

Department of Psychosocial and Psychoanalytic Studies

**GRADUATE DIPLOMA /
MA PSYCHODYNAMIC COUNSELLING
COURSE HANDBOOK**

October 2019

CONTENTS

MA Psychodynamic Counselling Year 1 / Graduate Diploma Psychodynamic Approaches

Introduction to course	1
Course Structure	3
Exit Award	4
PA256-6-AU The Counselling Relationship and Counselling Techniques	5
PA217-5-AU Psychodynamic Concepts for Counselling	7
PA216-6-FY Psychodynamic Observation	8
PA257-6-SP Group and Organisational Dynamics for Counsellors	10
PA218-5-SP Personality Development	11
PA215-6-SU Counselling Contexts	12
PA221-6-FY Personal Development	12

MA Psychodynamic Counselling Year 2 and 3

Introduction to year 2 and 3	15
Psychodynamic Counselling at the University of Essex: Rationale and philosophy	1
Course structure	15
Exit Awards	16
Year 2	
PA961-7-AU Psychodynamic Theory and Practice 1	17
PA963-7-SP Psychodynamic Theory and Practice 2	18
PA965-7-SU Applications of Research to Psychodynamic Practice	19
PA968-7-FY Professional Development 1	20
PA967-7-FY Personal Development	22
Year 3	
PA964-7-FY Advanced Counselling Theory and Practice	24
PA966-7-FY Different Approaches	25
PA969-7-FY Professional Development 2	26
PA985-7-FY/PA984-7-FY Clinical Dissertation	27
Personal therapy requirements	31
Departmental confidentiality policy	32
Assignments and assessment information	35
	36
Appendix 1 - Essay Writing Guidelines	
Appendix 2 - Referencing	39
Appendix 3 - The Department of Psychosocial and Psychoanalytic Studies Group Relations Conference	40
Appendix 4 - Placement agreement	42
Appendix 5 - Placement log	45

PSYCHODYNAMIC COUNSELLING AT THE UNIVERSITY OF ESSEX

RATIONALE AND PHILOSOPHY

Counselling

Counselling is aimed at improving mental health and well-being. It can be offered in a range of settings as a way of helping those in distress bring about change and enhance their emotional well-being and personal effectiveness. Counselling can help people cope with depression and anxiety, behavioural problems, inhibitions or disturbances in learning, the effects of child abuse or neglect, bereavement, relationship difficulties, sexual and racial issues, and personal problem solving. Counselling offers people a safe, confidential place to talk about life issues and problems that may be confusing, painful or uncomfortable. For children it offers them space in which to express and explore what may be inhibiting their development or interfering with their personal or educational progress.

Counselling is a therapeutic intervention which respects human dignity and inclusivity within clearly defined boundaries including confidentiality. It is guided and underpinned by rigorous and publicly stated ethical principles. At the centre of the process is the relationship with a counsellor through which children, adolescents, adults, couples and families can be helped to identify their psychological difficulties and to work collaboratively with the counsellor to overcome them. Counsellors draw on a body of knowledge and skills, including research evidence and their own personal and professional training experiences, and use their skills and knowledge in the service of the client.

The counselling approach at the University of Essex includes a strong emphasis on understanding the power of cultural, social, organisational and group dynamics as well as on individual developments. People are understood to be intensely social beings from their earliest beginnings, and the understanding crucial to helping an individual includes that of these wider forces as well as more intimate personal and family dynamics.

Psychodynamic Counselling:

Psychodynamic counselling has its foundations in psychoanalytic thinking, developed, adapted and extended to meet the needs of today's clients. The fundamental premises of the approach are that:

- Much of what motivates us, governs our behaviour, colours our experiences, influences our relationships with others, and affects our capacity to use our own resources and have a fulfilling relationship with ourselves, is unconscious, and therefore not in a simple sense under conscious control.
- The roots of these unconscious influences lie in our early experiences and the way we have reacted to them
- The therapeutic relationship is a key tool in both uncovering and addressing these dynamics
- Psychodynamic insight facilitates change through the counsellor's capacity to accept, remain curious about, bear thoughtfully, name, validate, make sense of, and address the client's feelings and way of being
- Change comes about both through the growth of insight and through the experience of being with the counsellor in a new and different relationship
- Advice and simple reassurance are less helpful than helping the client process more fully their difficult or painful feelings/experiences
- Counselling aims to help the client to both understand and process more effectively the effect on them of their external experiences and to become more aware of their own defences which contribute to problematic situations
- All behaviour has a meaning that potentially can be understood, however unhelpful it may appear
- The therapeutic relationship needs to be sufficiently open and undirected for the underlying dynamics to emerge in the here and now between counsellor and client

