may impact the therapeutic relationship or affect their practice
- Be able to ‘sit with’ uncomfortable feelings and describe this process
- Relate their experience to that of a client disclosing difficult issues

Year 1 – Ethics

Students will:

- Be able to list personal ethical boundaries and describe the importance of maintaining boundaries in a therapeutic relationship
- Be able to explain the importance of being aware of all the ways they can be viewed publicly with particular attention to personal behaviour, personal ethics and use of social media
- Be able to access a copy of the ethical framework at all times when they are practising
- Be able to use the BACP ethical framework in relation to their practice and practice dilemmas and describe the key issues that might arise in their early placement work
- Describe the importance of aspiring to the values, principles and personal moral qualities in the BACP framework
- Be able to describe how to proceed with a client who has been assessed as ‘at risk’ of harm to self or others and also how to recognise and deal with clients who give cause for

concern during the course of therapy.

Year 1 – TA 1 & 2 (usually taught all day)

Student will be able, by the end of this module, to demonstrate their ability to:

- State who Eric Berne was
- Define Transactional Analysis and describe its basic philosophy and assumptions.
- Define ego-states and draw them. Give a description of the 1st order structural model.
- Describe contaminations and exclusions.
- Define and explain life positions, the OK Corral, and how to recognise these positions in themselves and in a client
- Define discounting and to recognize discounts and discounting language.
- Define life scripts and explain their origins and their significance.

Year 1 – Boundaries & Contracts

Students will:

- Be able to write a definition of boundaries for counselling
- Be able to list their own boundary issues
- Be able to describe how contracts can clarify some boundary issues at ‘first’ interview
- Be able to compare the difference in attitudes to contracts in the core models – specifically the difference between business, process and treatment contracts and describe situations which might necessitate referral
- Be able to describe how clear contracting enhances the therapeutic relationship
- Be able to discuss some major ethical issues related to boundaries & contracts
- Be able to discuss cultural differences in boundary issues
- Have practised their skills using role plays for boundary issues
- Be able to discuss how to establish and sustain effective, enduring, ethical therapeutic relationship with clients, in which they are able to explore in-depth and complex emotional issues and concerns.

Year 1 – Four Basic Feelings 1

Students will be able to:

- Define and understand each of the four basic feelings.
- Understand the concept of authentic feelings.

- Describe the theoretical basis of feelings.
- Link above to self and to a client.

Year 1 – Four Basic Feelings 2

Students will be able to:

- Describe and understand the concept of racket feelings.
- Describe the theory attached to racket feelings.
- Understand the purpose of racket feelings.
- Describe how they might recognise racket feelings in self and in a client.

Year 1 – TA 3

Students will, by the end of the module, be able to demonstrate their ability to:

- Recap the content of TA 1 & 2 above
- Define and draw a diagram of the Functional Model, explain and draw egograms and transactions.
- Define psychological games and the Drama Triangle, and have explored these in practice

Year 1 – Egan 1 & 2 and the Wealden core model

Students will be able to:

Egan 1

- List the stages and basic skills for Egan & the Skilled Helper Model
- Describe Egan's 3 stage model as a framework for any counselling approach
- Describe and use Stages 1 & 2 skills and the relationship to Wealden model core theories
- Demonstrate the use of the first two stages in relation to a 'light' personal issue

Egan 2 & Integrating the models

- Describe and use Stage 3 skills and the relationship to Wealden model core theories
- Demonstrate the use of the third stage in relation to a 'light' personal issue
- Describe the use of creative 'techniques' in each of the stages
- Have considered the 'shadow side' of helping

Year 1 – Attachment**Students will be able to:**

- Describe Bowlby's theory of attachment and list the different attachment styles
- Describe how attachment style may affect a client in childhood, adulthood and in loss & bereavement
- Discuss the impact of social and cultural norms on attachment styles
- Discuss how attachment theory and resulting styles can be used in assessing a client and inform own practice
- Understand how attachment theory relates to their own upbringing

Year 1 – Attachment 2 and Erikson**Students will:**

- Have a basic knowledge of some developmental theorists e.g. Piaget, Erikson, Pam Levin as well as Attachment Theory.
- Describe their understanding of attachment theory from the previous session.
- Be able to describe how TA is a developmental theory
- Be able to list the stages of Erikson as a theory which covers the whole life span
- Describe Erikson stages 1, 2, 3 & 4
- Reflect on and relate stages 1 to 4 to own experience
- Describe the relevance of these stages to client practice
- Describe Erikson stages 5, 6, 7 & 8
- Reflect on and relate stages 5 to 8 to own experience
- Describe the relevance of these stages to client practice

Year 1 – Mindfulness**Students will be able to;**

- Define mindfulness
- Describe the essence of mindfulness practice
- List three positive benefits of mindfulness
- Describe three ways that mindfulness can be of benefit to the counsellor
- Describe three ways that mindfulness can be incorporated into the practice of counselling
- Relate mindfulness practice to cultural traditions, beliefs and practices

Year 1 – Self-Care**Students will be able to:**

- Define what self-care means and why it is necessary
- List some of the situations where self-care is important and those specifically found in the counselling profession
- Describe some ethical requirements in relation to self-care, boundary issues and the importance of considering safety for both client and counsellor in the work setting
- Describe the support available to them in the counselling profession and how to use it
- List their own self-care needs and the resources they have as well as those which need strengthening.

Year 1 – Peer assessment and review**Students will be able to:**

- Reflect on and describe the challenges received via peer assessment
- Make and deliver an honest, emotionally literate assessment of their peers
- Make a self-assessment of their progress on the course to date
- Make a self-assessment of their skills practice and devise a plan to address any areas they want to improve
- Review any topics or theory that they are unclear about with their tutor

Year 1 – Supervision 1**Students will be able to:**

- Demonstrate their understanding of the purpose of supervision in counselling
- Compare 2 models of supervision namely the Inskipp & Proctor Cascade Model, Hawkins and Shohet or Gaie Houston
- Define the roles of supervisor and supervisee
- Define the ethical requirements of a supervisor
- Describe the need for 3 or more cornered contracts in supervision
- Demonstrate the use of IPR in their practice
- Describe what they need to consider when employing a supervisor

Year 1 – All day skills

N.B. - the overall aims of the days for skills are that students can be given feedback on their

use of skills, try some new things, and form a plan for the development of their skills. Based on the needs of the group they will consist of goldfish bowls, start-stop sessions, and creative work, take a risk/try something new and role plays and may also include normal skills sessions and timings during the afternoon if appropriate to the particular group. Not all learning objectives will be applicable therefore to all these days but all will be covered over the whole 2 years.

Students will:

- Be able to consider different ways of working
- Be able to link theory to their practice
- Be able to link boundary, safety and ethical issues
- Be able to identify different more creative ways of working with some clients
- Be able to identify their personal goals for development of their skills work

Year 1 – Loss & Bereavement (whole day module)

Students will be able to:

- List typical issues of loss presented by clients
- Discuss differences and cultural issues
- Describe their personal losses throughout life
- Discuss ethical implications of loss
- Demonstrate practical issues in relation to loss
- Describe two or more theories of loss

Year 1 – Assessment 1 & 2 (2 modules)

Students will be able to:

Assessment 1

- Discuss the purpose of assessment in counselling & ethical requirements of the profession
- Describe the approach to assessment of the core approaches in the Wealden model
- Describe what is involved in the assessment a new client
- Discuss the limits to ‘non-expert’ assessment and action required in practice including the link to ‘treatment’ contracts
- Describe a method of risk assessment informed by current research

- Draft a basic initial assessment form

Assessment & Diagnosis 2

- Discuss ongoing assessment
- Discuss clinical diagnosis and its purpose.
- Be familiar with the DSM IV and DSM-5
- List common medications prescribed for psychological distress and describe side effects and possible impact on therapeutic relationships
- Describe some ethical and safety issues in relation to assessment
- Draft some ideas for on-going assessment of their clients in practice

Year 1 – Introduction to difference and diversity

Students will be able to:

- Describe a number and types of human difference
- Have reflected on own attitudes to difference with particular reference to gender, sexuality, class, age and race
- Be able to describe the nature of prejudice and oppression
- Be able to describe how prejudice is affected by social and cultural upbringing
- Can describe methods of working with ‘difference’ in clients
- Can describe working with difference to some aspects of the BACP Ethical Framework

Year 1 – Depression

Students will be able to:

- Describe the medical definition of depression
- List the physical and psychological symptoms of depression and its differing forms
- Describe their limits as counsellor and when to seek/encourage additional support for the client
- Describe some strategies for working with depression in practice
- List some of the variety of help and medication available for depression and the possible side effects
- Describe how depression is seen in terms of the humanistic model

Year 1 – Research Modules 1 & 2 (all day), and Module 3 (Module 4 is in Year 2)**Research 1 & 2 (all day)****Students will be able to:**

- Outline the reasons for research, list the key points and the relationship to counselling theory and practice
- Outline some of the difficulties in doing research particularly in relation to ethics
- List the main differences between quantitative and qualitative research
- Understand the requirements of the research project including the use of IPR
- Decide on the focus of a group research project: normally 2 groups; depends on class numbers.

Research 3**Students will be able to:**

- Finalise all the materials for the research project
- Finalise the conduct of the research project
- List the requirements for the project write up, word count 3000 words.

(Students will conduct the research during the afternoon session no less than 1 week and not more than 3 weeks following this session)

Year 1 – Integration**Students will:**

- Be able to define ‘integration’ as a theoretical model
- Be able to define the difference between ‘eclectic’ and ‘integrative’
- Be able to reflect on and demonstrate integration in theory, in self and in mind/body/spirit
- Be able to demonstrate integrating theory in skills practice

Year 1 – Groups and Group work**Students will be able to:**

- Describe pros and cons of group versus individual counselling
- List the benefits of effective use of groups in therapeutic work
- Describe additional skills and knowledge required to be a competent group counsellor
- Reflect on and challenge own behaviour in group situations

Year 1 – Creative Skills

- To describe creativity in the counselling context.
- To be able to recognise different media and approaches.
- Reflect on and understand own blocks to creativity.
- Describe the skills needed to support the client in creative work.
- Discuss any ethical considerations for clients when working creatively.
- Be able to demonstrate using creative skills.

Year 1 – Therapeutic Relationship**Students will:**

- Be able to explain the importance of the therapeutic relationship.
- Be able to describe and evaluate the effects of a potential imbalance of power in the therapeutic relationship
- Be able to define therapeutic contracts and describe their importance therapeutically and ethically, and their use in practice
- Be able to describe Clarkson's five therapeutic relationships, Beazley Richards 6th relationship, and explore their use in practice.

Year 1 – Review and learning check**Students will:**

- Be able to review their learning in Year 1
- Be able to give feedback to the college via an end of year evaluation
- Be able to review progress in integrating theories & methodologies
- Be able to review & communicate any needs required from the tutors and any questions or concerns

Year 1 – Endings**Students will:**

- Be able to list some of the endings experienced in life
- Be able to reflect on own attitudes and behaviours in endings and how this may affect the therapeutic process
- Be able to describe how to manage endings in practice
- Be able to demonstrate the ability to end with clients.

Learning objectives 2019-20 – year 2**Year 2 – Transition & Change****Students will:**

- Be able to describe at least two theories or ideas related to transition & change
- Be able to describe personal change since the start of the course
- Have considered and contracted with a colleague goals for personal change in the second year
- Be able to describe some of the difficulties associated with change
- Be able to demonstrate an ability to facilitate clients to make changes in their lives

Year 2 – Gender and Identity**Students will:**

- Be able to describe stereotypes associated with gender and challenge any of their own attitudes and beliefs
- Be able to consider the process of identity development and potential conflicts
- Be able to describe the diversity and changeability of gender and identity including identity loss
- Be able to describe the differences in attitudes to gender and identity and their own attitudes.
- Be able to describe social and cultural effects on gender identity and behaviour
- Be able to demonstrate an ability to work with clients on gender issues

Year 2 – Research 4 (this is given as a handout at the end of Term 1)**Students will be able to:**

- Produce an outline proposal for a piece of research (in class)
- Define the reasons for; and importance of; outcome measures in research
- Name some common outcome measures used in a professional context
- Produce an outcome measure with rationale for their own practice (written assessment)

Year 2 – Co-dependency 1**Students will be able to:**

- Define what Co-Dependency is.
- List and describe Pia Mellody's Five core symptoms.
- Describe dysfunctional parenting.
- Describe some of the effects of dysfunctional parenting.
- Link the above to a client via a case study or practice.

Year 2 – Co-dependency 2

Students will be able to:

- Describe the characteristics of a practising Co-dependent.
- Describe the characteristics of a recovering Co-dependent.
- Demonstrate how to use appropriate skills & techniques with this client group.