Underpinning the therapeutic relationship necessary for psychodynamic counselling are some key principles:

- All people are unique individuals with their own history, and their own subjective reality which has shaped their response to this history
- All people are of an equal and intrinsic value, whatever their age, race, gender, sexuality, religion, culture or social background.
- The autonomy of the individual is paramount, with the counsellor aiming at enriching the client's capacity to extend and make use of that autonomy in their own best interests. This is done by reducing the power of unconscious dynamics, thereby increasing the client's ability to make choices and exercise their own control over their lives.
- Attention to the power dynamics of therapy is essential, including reference to the dynamics brought by the counsellor's own age, race, gender, sexuality, religion, culture or social background.
- Given the centrality of the counselling relationship, it is a requirement that the counsellor has enhanced self-awareness and an advanced capacity to reflect on their own process and impact
- The counselling relationship, and the other relationships of importance to the client, need to be understood in their social, cultural and organisational contexts

YEAR 1: GRADUATE DIPLOMA

INTRODUCTION

This programme aims to provide solid foundations in psychodynamic theory and practice. It can be pursued as a stand-alone course, but also constitutes the first year of the MA Psychodynamic Counselling. It will build on your own learning and experience to enable you to understand why and how people have difficulties whether in themselves, in work, in school, in their families and in society more generally. It will give you a developmental perspective on these difficulties, and in addition help you understand the organisations in which clients are most usually offered help. It will prepare you to take up the role of counsellor so you can play a part in addressing the difficulties with which your future clients are struggling.

More particularly, this programme aims:

1. To provide a knowledge and understanding of psychodynamic concepts relating to both personal and organisational relationships
2. To provide a psychodynamic understanding of personal and emotional development and thereby to provide a developmental perspective on the difficulties experienced by clients.
3. To understand the principles and practice of psychodynamic observation as a way of understanding individuals and institutions
4. To provide a foundation in the technical skills needed to become a psychodynamic counsellor
5. To provide an understanding of the role of counsellor in organisational settings
6. To understand the psychodynamic/systemic approach to organisational dynamics
7. To develop the personal qualities, particularly the capacity for reflective practice and self-understanding, needed to take up a professional clinical role.

Course Structure

The first term offers a module introducing psychodynamic concepts both personal and organisational. The counselling skills module provides a foundation in both the theory and practice of counselling, with reading, workshop learning and a seminar in applying the psychodynamic framework to workplace observations and interactions.

In the second term you are introduced to personality development, using psychodynamic and attachment perspectives. There is also a deeper exploration of organisational dynamics using psychodynamic, systemic and other theoretical approaches.

In the third term the focus is on preparing you for placement, with seminars on the counselling role and counselling contexts including the statutory and ethical foundations for clinical practice.

There are year-long modules. One is on psychodynamic observation which trains you in observational skills and the application of psychodynamic thinking to real-life situations – key skills for becoming a practitioner. The second is on personal development, as the capacity for self-reflection and reflective practice are essential to the preparation for taking up a clinical role. For those on the 1st year MA course or who intend to pursue the MA there is a further element in the personal development module designed to assess readiness for practice.

Core modules in Graduate Diploma and the exit award- Graduate Certificate

Graduate Diploma

The core modules for the Graduate Diploma are those central to the development of the personal and professional qualities required in clinical practice – Personal Development and The Counselling Relationship and Counselling Techniques.

Exit award – Graduate Certificate

An exit award of a Graduate Certificate is available for those who achieve 60 credits, with the **academic component of the course being core** – i.e. psychodynamic concepts, personality development and group and organisational dynamics for counsellors.

AUTUMN TERM

PA256-6-AU: The Counselling Relationship and Counselling Techniques (30 credits)

Module Description

In this module students study the nature of the counselling relationship, how to develop a therapeutic alliance and the overall process of counselling. The module covers the understanding of verbal and non-verbal communication including the use of art and play, skills in listening and therapeutic intervention, issues of assessment and formulation and the place of these within the psychodynamic framework.

Students acquire an understanding of the personal qualities needing in psychodynamic work and ethical and boundary issues involved in therapeutic relationships.

The module balances academic study and discussion of the issues along with active participation in weekly workshops and the chance to undertake an on-going observation, or piece of direct work, with a child, adolescent or adult. Process recordings are written and presented within seminars providing an opportunity to enhance observation skills and the capacity to develop a psychodynamic formulation.

N.B. For this module you need to observe or work supportively with one individual for 1 hour a week over a period of 10 successive weeks. This can be in their work-place if available or in a placement. If you need a placement for this module it is important to do this WELL IN ADVANCE. The department can help in finding and securing a placement.

Aims

This module aims at helping you:

- understand key features of the therapeutic relationship in counselling
- appreciate the complexity of therapeutic communication
- develop supportive and therapeutic skills in a workplace setting
- learn ways of putting into practice their growing psychodynamic understanding.

Learning Outcomes

By the end of the module you should be able to:

- understand how they can work effectively using psychodynamic thinking and counselling skills in their approach
- have a deeper understanding of the dynamics of relationships and encounters between client and counsellor
- have a grasp of key psychodynamic techniques in counselling
- appreciate the many levels of communication operating in a counselling relationship
- begin to be able to work with play and art as well as verbal communication
- understand key aspects of a therapeutic role and its boundaries
- develop the capacity to apply psychodynamic thinking to a piece of supportive/observational work

Teaching methods:

Seminar 1 (1 ½ hours) - You will discuss readings on theoretical and practical aspects of counselling relationships. There will be a reflective group and the beginning and end of this module

Workshop (1 hour) – You will participate in experiential workshops to practise new skills and to deepen your understanding

Seminar 2 (2 hours) – You will bring descriptions of your work with adults, children and/or adolescents which will be discussed applying psychodynamic insights to the interaction.

Placements

You must have a suitable placement for a minimum of one hour a week's observation or supportive work. This may be at a school or similar agency in which you can either observe a client consistently over the 10 week term, or offer such supportive work as appropriate and requested by the agency. It should be seen primarily as a learning opportunity for you rather than provision for the client, although it could well be of significant value to the client to be offered this consistent and thoughtful presence.

The nature of the placement will naturally vary considerably, dependent on the agency involved and your prior experience/expertise/qualifications. Tutors can help ensure that the placement is appropriate, and if necessary, you will be given help finding a placement. The course requirement is for you to be able to write detailed accounts of their observations or interactions with the client each week which can be discussed in the seminar. These accounts need to be reliably and consistently anonymised to protect confidentiality.

Placement Agreement form

Agencies offering an observational placement, students and tutors will sign a document outlining their participation in the placement (copy for information included at the end of this handbook).

Disclosures & Barring Service check

Disclosures & Barring Service (DBS) checks are required for observational placements and will need to be applied for in advance. Please contact ppspgt@essex.ac.uk

Should a placement fail, PPS will help you to find another. Should the experience not provide sufficient material for a case study, you will be given an alternative assignment to assess learning outcomes.

Assessment: PA256 Case study - 5000 words:

In this module you will follow a particular individual with whom you work or one whom you have been able to observe. The case study will normally concern one individual. Any exception to this, such as a group, must be discussed and agreed with the tutor beforehand.

The purpose of the case study as an assignment is to demonstrate that you can apply the psychodynamic framework gained during the year to a consideration of one person. You will need to show your ability to understand what is going on beneath the surface of how the person appears and how they relate, both to you and to others.

Essential information in a case study includes:

- a) A portrait of the individual including
 - Age, sex, ethnic background, etc.
 - Salient points from their background - family, personal, social, cultural
 - Any educational or social reports significant for an understanding of the person
 - The presenting problem (if relevant) and any other significant problems which emerged during the work
- b) A description of the organisational context and awareness of the implication of this for the work.
- c) A lively picture of the person - appearance, behaviour, presentation, and attitude toward your work
- d) A lively picture of yourself in the relationship and you're feeling about the person and the work as it progressed.