Year 2 – Suicide & Self-Harm

Students will:

- Be able to list some types of self-harm
- Be able to describe some ideas about the purpose of self-harm
- Be able to discuss whether self-harm leads to suicide
- Be able to list some of the risk factors associated with suicide
- Be able to describe the ethical dilemmas faced with a suicidal client
- Be able to list some courses of action to take
- Demonstrate an ability to work with a suicidal client
- Reflect on and describe own attitudes to self-harm & suicide

Year 2 – Stress, fear & anxiety

Students will:

- Be able to define stress, fear and anxiety
- Be able to differentiate between the three and also recognise similarities
- Be able to describe the psychological and physiological impact of stress, fear and anxiety
- Demonstrate an ability to help clients identify and manage their stress, fear and anxiety

Year 2 – Anger, aggression & violence

Students will:

- Be able to define anger
- Be able to describe the psychological and physical states of anger
- Be able to describe some theoretical perspectives on anger
- Be able to list 5 anger styles
- Consider own anger style and attitude to anger and how this might affect the therapeutic relationship with clients presenting anger issues
- Be able to demonstrate an ability to work with ‘angry’ clients

Year 2 – Brief model of counselling**Students will be able to:**

- Define what brief counselling is
- Describe at least one theoretical model that can be used in time limited counselling
- List the key points for practicing time-limited counselling
- Relate practice to core models and current stage of learning
- Discuss advantages and disadvantages of time-limited counselling

Year 2 – Social, Cultural & Historical Context**Students will be able to:**

- Demonstrate an understanding of the wider political, social, legal and organisational frameworks for therapeutic practice, and of their historical development
- Demonstrate an understanding of the social, political and legislative systems we live in, and the ways these affect client development and counselling practice
- Demonstrate an understanding of the influence of social and cultural factors on mental health
- Demonstrate appropriate levels of written and spoken English, numerical skills, IT skills, and skills in problem management, communication skills, working with others, and personal and professional development

Year 2 – Disability**Students will be able to:**

- Differentiate physical impairment, sensory impairment, and intellectual impairment
- State the difference between impairment, disability and handicap

- Identify the nature of prejudice and oppression relating to people with disabilities
- Describe particular psychological and emotional issues that may arise for people in relation to their impairment and associated disability
- Discuss the power imbalance that may be a particular issue for clients with disabilities when their therapist is without apparent impairment.
- Demonstrate an ability to work within a multi-disciplinary setting with clients with differences
- Identify issues that may arise with forming a therapeutic alliance with clients with differences

Year 2 – Review (Term 1)

Students will be able to:

- Review with tutor any areas of learning that they feel that they need clarifying
- Complete a self-assessment of progress to date
- Set goals for themselves in the remaining two terms
- Complete a skills self-assessment and review with skills groups

Year 2 – Couples

Students will:

- Be able to describe what is with couples therapy.
- Be able to list some of the differences in doing therapy with couples
- Be able to describe the couples journey
- Be able to list some of the boundary and ethical issues doing couples therapy
- Be able to demonstrate working with couples

Year 2 – Families

Students will:

- Be able to describe the different ideas of ‘what is a family’ and at least one theoretical model that can be used
- Be able to reflect on their family script and belief systems and how this might impact the therapeutic relationship
- Be able to reflect on their broader ‘family’ relationships and relate to practice
- Be able to relate the effects of birth order on their family script

- Be able to describe some different family belief systems and scripts, in particular with reference to clients' social and cultural context
- Be able to demonstrate an ability to work with families
- Be able to describe how change might be effected in practice using the Wealden core models

Year 2 – Sex and Sexual Identity

- Be able to describe stereotypes associated with sexual identity.
- Be able to describe the diversity and changeability of sexual and gender identity
- Be able to describe the differences in attitudes to sexual behaviour and their own attitudes
- Be able to describe social and cultural effects on sexual behaviour and sexual identity
- Be able to demonstrate an ability to work with clients on sexual and gender issues

Year 2 – Abuse 1

Students will:

- Be able to list types of abuse
- Be able to list some signs and symptoms of different types of abuse
- Be able to do a risk assessment and act according to need
- Be able to name the actions that may be needed in the case of disclosures
- Be able to describe the current legal position regarding abuse
- Be able to reflect on and describe own ethical position in relation to working with clients with abusive and/or sexually harmful behaviour

Year 2 – Abuse 2

Students will be able to:

- List the different types of abuse used in Safeguarding procedures and their symptoms
- Specifically reflect on own attitudes to sexual and physical abuse and describe how this might Affect the therapeutic relationship and work
- Describe legal, social and personal attitudes to sexual abuse of children and any required actions
- Describe and apply the use of skills with clients who have been abused

Year 2 – Trauma**Students will:**

- Be able to define and describe what is psychological trauma
- Be able to recognise and list the main symptoms of trauma
- Be able to describe the neurological changes in psychological trauma
- Be able to outline Herman's model of treatment and recovery
- Be able to describe key ethical and safety issues in working with traumatised clients
- Demonstrate an ability to 'hold' clients prior to referral in severe cases

Year 2 – Food and Body Image**Students will be able to:**

- Reflect on own values and beliefs about body image & food
- Describe family script in relation to food & body image
- Discuss media and social and cultural influences
- List the main disorders related to food & body image, anorexia, bulimia, body dysmorphia
- Describe some ways of working with client with body image issues
- Describe the limits to their competence to work with clients
- Describe the main ethical and safety issues related to food and body image

Year 2 – TA model of Personality Adaptations**Students will be able to:**

- Describe and identify Personality Adaptations and their origins.
- Distinguish between Personality Adaptations and Personality Disorders.
- Describe their own Personality Adaptations.
- State and describe the Ware Sequence.
- Explain the modes of communication for each adaptation.
- Describe the use of this model in practice when working with clients.

Year 2 – Society, Class and Culture**Students will be able to:**

- Define the differences between culture, race and ethnicity within society
- Describe the concept of multi-cultural counselling

- Describe multi-culturalism in relation to the core Wealden model
- Reflect on and describe how own attitudes to different social and cultural beliefs might affect the therapeutic relationship and work
- Describe some ways of working with multi-cultural clients

Year 2 – Gestalt 4

Students will:

- Be able to recap all concepts covered in Gestalt modules 1, 2 & 3 in Year One.
- Be able to apply concepts and theory to their skills practice.

Year 2 – Peer assessment and review

Students will be able to:

- Reflect on and describe the challenges received via peer assessment
- Make and deliver an honest, emotionally literate assessment of their peers
- Make a self-assessment of their progress on the course to date
- Make a self-assessment of their skills practice and devise a plan to address any areas they want to improve
- Review any topics or theory that they are unclear about with their tutor

Year 2 – TA 4

Students will be able to:

- Be able to describe and apply TA theory to their practice and understand how the counsellor can use TA concepts in working with the client, including the use of contracts in TA

Year 2 – Psychodynamics (all day)

Students will be able to:

- Describe Freud's theory of id ego, super ego and drive theory
- Describe modern psychodynamic theory and how it has developed since Freud
- List schools in psychodynamic theory including developmental models, e.g. object relations
- Compare the similarities and differences in psychodynamic theory and practice and the humanistic model

Year 2 – Transference and Countertransference**Students will be able to:**

- Define transference and countertransference
- Describe what underlies transference and countertransference and recognise the difference between them
- Describe erotic transference
- Describe how transference and counter transference are seen in TA theory
- Describe the possible effects of transference and countertransference in the therapy room and how to work with them

Year 2 – Ethical dilemmas**Students will be able to:**

- Describe some ethical dilemmas in relation to the BACP guidelines
- Review and describe own boundaries and contracts in their practice
- Review and describe their responsibilities to confidentiality with clients with reference to legal requirements
- Demonstrate an ability to work with various ethical dilemmas via role play and/or case study

Year 2 – Supervision in practice**Students will be able to:**

- Define supervision and its content
- Describe why supervision is necessary and an ethical requirement
- Describe what they want from a supervisor and supervision and know how to get it
- Describe the importance of developing networks of expertise for their professional support and the benefit of clients
- Demonstrate an ability to use supervision in practice

Year 2 – Case study and exam**Students will:**

- Be able to describe how best to select a client for their exam case study
- Be able to describe key issues when writing the Case Study
- Be able to describe the requirements for sitting the Exam

- Be able to describe the Wealden exam process

Year 2 – Private practice and note-taking

Students will be able to:

- List some of the pros and cons of private practice and agency/multi-disciplinary working
- Describe of the implications of working in private practice including ethical, legal and self-care issues including safety and support needs
- Describe the administrative aspects of private practice including the importance of record keeping
- Describe the BACP and key legal requirements of note-taking and record keeping

Year 2 – CBT 1 and 2

Students will be able to:

CBT 1 (All day)

- Describe the historical background to CBT & main theorists
- Describe and be prepared to dispel own assumptions & myths about CBT
- List the focus and key concepts and ideas in the practice of CBT
- Describe at least one model of assessment in CBT
- Describe the constituent parts of a formulation in CBT
- Describe some aspects of the methodology of CBT

CBT 2

- Describe the concept of the vicious or maintenance cycle & safety behaviours
- Describe thinking biases and reflect on own
- Describe the structure of CBT in practice
- Describe some of the similarities of CBT to TA (JBR paper)
- Compare the similarities and differences in CBT theory and practice and the humanistic model
- Describe some further aspects of the methodology of CBT

Year 2 – Psychopathology

- Define psychopathology

- Describe two contrasting models of psychopathology
- Briefly describe the history of mental health services
- Describe the roles of four different professionals in the mental health field

Year 2 – Case study scenarios

Students will be able to:

- Discuss and explore different client scenarios with a view to being able to examine and share how they might work with the various issues presented.
- Demonstrate an ability to work with various issues
- Discuss and begin to draft their own client assessment/intake form for use in the case study.

Year 2 – All day skills

N.B. - the overall aims of the days for skills are that students can be given feedback on their use of skills, try some new things, and form a plan for the development of their skills. Based on the needs of the group they will consist of goldfish bowls, start-stop sessions, and creative work, take a risk/try something new and role plays and may also include normal skills sessions and timings during the afternoon if appropriate to the particular group. Not all learning objectives will be applicable therefore to all these days but all will be covered over the whole 2 years.

Students will:

- Be able to consider different ways of working
- Be able to link theory to their practice
- Be able to link boundary, safety and ethical issues
- Be able to identify different more creative ways of working with some clients
- Be able to identify their personal goals for development of their skills work

Year 2 – Review Term 3

Students will be able to:

- Review learning over the duration of the course
- Review own progress and describe on-going challenges
- Set goals and actions/training following end of this taught stage
- Complete an end of course evaluation

Year 2 – End of course exercises**Students will be able to:**

- Receive ‘strokes’ from peers
- Describe what they most want to take away and what to leave behind
- Set themselves target for personal development following the course

SUGGESTED READING LIST

The following lists cover core texts for the Diploma in Humanistic Integrative Counselling, as well as for other related topics, to help you put your own reading list in a broader context.

This list is by no means exhaustive and students are encouraged to seek further reading that fits with their own needs and development.

Diploma in Humanistic Integrative Counselling

Becoming a Helper by Corey and Corey

Contracts in Counselling ed. by Charlotte Sills

Counselling Skills for Dummies by Gail Evans

Doing Counselling Research – John McLeod 2008, Sage Publications, London

Essential Research Findings – M Cooper 2009, Sage Publications, London

First Steps in Counselling by Pete Saunders

Gestalt Counselling by Sills, Lapworth and Fish

Integration in Counselling and Psychotherapy Lapworth, Sills and Fish

Introduction to Counselling by John McLeod

On Becoming a Person by Carl Rogers

Personality Adaptations by Joines and Stewart

Scripts People Live by Claude Steiner (see also Claude Steiners’ website)

Skills in Gestalt Counselling - Joyce & Sills

Skills in Person Centred Counselling - Janet Tolan

TA Today by Stewart and Joines (second edition)

The New Red Book of Gestalt by Gaie Houston

Transactional Analysis Counselling by Lapworth Sills and Fish

Trauma and Recovery – Judith Lewis Herman

Trainee Handbook – Robert Bor

Supervision

Clinical Supervision - A Systems Approach by Elizabeth Holloway (Sage)

Counselling Supervision by Michael Carroll

Dimensions of Psychotherapy Supervision-Maps and Means by Russell Haber (Norton)

DSM 5 (APA)

Key Issues for Counselling in Action ed. by Windy Dryden (Sage)

Supervision in the Helping Professions by Hawkins and Shohet (OU)

The Red Book of Supervision by Gaie Houston

The Seven Deadly Sins- Issues in Clinical Practice and Supervision for Integrative and Humanistic Practitioners by Ann Kearns (Karnac)

Groupwork

Group Counselling by Keith Tudor (Sage)

Group Techniques by Corey and Corey

Transactional Analysis

A Montreal Childhood by Eric Berne

Born to Win by Muriel James

Changing Lives through Redecision therapy by Goulding

Contracts in Counselling ed. by Charlotte Sills

Eric Berne by Ian Stewart

Into TA by Cornel et al.

Principles of Group Treatment by Eric Berne

Scripts People Live by Claude Steiner (see also Claude Steiner's website)

TA Today by Stewart and Joines

Transactional Analysis –a relational approach by Hargaden and Sills

Transactional Analysis Counselling by Lapworth, Sills and Fish

Transactional Analysis Psychotherapy - an integrated approach by Petruska Clarkson publ.
Routledge

Who's Who – the main staff team (note that visiting tutors may be invited to teach specific modules and / or workshops)

Joanna Beazley Richards

Founder and Managing Director of Wealden Psychology Institute and founder and Principal of Wealden College. Joanna is a Chartered Psychologist, an HCPC registered Clinical Psychologist, a Teaching and Supervising Transactional Analyst, a UKCP registered psychotherapist, and an EMDR Europe Accredited Consultant. She is specially qualified in relation to learning disability. She has had a psychotherapy practice for more than forty years and is an experienced Trauma specialist. Joanna has a special interest in working with the victims and perpetrators of violence and sexual offences. She has run specialist training workshops on four continents, and continues to be very involved in International training and development today.

John Baxendale

Director of Wealden Psychology Institute and Vice Principal of Wealden College. John has spent many years in the caring professions in Western and Eastern Europe. He is a Certified Transactional Analyst and a Provisional Teaching and Supervising Transactional Analyst. He has a clinical practice and a supervision practice at the Wealden Institute. He has obtained the Advanced Diploma in Forensic Counselling and Psychotherapy and has an interest in working with survivors and perpetrators of abuse, in particular religious and spiritual abuse. He is a trained Bowen Technique therapist, an EMDR Europe Accredited Practitioner, and is trained in the EAGALA Model of Equine Assisted Growth and Learning. John is an Accredited Counsellor member of the BACP and an Accredited Psychotherapist member of the UKCP.

Anna Pester

Diploma in Counselling Course Coordinator and Tutor. Anna is a BACP accredited counsellor having qualified as a humanistic counsellor in 1996. Anna has extensive experience working for the NHS and in Further Education. Anna is currently Lead Counsellor at City College Brighton and Hove. Anna has post-graduate qualifications in psycho-dynamic counselling, CBT, clinical supervision and teaching. Anna has particular interests in working with young people and with issues to do with sexual health and well-being.

James Sweeney

Tutor - James did his Post Graduate Diploma in Counselling at the University of Brighton where he also did his Master of Arts Degree in Counselling Studies. After this he trained and qualified as a Certified Transactional Analyst Psychotherapist and further qualified as a Provisional Teaching and Supervising Transactional Analyst. James is an accredited member of the British Association of Counselling and Psychotherapy and is a member of the United Kingdom Register of Counselling and Psychotherapy (UKRCP). James trains therapists within university/college settings where he is involved in experiential learning, skills work and personal and professional development groups. James has research interests within psychotherapy relating to the issues around how research into human experience can be undertaken.

Rachel Cutler

Tutor - Rachel is an accredited member of BACP. She gained a Post Graduate Diploma in Humanistic Therapeutic Counselling at the University of Brighton and a Post Graduate Diploma in Psychology at London Metropolitan University. She is also a qualified Life Coach. Rachel is a therapist in private practice in Kent where she works with couples and individuals presenting with various issues. Formerly Rachel worked as a social historian and lectured in sport history and culture at the universities of Surrey and Southampton. Rachel has a special interest in the relationship between physical wellbeing and mental health and is currently working on research into the correlation between positive self-esteem and body modification.

Janet Stoddart

Administrator – Janet is a highly experienced Administrator with many years' experience in Education. Janet supports the Diploma course team providing administrative back up to all aspects of the course. Janet is the link person for students submitting their academic work electronically. Janet coordinates the bookings for the workshops at Wealden and works with our TA training department and Wealden Psychology Services.

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SECTION 3

Personal Growth & Development

Personal Attributes & Emotional & Social Competencies

In supporting your development as a professional Counsellor, we aim to provide a training journey that will help you to develop the personal attributes and qualities needed. Both during our recruitment process and during the course of your training, we will be looking for evidence that you have or are developing the attributes and qualities needed, and also practice the emotional and social competencies outlined in this section.

Students who are not able to demonstrate this satisfactorily will fail an important part of the course and in itself this may be sufficient reason for not being permitted to progress from Year One to Year Two or to the Exam Preparation phase of your training. Your tutorials are the place where your progress in this area is reviewed and any concerns highlighted.

Personal Attributes & Experience

During training students will:

- Be in ***regular weekly personal counselling*** (at least 40 sessions per year) with a reputable counsellor who themselves have regular personal therapy and supervision, and remain in ***regular weekly*** counselling ***until they have successfully completed their exam***. The practitioner must have a BACP Accredited Diploma in Humanistic Integrative Counselling and have been in practice for at least four years, OR be a BACP Accredited Humanistic counsellor. See further detail on page 47 below.
- Participate in a process group “check in” at the start of each module of training.
- Participate in frequent experiential exercises which aim to provide change and development in personal growth and attributes.
- Receive regular feedback in a constructive manner on the way that their peers and

- tutors experience them, including their attributes, qualities and attitudes.
- Develop an attitude of personal responsibility toward their own learning, their group participation, and care for their environment.
 - Explore issues of race, culture, class, gender and sexuality.

The aims of the above are that by the end of training, our graduates will demonstrate the ability to:

- Make contact with their clients with depth and immediacy.
- Relate to clients with genuineness, unconditional positive regard and empathic understanding, with good boundaries and clear contracts.
- Maintain appropriate self-support.
- Give and take feedback constructively.
- Be stable under stress and help clients through crises.
- Use supervision conscientiously and effectively.
- Work constructively with colleagues from other professions.

Emotional & Social Competencies

An important part of professional training to help other people is to develop the practitioners own emotional and social awareness and skills. It is important that they show in their behaviour and attitudes, in and out of the classroom, that they are respectful, responsive and potent in their dealings with others. It is important to note that negative feedback needs to be constructive in execution and intent and must not include labelling or shaming the recipient.

Conduct and Attitude - walking our talk:

Students will

- Appreciate the necessity for boundaries in personal and professional life and conduct themselves in the light of that understanding, e.g. punctuality, essay deadlines etc.
- Take responsibility for reading the handbook and checking anything that is unclear.
- Make and keep all relevant contracts.

Emotional and Social Competence - expressions of “response-ability”

Students will

- Identify and express own thoughts and feelings clearly in ways which are readily

- heard and understood by others.
- Infer others feelings and attitudes from expressions and behaviour and check their intuitions in a non-judgemental way.
 - Give positive, unqualified, non-comparative ¹⁾²⁾ feedback and check it has been fully heard and understood.
 - Give negative feedback in a non-judgemental, non-comparative way that is most likely to promote change ³⁾.
 - Accept positive, non-comparative feedback openly and graciously.
 - Accept negative feedback and use it as information to change or, after thoughtful consideration, reject the negative feedback and give grounds for doing so.
 - Show awareness of their impact on others and seek information about this in a non-defensive way.
 - Refrain from gossip; they will talk to others, not about others when they think something needs to be resolved, therefore give feedback directly to the person they think the issue “belongs” to.
 - Understand that there are many aspects of human experience that are not clear cut and manage their anxiety about ambiguity.
 - Manages conflict in a mature and adult manner.
 - Show a sense of proportion about themselves, others and the world - understanding that healthy self-esteem does not include false modesty or demanding special treatment.
 - Have a positive attitude to unexpected changes and emergencies.
 - Be able to apologise and where appropriate make amends without self-punishment.
 - Be able to accept an apology graciously.

Footnotes

¹⁾ Qualified feedback: “That’s quite good” (‘quite’ is meaningless)

²⁾ Comparative feedback includes: “You do that so much better than me...”

³⁾ This is sometimes expressed as: “No naming, shaming, or blaming”

PERSONAL COUNSELLING

Rationale for Personal Counselling Requirement

In our view the fundamental instrument of therapeutic change is the relationship between

counsellor and client and it is essential that the counsellor is continually learning to make and sustain healthy, purposeful relationships. This is borne out by academic research and our own experience. Theoretical knowledge about relationships is essential but not sufficient for practitioners to respond effectively to others' distress. This is about:

- Safety
- Learning
- Support
- Challenge
- Credibility

Your being in regular weekly counselling allows you to experience the kind of therapeutic relationship we are training you to be able to provide; enables us to teach at depth knowing you have appropriate support for any personal material that may surface as a result; supports you in recognising what is yours and what belongs to your client/s as you begin your practical implementation of skills to ensure that the counselling you offer is for your client/s benefit.

It is therefore, an essential requirement of this course that you are in ***regular weekly personal counselling*** (at least 40 sessions of at least fifty minutes each per year) with a reputable counsellor who themselves have regular personal counselling and supervision, and remain in ***regular weekly counselling until they have successfully completed their exam***. The practitioner must have a BACP Accredited Diploma in Humanistic Integrative Counselling and have been in practice for at least four years, OR be a BACP Accredited Humanistic counsellor. Their main training must have been Humanistic.

Counselling hours undertaken prior to starting Year 1 of the course cannot be counted towards the 40 hours minimum requirement for the year.

Part of your assessment on the course will be based on whether you are able to demonstrate your commitment to this concept – specifics that will be considered include:

- Did you commence your personal counselling promptly at the start of the course;
- Have you ensured that you have chosen a therapist who is sufficiently available in terms of time that you can meet the need for regular weekly counselling;
- Are your planned absences from personal counselling managed to meet this need;

- Are you able to demonstrate you are able to remain in attachment with one counsellor [students may change counsellor if needed – though you will have to demonstrate by the time of examination that you have worked with one counsellor for at least 12 months].

Students who miss more than 12 weeks personal counselling in any academic year [October to September] will not be deemed to have met the course requirement for personal counselling. Please also note that if you **plan** to miss 12 weeks in each year you may not be able to satisfy the tutors of your commitment to regular weekly counselling.

You are free to choose your Counsellor but must get prior approval from your tutor that their training etc. is suitable. In all cases you need to register with the College the details of the therapist you are seeing – using the form in this handbook.

You may choose to receive counselling in a group. This group must fulfil all the requirements outlined above and you can count each weekly group meeting as 1 hour of personal counselling.

LOG BOOK

You are required to maintain a log book of your counselling hours which will need to be signed by your therapist. This log book is to be produced as follows:

- At each of your tutorials.
- To your tutor on the first week of the Year 2 Autumn Term.
- When requested, or required e.g. as part of your examination submission.

SKILLS PRACTICE SESSIONS

An important part of your training and development as a Counsellor is to develop your counselling skills and ability to develop and sustain a therapeutic relationship, while at the same time developing your understanding of this process.

There are a number of ways in which this course seeks to help you to do this, and one method is via the Skills Practice Sessions that forms a part of most College days.

Skills Practice sessions take part in small groups. Trainees will take it in turns to work as

“Counsellor” with one of their colleagues as “Client”. These practice sessions are observed by your fellow trainees and by Tutors who will provide structured feedback, and in addition you will be encouraged to develop your ability to evaluate your own performance.

Before you can begin work in a Counselling Placement you need to be assessed as “satisfactory” at least twice during these Skills Practice Sessions by a substantive tutor. The evaluation will be conducted against a set of structured criteria and it is likely that you will be exposed to more than one format. An example of one format is on the following page. Formats will vary at the discretion of the tutor team who will be seeking to emphasise different elements of the therapeutic relationship and theoretical elements of our integrative model.

“Clients” take responsibility for keeping themselves safe, for taking any issues that are unresolved to their private personal counselling, and are free to stop the Skills Practice session if they wish to.

“Counsellors” take responsibility for all usual professional boundaries, including confidentiality, for giving of their best skills and also can stop a session if they are unsure of how to continue.

“Observers” take responsibility for maintaining all usual professional boundaries, including confidentiality, and for using their best skills to give helpful developmental feedback to the colleague working as “Counsellor”. Observers do not give feedback to the person who has been in the client chair.

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SECTION 4

Written Work

DYSLEXIA POLICY

Students with Dyslexia are invited to note this clearly at the beginning of all written work submitted. A formal statement of their dyslexia is required in order for this to be taken into account. Wealden Institute has a Dyslexia Expert who is able to carry out the assessment and provide a formal statement, should the student choose to consult her. If the student has been tested and found to be dyslexic, they are asked to state this at the time they submit written work or apply to take the final examination, and the College will respond with flexibility to their request for change in the assessment procedure.

Joanna Beazley Richards, the Principal of Wealden College, used to be the staff development officer of the National Bureau for Handicapped Students and has particular experience in the adaption of assessment procedures in relation to special needs.

LEARNING JOURNAL

This is the most substantial piece of ongoing written work. It is the record of the theory, exercises, experiences of the course itself, and your accompanying professional growth and development. It is the place to record your professional development as a counsellor. Tutors will be expecting to see an entry for each course module to include:

- Awarenesses in relation to your professional development.
- What further professional development you may wish/need to do in this area.

Your journal is not the place to record feedback to your tutors or to the College, nor to go into personal emotional details. This about your professional development. Remember that these Learning Journals will be read by internal and external examiners, and may be read by BACP assessors.

Overall your tutors will expect your journal to be reflective. It is where you review your professional strengths and become aware of what further professional development you may wish/need to do at any stage. It will also assess your ability to express yourself concisely and therefore entries should be between a half and one page long.

Your Learning Journal is to be submitted regularly for review, and must be sent electronically to your tutor as one PDF file (the file must contain your name the words 'learning journal'). It is your responsibility to ensure that you keep up to date with your journal and hand it in on time. If this is not adhered to, you may not satisfy this part of the course criteria.

CRITERIA FOR LEARNING JOURNAL

The following criteria will be used in reviewing the Learning Journal entries relating to course modules.

The student needs to show they have reflected on:

- a. what they have learnt from the course content and activities;
- b. their awareness of their professional development arising from this module

Feedback is provided by the tutors on your Learning Journal.

SUBMISSION OF LEARNING JOURNAL

- **When:** By the end of the first term and last term in Year 1. At the end of the year in the second year. You will be informed of the dates.
- **How:** Electronically, as one file in PDF format. The file must contain your name and the words 'learning journal'.
- **To whom:** Your year tutor.

YEAR ONE ESSAY

Title: Compare and contrast 2 of the 3 core models (Person-centred, Gestalt, TA)

Length: 2,500 – 3,500 words. Please indicate number of words (to nearest 10) at the end of the essay.

The essay is a chance for you to explore the similarities and differences of your chosen models of

counselling in terms of their basic view of human nature, in a multicultural context. Include their exploration of psychological issues, the development of problems, how the problems are maintained and the way in which counselling seeks to help people change. You do not have to fully describe each theory in its entirety (since this would take over 2,500 words per theory anyway). However, where you make assertions about a model you must justify this, referring to the research literature as appropriate. We are interested in your creative and personal views of similarities and differences and expect you to argue your position. Where possible, you should also give examples from your subjective experience.

Essays should be presented in a conventional manner (i.e. typed, with cover giving name of student, year, title of essay and number of words). Please accurately reference all books, articles etc. to which you refer in the essay. Essays should be submitted electronically to Wealden College Admin: admin@wealdeninstitute.co.uk. The electronic copy must include your name and student number and this must be sent in PDF format.

The deadline for submission is 31st March. The only accepted grounds for late submission are medical reasons evidenced by a signed medical certificate.

YEAR TWO ESSAY

Title: What do I mean by Integrative Counselling?

Length: 2,500 - 3,500 words.

Please indicate length (to within 10 words) at the end of the essay.

This essay is for you to demonstrate your understanding of integrative counselling as you are beginning to practice it and as taught at Wealden College. Refer to the research literature to support your understanding.

You are expected to discuss how you integrate at a theoretical level, using both existing theory and the literature on 'integration'. In addition, give examples of how you see yourself as practising in an integrated way, including reference to client difference and diversity.

The deadline for submission is 31st March. The only grounds for late submission are due to medical reasons evidenced by a signed medical certificate.