Using your learning from the course, you need to show how you have understood the inner world of the person observed as evidenced in the work and the dynamics between you, including

- a) an account of how you understand the individual's behaviour and/or difficulties
- b) consideration of how the individual affected you, the others and the organisation
- c) transference and counter-transference issues that arose in the encounters

- d) evidence of your thinking about the communication with this person and the extent to which you think your organisation was operating therapeutically in relation to them.

There is no standard format for presenting a case study. This will be determined to some extent by the case itself. However, the case study should be purposefully written, with a statement about what you intend to demonstrate.

The essay should reflect integration of theory and practice. While theory is not the main focus of the assignment, the theoretical framework should be articulated with appropriate references within the text. We are seeking evidence that you can apply the theory effectively in the understanding of one person.

PA217-5-AU Psychodynamic Concepts for Counselling (15 credits)

This module offers an understanding of the key theoretical concepts used in psychodynamic thinking, relating both to individuals and personal relationships and to group and organisational dynamics. In particular, it helps students understand the unconscious dynamics at work in individuals and families, and become able to apply their understanding beyond individuals in relation to groups and organisations. The module aims to establish a theoretical foundation for the rest of the programme. As such students will study the basis of a psychodynamic approach, the key theoretical ideas and their place within the discipline. The discipline is understood with reference to its place in social science and the underpinning philosophical assumptions are considered.

Teaching Methods

There are 10 weeks of 2 hour seminars. Teaching is divided into two components, the first hour is a taught seminar, and the second hour is a group discussion. Seminars may include workshops and other exercises.

Aims

This module aims at helping you:

- To familiarise students with the key concepts of psychodynamic thinking applied to individuals and families.
- To help students understand the underpinning assumptions of psychodynamic thinking and its place in Social Sciences.
- To build on students' understanding of the psychodynamics of human behaviour by applying these ideas to groups and organisations.
- To become aware of the unconscious dynamics at work in individuals, families, groups and organisations.
- To understand the importance of the unconscious in everyday life and in clinical presentations.
- To understand the importance of these theoretical ideas in later working with clients as a psychodynamic practitioner.

Learning outcomes

By the end of the module you should be able to:

- Understand key psychodynamic concepts about individuals and personal relationships and their place in the discipline.
- Be aware of the place of psychodynamic thinking in the social sciences
- Be familiar with the role of the unconscious and unconscious processes in relationships and interactions.
- Be familiar with key psychodynamic concepts relating to organisational dynamics.
- Be aware of the implications of psychodynamic concepts for later work with clients.

Assessment

For this module the assignment is an essay on the content of the theory seminars. You will be asked to demonstrate your understanding of the theory studied and to show that you can apply this

to your own professional experience, observations or other material. Quotations and references must be incorporated into the essay. See Appendix A for guidelines on essay writing.

PA216-6-FY Psychodynamic Observation for Counsellors (15 credits)

Observation is a key tool for both practitioners and researchers in psychodynamic disciplines. This module gives you the opportunity to become acquainted with the value of this method of investigation into the human mind and human interactions, and to develop the skills and awareness of a psychodynamic observer.

This module aims to provide you with a theoretical and practice-based understanding of psychodynamic observation and the skill and qualities involved. In addition, you will be developing professional skills involved in assessment and case presentation.

You will learn to apply your growing grasp of psychodynamic theory to everyday events and encounters and to develop their appreciation of the role of unconscious and emotional communication in ordinary life. This will enable you to become perceptive in terms of detail and more subtle in your understanding of the meaning of what you observe and what you bring to the learning experience. It will enable you to reflect on your own process in observations and in groups and to become more self-aware. You will become more alert to first, the conscious and unconscious ways in which your capacity to observe and how you interpret what you observe are influenced by your experiences, and second, the implications of this in relation to self-awareness as an essential element in becoming a psychodynamic counsellor.