Marking scheme for essays

Student name:

Year group:

Essay title:

	5	4	3	2	1
STRUCTURE					
1. Issues in the title are addressed in a relevant and coherent way And the work addresses all content relevant to the title.					
2. The work is well structured and themes/ideas/issues are Developed in a logical way.					
3. Referencing conforms to a recognised format.					
4. Referencing is adequate, consistent and accurate throughout.					
THEORETICAL KNOWLEDGE					
5. Clear and appropriate use is made of concepts, theories and Models, in analysing own and other's experience and exploring Issues analytically.					
6. The writer gives evidence of original ideas, connections and Developments.					
7. The arguments are well supported with relevant literature and Applicable research findings.					
8. Concepts, theories and models are appropriately evaluated.					
PROFESSIONAL APPLICATION					
9. The writer demonstrates a capacity to reflect on therapeutic Processes.					
10. The writer demonstrates awareness of the cultural contexts of Theories, beliefs and practices.					
11. The writer demonstrates awareness and sensitivity to relevant ethical issues.					
12. The content includes relevant experience and awareness of the Writer, both on a professional and personal level.					

5: Excellent in most respects

4: Generally very good

3: Good, generally sound but a number of notable defects

2: Satisfactory but with a number of significant shortcomings

1: Defer, very poor standard. An overall score of 1 in any of the three sections will result in an automatic defer.

Essays will be graded Defer or Pass.

Detailed comment for:

.....

.....

.....

.....

Essay Title:.....

1st Marker:..... 2nd Marker.....

Date:

Year one essay criteria:

“Compare and contrast two of the three core theoretical models (Person centred, Gestalt, TA)”

Describes accurately some basic concepts of each of the two chosen approaches.

Compares and analyses the similarities and differences of the concepts.

Illustrates comparisons with examples or personal experiences.

Demonstrates ability in composition, style and grammar.

Refers to culture and diversity as appropriate.

Cites the research literature.

Provides clear appropriate references throughout the text with and appropriate references list. [refer to Wealden Guidelines].

Year two essay criteria:

“What do I mean by integrative counselling?”

Describes your philosophy of counselling with reference to how you integrate the Wealden core model, within a multicultural and diverse society.

Describes accurately the theoretical basis for your philosophy, with reference to the literature.

Illustrate with examples or personal experiences.

Demonstrates ability in composition, style and grammar.

Provides clear appropriate references throughout the text with and appropriate reference list [refer to Wealden Guidelines].

Guidelines for essay writing

- Use recognised essay style e.g. introduce what you’re going to say, say it with references and quotes, summarise what you have said.

- Provide an accurate reference list.
- Use the Harvard format for references and quotes (this should allow the reader to go to the book in which the reference or quote you have cited is included and read about it themselves).
- Assume the person reading the essay knows nothing about the topic.
- Use personal examples to illustrate the points you make.
- Essays for this course do not have to be entirely 3rd person, when you illustrate points with personal experiences this may be subjective [first person].

If you have not written essays or studied for some time, you might find it useful to read a book such as “The Good Study Guide” Andrew Northedge OU Books.

Plagiarism

Plagiarism is to take the work of another person and use it as if it were one’s own in such a way as to mislead the reader, and constitutes academic theft or academic misconduct. This could apply to whole pieces of work (for example, if a student put his or her name on another student’s essay), or part pieces, where chapters or extracts have been lifted from other sources without acknowledgement. Access to the internet makes plagiarism easier and perhaps tempting. Do not yield to this temptation! The College reserves the right to use plagiarism checking software if in doubt.

If there is evidence that a student has plagiarised another person’s work, this may result in them being asked to leave the course.

SUBMISSION OF YEAR ONE & TWO ESSAYS

When: 31st March of the academic year you are in.

How: An electronic copy in PDF format to the Wealden College Admin team:
admin@wealdeninstitute.co.uk

The electronic copy must have your name and student number in the header.

Essays that are deferred will be re-marked twice. After two unsuccessful re-submissions, the essay will be deemed to have failed.

YEAR ONE LEARNING CHECK 1**Title** **The Person Centred Model****Length** Maximum 2000 words. Please use diagrams where appropriate and indicate number of words (to nearest 10) at the end of your work.

Learning checks should be presented in a conventional manner (i.e. typed, with cover giving name of student, year, title of learning check and number of words). Please give in 2 copies of your work.

The deadline for submission is two weeks after the final Person Centred module. The only grounds for late submission are due to medical reasons evidenced by a signed medical certificate.

1. What are the underlying principles of the Person Centred Approach
 2. Explain the concept of the ‘Actualising Tendency’
 3. Describe ‘Conditions of Worth’ giving a personal example
 4. Describe Roger’s beliefs about the formation of the self-concept and how problems arise
 5. Consider and critique Roger’s belief about the ‘core conditions’.
 6. Describe Roger’s ideas about the process of change and consider in relation to therapeutic work
- Marks will given for clarity, accuracy and apposite examples.
 - Diagrams are necessary but not sufficient to answer some questions.
 - Marks will be deducted for errors in theory, irrelevance, and grammatical and spelling mistakes.
 - All work must be referenced, following the usual format.

The pass mark is 70 % and you will receive either a ‘Pass’ or a ‘Defer’. Tutorial guidance will be given to all students.

YEAR ONE LEARNING CHECK 2**Title** **The Gestalt Model**

Length Maximum 2000 words. Please use diagrams where appropriate and indicate number of words (to nearest 10) at the end of your work.

Learning checks should be presented in a conventional manner (ie. typed, with cover giving name of student, year, title of learning check and number of words). Please give in 2 copies of your work.

The deadline for submission is two weeks after the final Gestalt module. The only grounds for late submission are due to medical reasons evidenced by a signed medical certificate.

- What are the underlying principles of gestalt counselling?
- Explain the gestalt cycle
- Explain the idea of figure and ground and give examples
- Explain interruptions to contact and give examples for each interruption.
- What is “two chair work”? and how might you use it in your counselling practice.
- What are the common criticisms of the gestalt approach?

- Marks will given for clarity, accuracy and apposite examples.
- Diagrams are necessary but not sufficient to answer some questions.
- Marks will be deducted for errors in theory, irrelevance, and grammatical and spelling mistakes.
- All work must be referenced, following the usual format.

The pass mark is 70% and you will receive either a ‘Pass’ or a ‘Defer’. Tutorial guidance will be given to all students.

YEAR ONE LEARNING CHECK 3

Title Transactional Analysis Model

Length Maximum 2250 words. Please use diagrams where appropriate and indicate number of words (to nearest 10) at the end of your work.

Learning checks should be presented in a conventional manner (ie. typed, with cover giving name of student, year, title of learning check and number of words). Please give in 2 copies of your work.

The deadline for submission is two weeks after the final TA module. The only grounds for late submission are due to medical reasons evidenced by a signed medical certificate.

- Explain the Structural and Functional models of ego states, clearly distinguishing between the two. Give examples from your own experience, to demonstrate your understanding.
- List the three main types of transaction and the three rules of communication associated with them.
- What are strokes?
- List the various ways of structuring time in TA theory.
- Give a definition and a brief explanation of Games, and give an example of a Game from your own experience, including the Drama Triangle.
- What are Life Scripts? Give an example from your own experience to illustrate your understanding of the theory.
- What are some criticisms of TA? Describe briefly in your own words the main critiques addressed at TA.
- Always provide the questions to which you are responding.
- Marks will given for clarity, accuracy and apposite examples.
- Diagrams are necessary but not sufficient to answer some questions.
- Marks will be deducted for errors in theory, irrelevance, and grammatical and spelling mistakes.
- All work must be correctly referenced, following the usual format.

The pass mark is 70 % and you will receive either a 'Pass' or a 'Defer'. Tutorial guidance will be given to all students.

YEAR ONE LEARNING CHECK 4

Title Integration

Length Maximum 2000 words. Please use diagrams where appropriate and indicate number of words (to nearest 10) at the end of your work.

Learning checks should be presented in a conventional manner (ie. typed, with cover giving

name of student, year, title of learning check and number of words). Please give in 2 copies of your work.

The deadline for submission is 2 weeks after the integration module. The only grounds for late submission are due to medical reasons evidenced by a signed medical certificate.

Any materials or articles used need to be referenced using the Harvard Referencing System.

- Describe “integration” in your own words.
- Describe “eclectic” in your own words.
- How are they different?
- What are the underlying beliefs and principals of humanistic counselling?
- How does the Wealden Model lend itself well to integrated practice?
- How are we, as humanistic counsellors, “integrated” both personally and in practice?
- How are you noticing the ideas and principles of integration in yourself?

- Marks will be given for clarity, accuracy and apposite examples.
- Marks will be deducted for errors in theory, irrelevance and grammatical and spelling mistakes.
- All work must be referenced, following the usual format.

The pass mark is 70 % and you will receive either a ‘Pass’ or a ‘Defer’. Tutorial guidance will be given to all students.

SUBMISSION OF YEAR ONE LEARNING CHECKS 1 to 4

When: Two weeks after the end of the module

How: As a hard copy

To whom: Your tutor

Please note, if necessary, learning checks will be re-marked twice. After that time, the learning checks will be deemed to have failed.

ASSESSMENT REQUIREMENTS FOR RESEARCH MODULES 2015 - 2017

Year 1	<ul style="list-style-type: none"> • Plan & conduct a given research project (in a group) • Produce a written report in the given format for this project (individual report)
--------	---

Year 2	Produce an evaluation/outcome measure for private practice or agency (individual written work)
The written work for research forms part of the assessment process for a pass to year 2 or to exam preparation, they will be given a Pass or Defer with clear feedback.	

SUBMISSION OF RESEARCH MODULES

When:

Year 1: by the end of July (Module 40). Marked during the summer and returned at the start of Year 2.

Year 2: The research module will be given out at the end of the autumn term (Christmas) and must be completed and handed in at the start of the Summer term

How: As one hard copy and one electronic copy.

To whom: Hard copy to tutor and electronic copy to admin@wealdeninstitute.co.uk

GUIDELINES FOR REFERENCING OF WRITTEN WORK

Referencing – the reason for referencing is so that the reader can look up the ideas or quotes that you have produced just as you might look up a reference in the books you are reading. These guidelines are aimed to help you get going. Please take responsibility for reading up on referencing if you are unsure.

NB: Wikipedia is NOT a reliable source for this level of academic work, and is not to be used.

You must include a complete and accurate reference list at the end of your piece of written work including all the texts you have referred to. This list must not include any works you have not specifically referred to in your work. We ask that you use the Harvard Referencing system.

A Bibliography is not required.

1. When you are expressing a view or showing evidence that you have got from a book or other paper/journal – you must reference it in the text of your essay. The reference will be in brackets following the sentence or paragraph for example: (Rogers, 1961). This will signpost your reader to the Reference list (see 3).
2. **Quotations** – where you quote exact words from a text you must show this fully in the

text of your essay as in the example below.

- a. Indent the quote
- b. Use italics
- c. Reference with page number

“the key issue that a client harmed as a child will bring is

3. **Referencing Primary texts** – those texts from which you have expressed views or evidence and have referenced (see 1) in the body of the essay, and those you have quoted from (see 2). They should appear in the reference list at the end of the essay in the following format.

Or in an edited book

Gilbert M. & Evans K., *Gestalt Counselling and Psychotherapy in Palmer, S.(ed.), (2000), Introduction to Counselling & Psychotherapy*, Sage, London

Rogers, C., (1961), *On Becoming a Person*, Constable, London

List the texts you have used in alphabetical order by author

Secondary texts are those which you have done background reading from and which can be shown in a similar format to that above under the heading of secondary texts.

4. **Internet references (do not use Wikipedia as a source for academic references)**

- Take a hard copy, or a pdf of the internet page/s
- If the work is not dated, quote the date of retrieval
- If a direct quote is made you will need to number the pages of the web material
- Quote the full web site address
- Put a hard copy with your essay

A correct example is shown below:

BACP *Ethical Framework for the Counselling Professions*

http://www.bacp.co.uk/ethical_framework/ Downloaded on 18 August 2016

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SECTION 5

Tutorials, Placements & Supervision

TUTORIALS

Tutorials are a time for you to discuss with a tutor how you are progressing. These are usually two per year. Your tutors will schedule tutorials with you, but you and your tutors may request an extra one at any stage of your training. They are sometimes held before 9.30am or after 16.30pm, and may mean you're attending College outside the usual hours.

Before you attend a tutorial, you will need to prepare. Tutorials are a chance to reflect on your progress at both a personal and professional level, to receive feedback, discuss issues relating to your development as a counsellor.

Tutorials are a chance to talk about some or all of the following: [the list is not exhaustive].

- Journal
- Skills/Practice work
- Integration of theory and model
- Personal development as it relates to professional development
- Personal counselling [including you providing a copy of your signed log]
- Essays
- Participation and conduct on the course
- Concerns

At your tutorials you have an opportunity to demonstrate your ability to give and receive feedback, to work reflectively, and demonstrate the qualities of the student counsellor.

Tutorials are normally held 1:1.

A **tutorial and progress individual record sheet** [copy in this handbook in Section 7], will be used to record your tutorial, co-signed by you and your tutor.

An **Action Plan** may be agreed at a tutorial where you may not have met a requirement or standard required. An Action Plan becomes part of the course criteria you must adhere to in order to pass the stage to which it refers. If any action is required from the tutors, this will also be recorded here.

SUPERVISED COUNSELLING PRACTICE AND SKILLS EXPERIENCE HOURS GENERAL

Obtaining experience of offering 1:1 counselling in a placement setting is an important part of your training and your opportunity to put into practice what you are learning, whilst being supported by the framework of the course, tutors and the placement/s themselves.

Note: it is not appropriate for students to take other students on the course as clients whether from their own group or from a different group or cohort. On no account should students gain their client work experience through private / independent practice. Students may **not** receive payment for their work until they have passed their exam.

As part of your training you must complete a minimum of **100** hours of supervised Counselling practice [exclusive of missed sessions] with clients aged a **minimum** of 18 years and over. Some work with children and young people can be completed. Please see below. This is in addition to **50 hours of skills experience with adults aged 18 and over (see page 70 of this handbook)** and is quite separate from the assessed skills practice you complete within the course day.

Working with Children and Young People 11 to 18 years

The Wealden Diploma in Humanistic Integrative Counselling is essentially an adult client oriented course. If you would like to work with children and young people between the ages of 11 and 18 years you must be assessed as meeting BACP's requisite competencies. You will find details of these on the BACP website. You will need to demonstrate in writing how you meet or expect to meet each of the competencies. You will need to forward this information to the Course Coordinator to approve. Of the 100 counselling hours required 33

hours with Children and Young People can be counted.

The 50 hours of skills experience can be replaced in part or all by 1:1 Supervised Counselling Practice. However skills experience hours cannot replace 1:1 supervised counselling practice.

In addition your placement experiences must:

- Have included experience of working with a variety of clients [including gender and age groups of a minimum of 18 years and above] and issues. You must have worked with a minimum of 6 clients [preferably more].
- You may be in placement/s working with people aged 18 to 25 years. At least 25 hours of the 100 hours must be with people of a more mature age range i.e. 30 or over.
- Ideally you must have started and be established in placement/s before ending the taught part of the course, and the College will need to have received satisfactory supervisor reports.

Finding Supervised Counselling Placements

The College maintains a list of placements one of which is kept in the reception area of the College. The college does not set up placements for you. You will need to research and find your placements – this is a useful exercise as you will not only need to balance your needs and interests, but also form a view as to how a specific placement will support you in developing the skills and knowledge you want. In the event of difficulty, your tutor will be happy to offer advice and support as appropriate.

The internet is a tool to access directories containing listings of agencies. Most large towns will have a Volunteer Service Bureau which will have details of agencies operating in the area. Most agencies will require you to be in [or about to start] your second year of training before starting on 1:1 counselling work.

Key criteria to be met by placements:

This supervised counselling practice must be gained within a placement setting in which there is an existing and established counselling service offered which:

- Provides assessment of potential clients by a suitably qualified person before being referred to a student counsellor.
- Has supervision provided by appropriately experienced and qualified supervisors.

- Operates in accordance with the BACP Ethical Framework or a Code of Ethics of another appropriate professional body.
- Allows the kind of work that is congruent with the rationale and philosophy of the Wealden College course.
- Has appropriate insurance in place for the type of work being carried out.
- Has a formal intake and induction training process for new student counsellors.
- Has a complaints procedure.
- Agrees to sign the College's placement agreement form. This enables us to be sure that they have the appropriate framework in place, for your safety and that of clients.
- Placement must indicate student status to their clients.

Key criteria you must meet before starting a placement:

- You must have been assessed as ready for placement by two tutors and have a signed 'Readiness to begin supervised counselling placement letter' to this effect [this does not stop you researching suitable placements].
- Each placement you are considering accepting must be approved by your tutor.

Key points for you to consider:

- How does the placement client group fit with my interests and where I see myself potentially wanting to specialise.
- How will experience of working in this placement help me in my development as a counsellor?
- Does the placement provide supervision at the required level, and by qualified Supervisors? Is the cost of this supervision covered – you are giving your time free after all.
- Is the supervisor separate from the person/s managing the agency?
- Does the placement allow taping of client sessions [with client permission] – you will need this if you wish to be able to use any of these clients for your Exam Case Study.
- How convenient is the placement for me to get to? [Bear in mind that in the event of a no-show, you may have a wasted journey. If the placement is a distance away, it is helpful to be booked to see more than one client for each trip].
- Does the placement offer training in working with the specific client group? Do I have to pay for this? Are there any conditions that tie me into the placement if I

undertake their training, and what penalties are there if I withdraw early?
Having accepted and started a placement, you must ensure that termly supervision reports are returned to the College.

Your tutors are available to discuss any concerns or issues that may arise during the course of searching for, or working at a placement.

Note:

When you are working in placement with clients, it is essential that you have professional indemnity insurance in place. You should check with your placement that they have the appropriate insurance in place. Should your placement not have this then you will need to obtain your own professional indemnity insurance.

There are a number of insurance companies offering appropriate insurance for counsellors; three of these are listed below. This list is not exhaustive and it is your responsibility to choose your own insurance company and to ensure you are appropriately insured:

Oxygen Insurance contact: Steve Johnson
12 Trevor Foster Way, Bradford, BD5 8HB, 01274 760460
enquiries@oxygeninsurance.com

Howden, 1200 Century Way, Thorpe Park Business Park, Colton, Leeds LS15 8ZA
Tel: 0113 251 5011

Towergate (Details on BACP website: www.bacp.co.uk)

SKILLS EXPERIENCE HOURS

In addition to 100 supervised counselling hours, you will need to complete 50 hours of skills experience.

Before applying for the final examination candidates need to have undergone and have the necessary documentary evidence of a minimum of 50 hours of counselling skills obtained by working and communicating with people aged 18 and over outside of the student's previous personal experience.

Year 1 or 2 - Skills experience placement – Learning Objectives

Students will be able to demonstrate that they:

- Have developed a basic understanding of a community based counselling/therapy service and the psychosocial issues involved.
- Understand the presenting issues which lead people to seek counselling.
- Are able to liaise effectively with counselling/therapy service providers.
- Are familiar with referral and assessment into a counselling service.
- Have spent time (50 hrs +) with people diagnosed with emotional and psychological difficulties.
- Have extended their understanding of diversity.

For the counselling skills hours to be valid:

- The placement must be agreed by the course tutor in advance of the work commencing, and the student will need to provide sufficient information for an informed decision to be made.
- The student will need to demonstrate that the placement is developmental in that it brings them into contact with people outside their normal experience, enabling the exploration of issues of diversity.
- When the skills experience hours are completed the student must make an entry in their learning journal reflecting on how the experience will be incorporated into their learning and personal and professional development.
- The hours are to be logged and counter-signed in the student's log book of hours.
- The placement has completed a skills experience registration form.

Supervised counselling practice hours can be substituted for counselling skills hours up to 100% i.e. if you have a minimum of 150 hours of supervised counselling practice, this will be completely acceptable. **However counselling skills experience hours cannot be substituted for supervised counselling practice hours.**

SUPERVISION of one to one counselling practice

The purpose of supervision is to ensure:-

- Protection of clients
- Protection and support of the counsellor
- Professional development
- Maintenance and improvement of professional standards

A distinguishing feature of the counselling and psychotherapy professions is that members are required to be in a relationship with a supervisor whose focus is on the quality of the work done.

Supervisors are required to report on the student's level of:

- Attendance and punctuality
- Ability to make and maintain relationships in supervision
- Ability to take and act on feedback

In most cases placements will provide in-house supervision as part of the placement.

Students will need to ensure when taking up the placement that the amount of Supervision meets the following requirements.

The minimum requirement is for 1 hour of supervision per 4 hours of client work by a supervisor approved by the College.

Students must also obtain supervision on their case study & exam preparation from an approved Wealden College Supervisor, who is a graduate of the Wealden College Diploma in Humanistic Integrative Counselling, and has received appropriate training in exam prep Supervision.

If supervision is in a group then:

- If group is four or less supervisees, then half of the supervision time can be counted. E.g. if the group has four members and lasts for two hours, the student may count this as one hour of supervision.
- If group is five or more supervisees, the time is divided by the number of participants and the student can only record their share of the time as supervision.

Students preparing for exam need to have been in relationship with a primary clinical supervisor for at least 6 months prior to examination. This is to ensure that you have had the opportunity to work with someone who really knows you and your work, and ensure that issues that may only surface in a longer term relationship have a chance of being identified

and dealt with.

If you need help in understanding how these guidelines apply to your situation, please consult with a tutor for clarification. If the tutors are uncertain, they will consult with Wealden College Director whose decision will be final.

The Supervisor

- a) She/he must be either:
 - Recognised as a Supervisor by the BACP and/or is a BACP accredited counsellor or eligible for accreditation
 - or hold a recognised qualification in counselling/psychotherapy supervision
 - or be currently completing a training in supervision at Diploma leveland
- b) Must be supervised on their supervision at least monthly by a qualified supervisor.
- c) Additionally, the supervisor would ideally have a BACP Accredited Diploma in Humanistic Integrative Counselling, but this is not an essential requirement.

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SECTION 6

Preparing for Examination & the Examination

EXAMINATION PREPARATION

The Exam Preparation phase begins after the taught part of the course.

In order to be eligible to prepare for examination you need to have been assessed as having satisfactorily met all course requirements, including any Action Plans.

During this phase you will be preparing your Exam Case Study – assuming you have not done so already.

Examinations are usually held in October and March each year, and formal application for examination must be received by the College by **5.00pm** on 15th September and 15th February respectively.

You may not submit an application for examination if you have not completed all of the course requirements at the time of application. This includes all required hours, and your course fees must all have been paid.

Your examination portfolio/box must then be handed into the college office on the date two weeks before the day of the examination and must include the Checklist for Diploma in Counselling Examination.

Your examination portfolio must contain your:

- Learning Journals from the course (this does not need to include all college handouts).
- Passed Year 1 and Year 2 essays
- Passed 4 learning checks
- 3 copies of your Exam Case Study
- Log Book of training received, counselling received, supervision hours, counselling hours and skills experience hours, countersigned by your tutor, counsellor, supervisors and skills experience placement manager. This will be added to your portfolio by the office, when your portfolio is received.
- Copies of your Counsellor, Supervisor, Placement, and Skills Experience registration forms.
- Copies of all of your supervision reports.
- Supervisor's confirmation for Case Study and readiness for examination.
- Copies of all of your course skills tutor assessment forms
- Copies of all of your tutorial assessment forms
- Research Projects for Year 1 and Year 2
- Copies of all marking sheets for the essays and the Case Study

All of the above must be up to date, complete and marked copies where appropriate. Note that it is the student's responsibility to keep all records and documents gained or completed during the course. The College will not provide these for you should you mislay or lose them.

When your examination portfolio is received by the office, you should note that the completeness of the contents is not checked. This is your responsibility. **If it is found that items are missing or incomplete on the exam day, you will not be allowed to sit your examination and will need to reapply.**

The Diploma in Counselling Exam may be taken at any time between the end of the taught part of the course and the October Exam 2 years later. Therefore if you finish the taught part of your course in July 2018, your exam must be taken by October 2020. There are five opportunities to sit the exam after the taught part of the course. However, candidates who sit the examination and who are deferred have up to 12 months in which to re-sit and pass the exam. Only one re-sit is permitted. During this period, you are still required to continue to

meet all ongoing course requirements, including those for personal counselling. The purpose of the examination process is to validate that you have completed the course, have met the course requirements and are safe, potent and competent to start ethical practice as a beginning Counsellor.

TIMETABLE FOR SUBMISSION OF WORK etc. Anything received after the 5.00pm deadlines below will not be accepted.

	October Exam	March Exam
Hand in completed case study for marking, with supervisor's confirmation of case study authenticity and readiness for exam.	15th July (5 p.m.)	15th December (5 p.m.)
Resubmission date for any deferred case studies	15 th September (5 p.m.)	15 th February (5 p.m.)
Application form for examination plus log book	15 th September (5 p.m.)	15 th February (5 p.m.)
Hand in portfolio: Learning Journal (if required for revision please consult the College) Log Book Year 1 & 2 Marked Essays Year 1 Marked Learning Checks Case Study – 3 copies All other written work – incl. Write-up on Skills experience placement	No sooner or later than two weeks before the exam date	No sooner or later than two weeks before the exam date
Exam Transcript (3 copies) and 10 minute tape of work with case study client	At exam	At exam

In very exceptional circumstances a trainee may apply to defer the date of their examination by up to one further year in order to complete all of the required practice hours. Exceptional circumstances would be serious life events that prevented the trainee from completing placement experience as planned, e.g. bereavement of a close family member, serious ill health. The process to do this is by way of written application to the Course Coordinator, outlining the circumstances, the dates of training and detailing the impact on the trainee's plan to complete their hours. The Course Coordinator will consider the application in conjunction with the tutor team and make a recommendation to the Wealden College Principal who will make the final decision.

Exams are usually held on the last Tuesday of October, (and possibly Thursday depending on numbers of examinees) and of March but please check with the course coordinator or the College Admin team, as these may vary.

If any of the above dates falls on a day when the College is closed, the deadline will be **midday the next working day when the College is open.**

Students are advised to clarify opening days and times, especially around the Christmas and New Year holiday period; the College is normally closed between the public holidays.

EXAM BOARD AND PROCESS

1. Composition of Examination Board

The examination board will usually be composed of 3 people, usually made up from the Directors, Course Tutors and Assistant Tutors or associates of Wealden College. External examiners will be a member of some boards and the Wealden College External Examiner may be present at some boards.

2. Focus of Examination

The main focus of the examination will be on the pre-submitted, passed case study and audio tape. The candidate will also be asked questions regarding other clients she/he has counselled and general issues regarding his/her counselling practice.

3. Length of Examination

The length of the examination will be approximately one hour.

4. Results

The examiners will inform the candidate at the end of the exam of the results.

A candidate may pass or be deferred. In the case of deferral, the Examiners will give recommendations and/or requirements for any future re-sit of the exam.

In the case of deferment (where this is the candidate's first board), candidates may apply to

re-sit the exam within 12 months; no further re-sits are permitted.

CASE STUDY

N.B. Client name and details must be sufficiently amended as to preserve confidentiality. Permission to tape and use your work for a case study must be obtained on the relevant forms (see Section 7).

This is a substantial piece of work, successful completion of which is a pre-requisite for admission to the Diploma exam. It should take the form of a lengthy study of work undertaken with one client, covering a period of a minimum of 12 consecutive sessions. Below is a pro-forma for the study.

Format

Case Study Header information:

Please provide an outline of your Counselling Placement experience. Summarise the placements you have had (include duration, e.g. 12 months) and indicate if current or not. Outline the range of clients you have seen, the types of issues presented. Pay attention to issues of difference.

Also for your case study client: State the date you commenced work with your client, and the end date and number of sessions, being clear if your work with this client is still ongoing at the time of writing your case study. State the number of sessions covered by the case study.

[NB words in the Case Study Header are not included in the overall word count for the case study of 4,000 to 4,500 words]

Section A - Client Data: This should include - age, gender, occupation, relationship status. Did they have previous experience of helping relationships? How did they come to be referred to you? Give a brief description of their family.

Section B - Counselling Setting: (1) Describe the setting in which you work - voluntary/agency. Give a brief pen picture of the room you work in. (2) Who would you not work with and why

not? **Section A and B = 15% of the marks**

Section C - Initial Interview: This should include - how the client presented (e.g. were they anxious/talkative etc.) and the presenting problem. What were your initial reactions to the client? Did you empathise quickly and easily, or was this someone outside of your experience whom you had to work harder to understand. What was your assessment of the client, including their strengths and ways in which they may impede or sabotage their use of counselling? Include a descriptive picture of the client to help the reader get a 'feel' for this human being.

Please include in your Appendix an initial assessment form that you would envisage using with clients once you are qualified.

Section C = 10% of the marks

Section D - Contracting Plan of Work: This should cover your initial working agreement with the client. What was your shared understanding of why they were seeing you, and what they wanted to achieve. Did this change as you progressed, and if so, how?

Given the contract that you had, did you use particular techniques or approach your work in a particular way? **Section D = 10% of the marks**

Section E - Progress and Process: This should describe the flow of counselling from start to finish (or the point of writing). You should include all major events or turning points in the process, in a way that gives the reader a sense of how the client moved in and outside the counselling sessions. Also how you as counsellor contributed to, and responded to this, both in terms of your feelings (counter transference) and the techniques or approaches you used. You will need to show how the interventions you made, facilitated the counselling process and describe how your contract with the client changed (if indeed it did).

You will need to demonstrate **explicitly** how you used supervision with this client. Refer to supervision sessions and explain how you used them to make a difference in terms of how you felt, thought or behaved in relation to the client. What ethical issues did you face or potentially face and how did you deal with them?

Attention needs to be paid to issues of difference between yourself and your client, whatever form these take.

Section F - Conclusions and Prognosis: If you have finished work with the client, how did you end? Are there any issues of importance that you think remain unresolved? If you are continuing with them, what do you expect to be the focus of remaining sessions?

Section G - Process Transcript: This section should include a transcript of a taped 5/10 minute segment, showing you using the counselling skills you have learnt, with parallel process commentary. NB. This is a different piece of tape to the Exam Tape, but with the same client.

Please provide the date on which the session took place.

Sections E + F + G = 55% of the marks

Overall presentation and clarity = 10% of the marks

Presentation: The case study must be typed (double spaced) on one side of the sheet. Pages must be numbered and all diagrams should be specifically referred to in the text.

The length should be around 4,000 words with a maximum of 4,500. Any study over this length may be returned for editing. Please indicate length (to the nearest 10 words) at the end of the study. Harvard Referencing must be used as for your Year 1 and 2 essays.

NB: The word count DOES NOT include the transcript and commentary in section G, or information in the appendices

Marking Criteria for Case Study

Case studies are marked against a marking grid which identifies criteria that are required in each section A through to G of the Case Study.

Each criterion is marked as follows:

1. Defer - this criterion is not covered at all, or adequately enough
2. Significant omissions - it is not possible to fully assess all aspects of this criterion from the information written
3. Acceptable - generally sound but some aspects not covered fully or clearly

4. Good - all aspects of this criterion covered fully
5. Excellent - the writer has fully addressed all aspects of this criterion clearly, concisely and has provided a good sense of their professionalism, potency and effectiveness.

The marker will then consider the question “does this case study invite confidence in this counsellor?” (Professionalism and ethical stance clear and acceptable).

The marker will look for the following:

1. The extent to which the study demonstrates accurate understanding of the core model.
2. The extent to which the study demonstrates competent ethical counselling using the core model.
3. The extent to which the case study demonstrates the trainee’s capacity to reflect critically upon their practice using the core model.
4. The extent to which the Case Study is informed by relevant published literature and research.

Case studies will be graded **Defer** or **Pass**.

DEFERRAL A study will be deferred where:

- It contains substantial errors of theory
- It is incoherent or contains substantial contradictions
- If there are omissions or errors in a number of criteria even if individually they might be Acceptable or Satisfactory
- The process transcript does not display a satisfactory level of skill

If a study is deferred by one reader, it will be passed to a second reader without comment. If the second reader defers, it will be a clear deferment. If the second reader passes it, it will be passed to a third reader.

Only case studies where it is thought by all markers that the student needs to make relatively minor changes/additions to their case study or transcript, will be eligible to rewrite and resubmit within the timeframe allowed.

Where it is believed that the student needs to make some major rewrites/additions to either the case study or transcript, and especially when both need attention, the candidate will be deferred until the next exam date.

NB: Case studies must be read by the primary supervisor and submitted with a written statement that the supervisor agrees:-

- a) That the study is accurate
- b) That the candidate is ready for Diploma Examination.

Exam Tape & Transcript

For the Exam you need a tape of a session with your Case Study client, of which you select a 10-minute section to play to the examiners, and of which you do a full transcript including everything said by both yourself and your client.

You bring this tape, and 3 copies of the transcript, to the Exam. (The tape and transcript are not to be included with work handed in prior to the exam.

You need to bring the tape of the entire session and be prepared for examiners to ask to hear more of the tape, which they occasionally do, but you are only expected to provide a transcript for the 10-minutes section.

NB - this tape must be a different piece of work with the client than the 5-10 minute Transcript with Analysis included in the Case Study itself. **Please include the date the session was recorded.**

Submission of Case Study for Marking

When: 15th July for the Autumn exam
15th December for the Spring exam

How / to: 1) As an **electronic** file – this **must** be sent as **one** PDF document to admin@wealdeninstitute.co.uk Please make sure you clearly save the document with your name on it and student number on it, to make it easily identifiable.
2) In paper form handed into the College office.

*Please note: **Your electronic case study must include ALL appendices.***

**DIPLOMA IN HUMANISTIC INTEGRATIVE COUNSELLING COURSE – CASE
STUDY MARKING SHEET**

The final case study is an important piece of work. If passed it allows the student to progress to their oral examination. For this reason content and qualitative factors are important. The case study should not be passed if there are content omissions that mean the marker cannot be certain the key requirements are met or if the writer does not demonstrate their work meets these key requirements: The key requirements in the case study are: Ethics / Safety / Competency appropriate for a beginning counsellor.

STUDENT NAME:

	5	4	3	2	1
CASE STUDY HEADER					
Concise outline of your Counselling Placement experience provided (include duration, e.g. 12 months) indicates if placement/s current or not. Outlines the range of clients seen, the types of issues presented. Description is clear as to issues of difference encountered. Clearly states: date work commenced and date ended or that work is ongoing at the time of writing the case study. The number of sessions covered by the case study is clearly stated. [NB words in this Case Study Header are not included in the overall word count for the case study of 4,000 to 4,500 words]					
SECTION A – CLIENT DATA					
1. Specifies age, gender, occupation, relationship status in confidential, objective and respectful way. States clearly that client is anonymised in line with BACP Ethical Framework, and with Wealden College’s Diversity and Equality Policies.					
2. Outlines whether or not they have had previous experience of helping relationship. Type, duration, reason for ending, if appropriate.					
3. Referral source and reasons for counselling at this point.					
4. Brief description of family/social network.					
Specifies confidentiality adhered to in line with BACP Ethical Framework i.e. anonymising of client					
SECTION B COUNSELLING SETTING					
5. Good clear description of counselling setting (ie private/voluntary etc)					
6. Pen picture/description of room					
7. Details of people the candidate would not work with for					

ethical reasons – including people referred by others					
SECTION C – INITIAL INTERVIEW					
8. Description of client – how they presented, presenting problem (pen picture)					
9. Counsellor’s initial response to client, including their evaluation of their experience with this particular issue to date.					
10. Assessment of client – non-diagnostic, non interpretative; writer owns their conclusions and is clear as to the basis for their assessment (ie evidence)					
11. Assessment includes 2 or more ideas taught in core theories – (ie Rogers Stages of Process, Ego States, Injunctions, Drivers, Gestalt Cycle of Awareness, Erikson’s 8 Ages, Attachment Styles etc)					
SECTION D – CONTRACTING AND PLAN OF WORK					
12. Initial agreement and understanding of the work clearly outlined					
13. Goal/aim of counselling clearly defined					
14. Details of subsequent or additional goals or contract/s					
15. Clear reasons for way in which the counsellor chose to work with the client –(ie theoretical framework, safety, frequency, creativity etc)					
SECTION E, F - PROGRESS AND PROCESS					
16. Good description of flow of counselling from start to finish. Includes major turning points/events during the process. Reader gets a good sense of the client’s movement during the counselling process					
17. Counsellor describes transference and countertransference					
18. Counsellor understands and evaluates the techniques and approaches used. Good understanding of theory and application of theory in practice, relevant to the client. Cites relevant literature.					
19. Description of use of supervision and the influence of supervision on the work with the client.					
20. Demonstrates an awareness of ethical considerations throughout.					
21. Demonstrates and awareness of issues of differences and diversity throughout.					
22. Demonstrates clearly their competency– i.e. evidences their own “internal supervisor”; awareness of process; rationale for choice of interventions is explained					
SECTION G - PROCESS					
23. Process transcript – demonstrates appropriate interventions, good listening skills, healthy relationship with client.					

Each criterion is marked as follows:

1. Defer - this criterion is not covered at all, or adequately enough
2. Significant omissions - it is not possible to fully assess all aspects of this criterion from the information written
3. Acceptable - generally sound but some aspects not covered fully or clearly
4. Good - all aspects of this criterion covered fully
5. Excellent - the writer has fully addressed all aspects of this criterion clearly, concisely and has provided a good sense of their professionalism, potency and effectiveness.

Detailed comment for (student's name)

1st Marker

2nd Marker (If appropriate).....

Date:

In case of DEFER, recommendations:

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SECTION 7

Forms, Appeals Procedure, and Formal Termination Procedure

FORMS REQUIRED FOR COMPLETION & SUBMISSION

Form	Required when
Log Book [This is a proforma; you may create your own, as long as it includes all the information on this form]	Throughout
Registration of Therapist	On starting as a client with a counsellor, and when any changes
Registration of Placement	Prior to accepting any placement, the placement must be approved by your course coordinator as suitable
Registration of Skills Experience Placement	Prior to accepting any Skills Experience placement, the placement must be approved by your course coordinator as suitable
Registration of Supervisor	When you start with any supervisor, or if your supervisor changes.
Supervisor's Report	Before the end of each term in which you have been engaged in client work
Permission to tape	When you start seeing each new client
Use of material for Case Study	When you start seeing each new client
Application for Diploma Exam	15 th September or 15 th February
Supervisor Validation of Case Study	To be handed in with case study (see exam timetable)
Check List for Diploma in Counselling To be enclosed with exam documents Exam	To be enclosed with exam documents
Tutorial Record	For your information, completed by tutor at time of tutorials
Assessment Sheet	For your information, completed by examiner at end of the exam

NB – all registration forms and supervisor reports should be given by you to the relevant person.

These should then be returned to you completed. A copy is retained by you for your records and a copy **must** be given to your tutor.

COUNSELLOR/ PSYCHOTHERAPIST REGISTRATION FORM

Dear Colleague

STUDENTS NAME:

The person giving you this form is in training as a counsellor at this College.

For our records we would greatly appreciate the following information:

NAME OF COUNSELLOR/PSYCHOTHERAPIST:

QUALIFICATIONS:

ARE YOU BACP ACCREDITED OR UKCP REGISTERED?

EXPERIENCE:

THERAPEUTIC ORIENTATION:

SUPERVISOR (Name):

DATE COMMENCED WITH THIS STUDENT:

FREQUENCY AND TYPE:

This information helps us ensure these trainees are undertaking appropriate personal work that is congruent with our approach.

Thank you for your co-operation.

Joanna Beazley Richards

Student placement reference**Date:****Regarding:** (Name)**To Whom It May Concern**

This is to confirm that is a trainee on the Diploma in Humanistic Integrative Counselling course at Wealden College, is endorsed by his/her trainers as being ready, to begin working as a trainee counsellor in placement.

This letter serves as a reference. As a college, we only endorse those students we believe to be at an appropriate stage in their professional and personal development, demonstrating the skills, qualities, awareness and integrity we would expect of a competent trainee.

Two different tutors need to have signed the reference.

Tutor Name:**Tutor Signature:****Tutor Name:****Tutor Signature:**

Placement Contract / Registration

This document is a contract between Wealden College of Counselling & Psychotherapy and the Agency/Placement detailed below in respect of Counselling/Psychotherapy work that trainees from Wealden College's courses may undertake as part of their practice hours.

A copy is to be provided to each trainee by the Placement/Agency who must also sign to confirm receipt and agreement. A copy is to be provided to the internal supervisor if part of the placement and to the external supervisor if supervision is not part of the placement. If the supervisor is external to the placement the student will provide the name, professional qualifications and contact details of the supervisor via the Supervisor Registration and Contract form.

This document may refer to a single named student, or may be applied to a number of trainees from Wealden College courses.

PLACEMENT

Name of placement/agency	
Name of nominated contact:	
Position of nominated contact	
Address:	
Telephone:	
Email:	

COLLEGE

College name/address	Wealden College of Counselling & Psychotherapy 2 Quarry View Whitehill Road Crowborough East SuSsex TN6 1JT
Course	Diploma in Humanistic Integrative Counselling
Name of nominated contact	Anna Pester
Position of nominated contact	Diploma in Humanistic Integrative Counselling Course Coordinator
Telephone	01892 655195
Email	anna@wealdeninstitute.co.uk or admin@wealdeninstitute.co.uk

PLACEMENT DETAILS

Applies to	Does this Contract refer to one named trainee only or to any trainee who is signed off from Wealden College Courses? One named trainee / Any signed off trainee [delete as applicable]
Date of commencement of agreement	
Professional organisational membership	Is the Placement/Agency an organisational member of the BACP? If no, what formal organisational memberships apply? Again if no, can the Placement confirm that it is familiar with the BACP Ethical Framework and that its policy and practices comply?
Type of clients seen by the placement	

Expected work that will be referred trainees (inc numbers of clients)	
Client Contracts	<p>What type of contracts are offered to clients in terms of number of sessions, reviews, potential for longer term work?</p> <p>Are client contracts documented and make clear arrangements for cancellation, non attendance, complaints, financial payment, status of counsellor (eg trainee), confidentiality?</p>
Primary theoretical orientation / modalities applicable to this placement	
Compatibility between Placement and Course aims	<p>Wealden College's Diploma trainees are studying a Humanistic Integrative Model that incorporates: Carl Rogers Person Centred Counselling, Transactional Analysis, Gestalt, Clarkson's Therapeutic Relationship concept, Egan's Skilled Helper framework.</p> <p>Wealden College's Transactional Analysis trainees are studying a classical TA model.</p> <p>Do you foresee any incompatibility with the Agency/Placement's aims, objectives and philosophy - and if so how would you propose to address this?</p>

TRAINEE [to be completed only if this contract refers to one named trainee- otherwise information to be taken from each trainee]

Full name of student and date of birth	
BACP membership number	
Address	
Telephone	
Email	
Course	Diploma in Humanistic Integrative Counselling (BACP Accredited)
Student status at start of placement work	<p>DipC first year trainee (date of commencement)/..../....)</p> <p>DipC second year trainee (date of commencement/..../....)</p>

CRITERIA / CONDITIONS

We jointly agree that: [please insert information where needed, the term “Placement” shall be read as synonymous to “Agency” and vice versa]

1	Wealden College will assess and sign off each trainee individually as ready in the opinion of the tutor/train to begin client work with a Placement or Agency and the result of this will be shared with the Placement.
2	Wealden College undertakes to notify all placements registered with them if there are doubts or concerns about a trainee’s suitability to continue work so long as they remain a member of a course at the college.
3	The Placement will notify the nominated contact at Wealden College if they have doubts or concerns about a trainee’s work.
4	The Placement confirms that each trainee will be provided with an induction plan as part of their work and this should cover where appropriate: <ul style="list-style-type: none"> the structure and management of the agency

	<ul style="list-style-type: none"> • the referrals process • supervision arrangements • accountability for client work and limits to confidentiality • what notes and records must be kept and where • confirmation and details of professional indemnity insurance • any specialist training or information needed to work with the Placement's client group
5	<p>The Placement confirms that each client who is to be referred to a trainee will be assessed by a suitably qualified person to confirm the appropriateness of the referral given the trainee's level of training/experience/ability etc. We would expect to be a person qualified in psychological therapeutic practice.</p> <p>The Placement confirms that these assessment will be carried out by a named individual.</p>
6	<p>The Placement confirms that Supervisors both internal and external who supervise trainees on work with clients are subject to an explicit written contract with the placement which clearly identifies:</p> <ul style="list-style-type: none"> • accountability for client work • confidentiality • financial arrangement for payment of supervision fees <p>Please specify below who is accountable for client work in these contracts:</p>
7	<p>The Placement confirms that trainees will not be left to work alone in a building, or that in the case of work taking place in client homes that a published procedure exists that deals with identified risks.</p>
8	<p>The Placement confirms that each client who is to be referred to a trainee will be assessed by a suitably qualified person to confirm the appropriateness of the referral taking into account the trainee's level of training/experience/ability etc.</p>
9	<p>The Placement confirms that they have carried out any necessary assessments and communicated responsibilities for any health and safety issues.</p>
10	<p>The Placement confirms that it will have a written agreement with each trainee who is seeing clients that clearly identifies:</p> <ul style="list-style-type: none"> • accountability for client work

	<ul style="list-style-type: none"> • limits regarding client confidentiality • financial arrangements in respect of any money that is taken from clients or paid to supervisors <p>Please specify below the limits that apply to confidentiality in these agreements:</p>
11	<p>Trainees who are studying on Wealden College's Diploma in Humanistic Integrative Counselling and who have not successfully completed their final examination are not to receive payment in money or benefits in kind for client work.</p> <p>The Placement confirms that it will abide by this condition.</p> <p>It is noted and accepted that a Placement may:</p> <ul style="list-style-type: none"> • provide and pay for Supervision of client work • reimburse in full or part trainee travel costs, or other expenses incurred exclusively, wholly and necessarily in the trainee's fulfilment of their work with the Placement • provide or fund induction or other relevant training for trainees
12	<p>Trainees undertake to ensure that they attend supervision as provided, will present all client cases in Supervision, and to notify both the Placement and the College of :</p> <ul style="list-style-type: none"> • any issues that mean they may not be suitable to work at present • any concern they may have regarding their suitability to work with a specific client or range of issues • a concern or difficulty with a Placement process or procedure

SIGNATURES

Signed for Wealden College	Signature
	Name
	Position
	Date
Signed for Placement/Agency	Signature

	<p>Name</p> <p>Position</p> <p>Date</p>
Trainee	<p>A copy of this agreement should be provided to each trainee by the Placement who should sign below and provide a copy to Wealden College.</p> <p>Trainee Signature</p> <p>Name</p> <p>Date</p> <p>Where a completed and signed copy of this form is not on file at the College the placement hours cannot be regarded as approved or counted.</p>

GUIDELINES TO PLACEMENT

This information sheet provides information for Agencies who may be providing placement for Students who are attending Wealden College's two year Diploma in Humanistic Integrative Counselling.

Your contact is: **Administration team, Wealden College**

Tel. /Fax: 01892 655195 or e-mail admin@wealdeninstitute.co.uk

1. The Course

Our Diploma in Counselling is humanistic in philosophy and integrative in practice. Our integrative model includes the following modalities: Roger's person centred counselling, Transactional Analysis, Gestalt, Egan and Clarkson's therapeutic relationships. The course is accredited by the BACP and has been since 1994.

The course is taught over two years across 80 one day modules totalling 480 hours. A significant proportion of the course includes skills practice, which is observed and students receive feedback on this work. In addition, students are required to complete an additional 60 hours of taught material of which some must be at this college.

2. Placement Registration

Prior to accepting a placement students are required to confirm with their course tutor both that they are ready to do so, and that the placement is considered suitable for them. Details of the placement must be registered with the college. Clients at a placement must be informed that the person they are seeing is a student counsellor.

3. Supervision

The course requirement is that students must receive 1 hour's supervision for every 4 hours of client work. Supervision may be individual or group, and provided by a supervisor who has received training in supervision, is either a BACP accredited counsellor or eligible for accreditation, and is themselves supervised on their supervision by someone who is accredited or eligible for accreditation. Students are asked to obtain a termly report from their supervisor on their work, this is to be provided on the pro-forma contained in the student's course handbook. Supervision reports are to be submitted to the office each term.

4. Personal counselling

Students are required to remain in regular weekly personal counselling throughout their training, up to the date of their qualifying examination.

5. Examination

Following the end of the taught part of the course there is a final examination, which the student must sit and pass before they are qualified. Students have up to 2 years from the end of the course in which to sit this qualifying examination.

In preparation for examination students are required to produce a case study on a client they have worked with or are working with, and to submit a taped example of their work with this client. This must be done with full permission from both client and agency.

SUPERVISOR REGISTRATION & CONTRACT

For Placement Supervisors and External Supervisors

Dear Colleague

Student Name:

The above named is a student on our BACP accredited Diploma in Humanistic Integrative Counselling training course.

To assist us in ensuring that our student and the supervision they receive meet the relevant criteria for this accredited course, we would very much appreciate your completing the following registration/contract in conjunction with the student. Supervisors provided by the placement and external/independent supervisors all need to work to an explicit contract with the course and the placement.

Your name	
Practice Address	
Contact phone number and email	
Your professional qualifications	
Training in Supervision	
Your theoretical orientation	
Your own supervisor's details	Name / Professional Qualifications / Professional Membership
Are you a member of the BACP?	Yes / No If no, please state which professional body, and also confirm that you work to the BACP Ethical Framework.

The supervision to be provided is:	In group / individual Please specify frequency (and if applicable number in group and duration of group):
Is this Supervision? :	<ol style="list-style-type: none"> 1. Supervision as part of a placement? 2. Independent Supervision? i.e. not a part of a formal arrangement with a placement <p>* Please cross out what does not apply and complete the relevant section that applies below.</p>
If as part of a placement:	Name of placement: Your position in placement:
	<p>Please confirm that you have an explicit contact with the placement to provide supervision: Yes / No</p> <p>Does this contract make clear?:</p> <ul style="list-style-type: none"> - accountability for client work Y/ N - reporting requires to the placement about Supervisee's work Y/ N - confidentiality Y / N - need for meetings with placement Y / N - financial arrangement for payment of supervision fees Y / N <p>If any of the above are not explicit in the contract you have please provide further clarification below (or continue on a separate sheet if needed)</p>
If as independent Supervision, i.e., External to the Placement	<p>Please confirm that you have received the Placement Contract/Registration form, a copy of which will have been provided to the trainee. Yes/No</p> <p>Does this contract make clear?</p> <ul style="list-style-type: none"> - accountability for client work Y/ N - reporting requires to the placement about Supervisee's work Y/ N - confidentiality Y / N - need for meetings with placement Y / N - financial arrangement for payment of supervision fees Y/N <p>If any of the above are not explicit in the contract you have please</p>

	provide further clarification below (or continue on a separate sheet if needed)
	Are you covered by your own or the Agency's Professional Indemnity Insurance?
Boundaries for Supervision	<p>Until they are qualified students may only see clients through a Placement that is registered with, and agreed by, the College.</p> <p>Client work is supervised by a Supervisor who has a clear contract with the Placement, the Student and the course.</p> <p>External supervisors will complete the relevant sections of this form, retain a copy and return the form to the student who will register a copy with the Placement and the College.</p> <p>Students may seek the services of a supervisor external to a placement where they need to for the following reasons:</p> <ul style="list-style-type: none"> • The quantity of supervision provided by the placement does not meet the ratio required for students in training • They have a supervision need which is not covered by the supervision provided by the placement • The student is seeking supervision for exam preparation <p>Client work is not supervised by the College. Although students may discuss any general issues that they may have with placement work at a tutorial.</p> <p>As part of preparing for their exam a student may need to tape their work and to prepare a case study on work with a client. Written permission must be obtained from the client in all such cases.</p> <p>Students are required to present all cases for Supervision and where they have more than one Placement/Supervisor, the Supervisor should confirm that all clients for the placement they are supervising are presented.</p> <p>Students must present their work in supervision not less than fortnightly.</p> <p>Wealden Diploma students are required to have one hour supervision for every four hours counselling undertaken.</p>

	<p>Where there are concerns about a student's practice Supervisors agree to communicate these concerns to the nominated College contact.</p> <p>Supervisors are advised that the contract that the College has with Placements agrees to three-way reporting of concerns. Supervisors will provide the College with a report each term on the student's work (pro forma attached).</p>
Confirmation	<p>Please confirm that you have read and agree to the items listed above under "Boundaries for Supervision".</p> <p>Yes / No</p>
Date Supervision Started:	
Supervisor signature and date	
Student/Supervisee Signature and date	

Thank you for your assistance, please retain a copy of this form for your records, a signed copy being returned to the College by the student and a copy given to the Placement by the student if the supervisor is external to the Placement.

Anna Pester
Diploma in Counselling Course Coordinator
(Nominated College contact)

Email: anna@wealdeninstitute.co.uk Tel: 01892 655195

SUPERVISOR'S REPORT**END OF TERM SUPERVISORS REPORT** (to be submitted by end of each college term)

The person giving you this report is a candidate for continued training on our BACP accredited Diploma in Integrative Counselling. One of the requirements is that the candidate must have practiced their work with clients under the supervision of suitably qualified supervisor. As supervisor of the student would you please complete this form and return it to your Supervisee.

Applicants Name:	Address:
<p>INFORMATION ABOUT SUPERVISOR</p> <p><u>Name of Placement being supervised:</u></p> <p><u>Supervisor's Name:</u></p> <p>Telephone No:</p> <p>Qualifications in Supervision:</p>	Address:
<p>INFORMATION ABOUT SUPERVISORY RELATIONSHIP</p> <p>For how long have you supervised the candidate's work?</p> <p>Format</p> <p>Total hours supervised</p>	<p>Dates: From.....to.....</p> <p>Individual or group supervision</p>

Are you satisfied that this is sufficiently frequent?hours
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SUPERVISORS REPORT Continued

Student's current caseload
Student's strengths
Student's developing areas and needs for development
Problems (if any)
Overall assessment of trainee's integration of theory into practice (related to developmental level):

Describe how well you believe the student has applied herself/himself to supervision? (e.g. have they kept appointments, arrived on time, paid, and kept to other agreements?)

Have they really used the supervision to further their professional growth?

Has the student shown awareness of any potential ethical issues?

SUPERVISORS REPORT Continued

Please state your opinion of the standard of the candidate's therapy/counselling work during the period you were her/his supervisor, including your view of her/his particular strengths and areas requiring further attention.

Please add any further comments you wish to make regarding the candidate.

Do you recommend that we allow them to continue to the next stage of their training

I confirm that the details on this form are correct to the best of my knowledge

.....

Signature of Supervisor

.....

Date

Once completed. please return this form to your Supervisee.

SKILLS EXPERIENCE HOURS PLACEMENT REGISTRATION**To:**Agency Contact Name
Agency Name
Agency Address

Dear

Re:

Student Name

The above named is a student on our BACP accredited Diploma in Counselling Course.

It is a condition of their attendance on the course that the Skills Experience that they undertake, which is now a requirement of BACP, is registered with the College. We will confirm that we consider the above student suitable to undertake work of the type we understand your agency to provide.

We would be grateful if you would answer the following questions and return this form to the above named student.

Will the student be provided with any training or induction programme prior to undertaking voluntary skills experience work for your agency?

Please describe briefly [or attach details]:

SKILLS EXPERIENCE HOURS PLACEMENT REGISTRATION continued

Will the work include?	Yes	No
Team working and supervision Frequency of supervision – please give details		
Awareness of agency policies e.g. confidentiality, child protection, complaints etc.		
Awareness of purpose of agency and management structure		
Exposure to multi-disciplinary practice (Counselling or otherwise)		
Awareness and adherence to procedures to protect the safety of clients and staff		
Project work such as drop- in clients		
Does the agency work under a particular ethical framework? Please detail:		
Does the agency have appropriate public and professional indemnity insurance?		
Please confirm the name and telephone number of your point of contact.		
Our point of contact is: Wealden College Administration team Tel: 01892 655195 or e-mail admin@wealdeninstitute.co.uk		
Signed: _____ Date: _____		
Name: _____		
Position: _____		

APPLICATION FOR HUMANISTIC INTEGRATIVE COUNSELLING COURSE DIPLOMA EXAMINATION

Name:

Date of Application:

Address:

I hereby apply to take the Diploma Course Oral Examination on:
I attach a copy of my **signed** log book evidencing the following:

BACP Membership Number

Professional Indemnity Insurance if applicable

	Actual	Details
Diploma level Counselling training: Required: 480 hours	<input type="text"/>	
Related Training Required: 60 hours	<input type="text"/>	
Supervision Required: ratio of 1 hour per 4 client hours, or fortnightly	<input type="text"/>	
Personal counselling & therapy	<input type="text"/>	
Supervised counselling experience in registered placements Required: 100 hours	<input type="text"/>	
Skills experience hours Required: 50 hours	<input type="text"/>	

NB: This form should be received by Wealden College Admin team by the date specified in the examination timetable set out in this handbook.

Date:

Dear

RE: PERMISSION TO TAPE AND USE MATERIAL FOR CASE STUDY

In order to ensure you are being given the best possible service by your counsellor it would be helpful if they can tape each session. This may be used in supervision or for the purposes outlined below. At all times your identity and confidentiality is protected. You can stop the tape at any time during a session and you can discuss with your counsellor what happens to the tape once your therapy is finished.

As a student, your counsellor needs to complete a case study and to use a short transcript of part of a taped session to finish his/her counselling qualification. This college also asks for the counsellor to play a short part of the tape during the counselling student's final examination. The counsellor is then asked questions about the counsellor's interventions – not the content of the tape. Only professional counsellors who are bound by professional requirements of confidentiality hear the tape, read the transcript and see the case study during this process.

Your counsellor may like to use your work together for their case study. You do not have to agree to your work together being used in this way. If you would like a copy of a taped session please discuss this with your counsellor. You will be given a separate contract in connection with this.

If you do agree, you will not be identified in the case study; a fictitious name or reference is used in order to conceal your identity. The case study will not be used for any other purpose than for assessment on the student counsellor's course in order for the Diploma in Humanistic Integrative Counselling to be awarded.

If you are willing for a case study and taped material to be used in this way please sign the attached forms, your counsellor will also sign and both of you will keep a copy. A further copy will also be kept in secure filing at college.

Thank you

Wealden College Admin team, 2 Quarry View, Whitehill Road, Crowborough, TN6 1JT

DIPLOMA STUDENT COUNSELLOR'S TAPING AND CASE STUDY PERMISSION

I agree that my counsellor can tape sessions and use our work together for a case study to complete the Diploma in Counselling. I understand that I will not be specifically identified and those who read the case study or hear the tape will be bound by professional requirements for confidentiality.

I understand that the case study will not be used for any other purpose.

Signature of Client

Date:

Name of Client

Signature of Counsellor

Date:

Name of Counsellor

SUPERVISORS FORM: CASE STUDY

As **Clinical** supervisor of _____'s
work with the client described in this case study, I certify that I have read the completed study and
that it is a fair and accurate portrayal of the work undertaken.

**Please write your comments here: (Include any reservations or other factors that you
believe should be noted).**

SIGNED:**DATE:****NAME:****QUALIFICATIONS:****LENGTH OF CONTACT WITH SUPERVISEE:**

This form, when signed, is to be enclosed by the student in the copies of the case study submitted
for marking (i.e. bound in as an appendix) and included in the electronic copy.

Name of Exam Prep Supervisor:**Dates attended Exam Supervision:**

Wealden Diploma in Humanistic Integrative Counselling
Skills Feedback Sheet – What you observed

Date:

Student or Tutor Observer:

Student Counsellor:

Skills Session	√	Please tick what you saw and offer examples/comments
Comfortable, open, still, natural/grounded		
Start & End of session, purposeful/appropriate		
Time boundary kept		
Pace Tone Facial expressions		
Appropriate contracting		
Reflective work Verbatim reflection Paraphrase Appropriate summarising Reflection/pick-up of NVC's Identification of thinking vs feeling		
Core conditions present - how was Empathy communicated? UPR Congruence		
Contact made with client Immediacy used Challenge offered		
Appropriate questioning		
Distancing/discounting		
Focussing client on self		
Any issues of safety addressed or missed		
Integration of core models PCA, Gestalt, TA		
Counsellor – IPR What were you thinking in the session? What were you feeling in the session? Awareness of transference & counter transference? Counsellor – What will you take away from the session to work on?		
<u>Tutor Observation</u> Standard appropriate for stage of training? YES / NO		<u>Tutor Feedback</u>

Wealden College Diploma in Counselling trainee tutorial and progress individual record

Trainee Name.....

Tutor Name.....

Date.....

Year of Training.....

Trainee overview of progress

Academic

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Interaction with peers

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Process of learning

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Peer Rated – what do your peers think of you?

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Trainer feedback

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Trainee/Trainer agreed developmental next steps

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Any other comments

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.....

Signed
(Trainee).....**date**.....

Signed
(Tutor).....**date**.....

Assessment Sheet for Diploma in Counselling Examination

Candidate Name: Date:

Rate each category between 1 and 10, with 1 meaning poor/inadequate and 10 meaning an excellent demonstration of skills.

- 1. Facilitative listening skills (reflection, paraphrasing, summarising etc).
- 2. Relationship with client: Contact (respect, empathy, congruence)
- 3. Awareness of own process in relation to client/countertransference.
- 4. Appropriateness of counselling interventions
- 5. Protection of client and self and demonstrates effective use of supervision
- 6. Assessment of client (initial and ongoing assessment showing appreciation of theory)
- 7. Clear goals (initial contract, overall direction of counselling, focusing for this session)
- 8. Professionalism (as indicated by good presentation of self and written work).
- 9. Ethics: Shows understanding, grasp and ability to use ethical principles in practice.
- 10. Application of counselling theory.
- 11. Awareness of context (historical, social, cultural, including gender, class, race)
- 12. Potency (including potency and presence during the exam)

Would you refer clients to this candidate? (all examiners must agree "yes" for a pass)

Recommendations:

Examiners Name: Signature:

A score of at least 5 must be obtained on all questions

CHECK LIST FOR DIPLOMA IN HUMANISTIC INTEGRATIVE COUNSELLING EXAM

This form is designed to help you ensure you have included everything needed for your examination submission. You must also check that you have met all other requirements of the course documented in your course handbook and which may not be reflected on this form.

It must be attached to the outside of the box/bag/container in which your examination materials are held.

The college **WILL NOT** check that the contents of your exam portfolio match the front of the form, and it is possible anything you omit may not be picked up until an examiner asks to see it.

Your examination materials must be received by **THE DATE STATED** in this handbook. Any received after this date will be deferred until the next examination date.

CHECK LIST FOR DIPLOMA IN COUNSELLING EXAM

NAME	
ADDRESS	
TELEPHONE NO	
DATE OF EXAMINATION	
DOCUMENTARY EVIDENCE (Please tick each box to show that these documents are included)	First year essay (with marks) <input type="checkbox"/> First year learning checks (with marks) <input type="checkbox"/> Second year essay (with marks) <input type="checkbox"/> Learning journal (with tutor assessment) <input type="checkbox"/> Research Projects year 1 and 2 (with marks) <input type="checkbox"/>
FORMS	End of term supervisor's reports <input type="checkbox"/> Registration of supervisor form/s <input type="checkbox"/> Registration of counsellor form/s <input type="checkbox"/> Registration of placement form/s <input type="checkbox"/> Registration of skills placement form/s <input type="checkbox"/> Tutorial Record forms (2/3 per year) <input type="checkbox"/> Record of College skills sessions <input type="checkbox"/>
LOG BOOK containing signed evidence of:-	BACP Membership Number <input type="checkbox"/> Professional Indemnity Insurance <input type="checkbox"/> 480 hours of counselling theory with staff team and 60 hours related training <input type="checkbox"/> 1 hour of supervision per 4 hours of client work or fortnightly supervision <input type="checkbox"/> Record of personal counselling since the start of the course <input type="checkbox"/> 150 hours of supervised counselling experience of which 100 hours must be counselling clients with a specific counselling contract, and up to 50 hours may be the use of counselling skills in another caring profession <input type="checkbox"/> Satisfactory attendance <input type="checkbox"/>

CASE STUDY	<p>3 copies of case study (including supervisor's form to verify that this is a fair representation of your work) with <input type="checkbox"/> completed marking sheets</p> <p>NB: You will need to bring the tape with you on the exam day</p>
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Wealden College – Appeals Procedures

Please note:

Wealden Institute Codes and Procedures is available on our website by [clicking here](#)

Wealden College Complaints Procedure is available on our website by [clicking here](#)

1. Appeals in cases where course criteria have not been met or are not being met.

The criteria for completion of each stage of the course are summarised in Section 1 of the course Handbook, and detailed further in subsequent sections.

It is necessary to satisfy all criteria in full in order to progress from one stage to another: i.e. from Year 1 to Year 2, from Year 2 to Exam Preparation, and finally to Exam submission.

A student who has not satisfied **all** of the criteria for a given stage and who wishes to progress to the next stage, will be required to submit an appeal. Verbal or other arrangements with tutors are not sufficient in this situation, but the following process **must** be followed in all cases. This is to ensure that all variations are carefully considered and to assist in ensuring fairness and consistency in the way individual cases are dealt with.

Appeal procedure and decision process

The appeal application must be written and provide a rationale for why the student has been unable to complete the course criteria, and a justification for why continuation to the next stage should be approved. There is no form for appeal application, but it needs to contain: Student name, course year, year when s/he started the course, contact details including email address, and the criteria that have not been met; and it must be accompanied by confirmation signed by the tutor that **all other course** criteria for that stage have been satisfied.

The appeals decision process is as follows:

1. A written application prepared by student and submitted to course coordinator, who will confirm all other criteria have been satisfied. This written application must be received within one month of the end of the stage to which it refers.
2. This written application considered by panel of tutors, the course coordinator and the Deputy Director of the College at the next scheduled tutor's meeting, and recommendation will be made. Three options are possible for recommendation:
 - a) Allow appeal without further work needed.
 - b) Appeal allowed subject to certain conditions being met.
 - c) Appeal not allowed. In this situation the student is not permitted to progress to the next stage.
3. The recommendation will be passed to the College Director who will consider the appeal application further and accept or reject the recommendations of the tutor panel, or require that certain conditions are met.

2. Appeals to extend the period between completion of taught course and examination.

The procedure will be the same as that above, except that the student's completion of the taught course may need to be verified from written records in the event of a tutor having left the College in the interim period. Students whose tutors have left and are uncontactable must not be disadvantaged in this process by their being unable to produce additional supporting information from the tutor.

Further Appeal

A further appeal is allowed in situations where a student is unhappy with the decision above. Students wishing to make a further appeal must do so within 1 month of the date of the appeal decision above. The further appeal should be submitted by way of a brief written application, presenting the student's case and accompanied by the original application, and the written decision resulting from the first appeal. This should be sent to the Wealden College Director via the Administration team.

The College Director will consider the further appeal in conjunction with the Principal of the

Institute and the Course External Moderator. A decision will be made within 1 month and notified in writing to the student and Course Tutors.

No further appeal is possible after this.

Student's acknowledgement of Receipt of this Handbook

Name:

I have received and undertake to read the student handbook for the Diploma in Humanistic Integrative Counselling.

Signed:

Date:

Formal Termination of Training Procedure

In line with our humanistic philosophy we believe that change is possible for everyone.

The College seeks to work with all students developmentally. Where we believe it needed, our policy is to work in discussion with individual students to endeavour to come to an agreement with them that at the present time training in Counselling as a career is not advisable or recommended.

It is therefore very rare that this formal Termination of Training process would be invoked. But sometimes a student's training may be brought to an end if they fail to achieve the formal criteria for progression from key stages of training, or if there is another reason why the Course Team believe it is no longer appropriate for the student to continue eg significant ethical issue, inability to continue training, lack of reasonable prognosis that the student will be able to achieve the required standard, non payment of fees etc.

Formal criteria exist for the progression from Year I to II of training, and for progression from Year II to the Exam Preparation Stage of training. These are documented in the Student Handbook.

A student's progress during the course is recorded on Tutorial Forms, Skills Feedback, Warning Forms, and on File notes or flags. Reference is made to Emotional and Social Competencies (expressed in the Student Handbook), Learning Objectives, Skills Feedback, Tutor observation of student participation on the course, Student Learning Journal, feedback received from Supervisor's, Placements and other College staff.

Individual progress is reviewed periodically by the tutor team at regular meetings, chaired by the Course Coordinator. Concerns will be flagged up at these reviews, or earlier if a tutor believes the issue is more urgent.

Usually, concerns will be discussed with the individual at tutorial, an action plan agreed and time given to work on the issue. Where this fails or the issue is so severe the Course Team may conclude that Termination of Training be recommended.

In this case the recommendation will be provided in writing to the Director by the Course

Coordinator. If sufficient rationale has been provided and the Director is satisfied that appropriate opportunity has been provided to work on the issue (where it is a skills/performance difficulty) then they will approve the recommendation and the Course Coordinator will give due notice in writing to the student.

If the circumstances involve a possible serious breach of the Ethical Framework or of the law, then the Director may recommend to the College Board that further action may be taken but not limited to: a complaint to the BACP about the individual member, reporting a suspected offence to the Police etc.

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AMENDMENTS

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