In the second term of this module you will need to be in some kind of workplace to do 'in role' observations. This can be in your ongoing employment where appropriate, as a continuation of the placement taken up for PA 256 or in a new one arranged separately.

Alongside the observation seminars, which have an experiential element, you are also developing a psychodynamic approach to reflective practice. There will be reflective groups at intervals where you reflect on your own experience of membership of the course and the impact of the course on them. These activities encourage and support the conscious use of self in social and professional relationships, the experience of 'learning from action' and recognition of oneself as a 'participant observer' in different contexts. The reflective components help recognition of and development of the personal qualities required in a psychodynamic counsellor.

Teaching methods:

This module consists of seminars to which you will bring written accounts of observations you have made. You will observe individuals and interactions in the community and in the workplace and write accounts of what you have seen and experienced, which will be discussed in the seminar group to elicit greater understanding of the situations and dynamics described.

Aims

This module aims at helping you:

- To develop a keener eye for the detail of human behaviour and interaction
- To increase awareness of the role of emotional communication and the unconscious in everyday events and encounters
- To understand the application of psychodynamic concepts and insights to all aspects of human experience
- To lay the foundations for psychodynamic observation as a key skill in psychodynamic practice
- To develop skills related to psychodynamic assessment, case presentation and reflective practice
- To establish a reflective space for acknowledging and processing the emotional and psychological implications of the material studied on this course

- To develop the capacity for self-reflection and an awareness of the influence of one's own processes and personal experiences

Learning outcomes

By the end of the module you should be able to:

- Apply key psychodynamic concepts to observed individuals and relationships
- Have an introductory knowledge of key ideas and aims of reflective practice
- Observe detail and to perceive subtle indications of emotional and unconscious dynamics
- Appreciate the role of conscious and unconscious mechanisms in relationships
- Be aware of the use of psychodynamic observation in work with clients
- Apply psychodynamic thinking to everyday situations
- Reflect on your own process in the observing and in the learning contexts
- Be increasingly reflexive and recognise the relationship between self-awareness and therapeutic care

Attendance and participation is required to reach a sufficient standard to pass. You should aim at a minimum of 90% attendance. Below 80 % would start to be a cause for concern and below 60% would not be acceptable. It is also important that you participate as well as attend, although it is not possible to put a numerical value on what would count as sufficient.

Assessment

This module is assessed in a variety of ways:

A written account of an observation (PA216-6-FY flexible word-count) which you present in the seminar. This will be assessed on the quality of the written observation, including

- the level of detail observed
- the capacity to observe verbal and non-verbal behaviour
- the clarity of the contextualisation
- evidence of emotional awareness
- evidence of reflective self-awareness
- the ability to convey the nature of the observation to others
- the ability to make good use of the group discussion and the contributions of others
- the ability to learn from the experience of the observation

We are looking for your capacity to observe in detail that which relates to the objective external world and that which relates to the subjective internal world. The observation should be written without including inferences and interpretations as these will be included and assessed in the second assignment (the Observation Commentary).

Observation Commentary – 3000 words due in Spring term

This assignment is geared to assessing how well you have been able use the learning from this module to understand what you observed. You may make reference to relevant course readings from this and any module in supporting your commentary, but the use of theory will only be a small part of this assignment.

1. Your Observation Commentary will aim to show:

- Your understanding of what was observed and how your understanding of the material has developed through the process
- Your ability to learn from the experience of the observation
- Your ability to make good use of the group discussion and the contributions of others
- The capacity to apply psychodynamic concepts and insights to the observation
- The capacity to draw upon the theory of psychodynamic observation (readings available on Moodle) to enrich your commentary
- Evidence of awareness of emotional and unconscious dynamics, including your own

SPRING TERM

PA257-6-SP Group and Organisational Dynamics for Counsellors (15 credits)

In this module, you study group and organisational processes which provides you with psychodynamic and systemic understanding of how groups, organisations and networks function and interact. You will gain a deeper understanding of the wider dynamics affecting professionals and clients.

It includes both theoretical and experiential learning.

Beginning with Freud's original and critical work on group psychology the module explores the impact that social and organisational psychology and psychoanalysis have had upon working and organisational life. We will consider the ways in which organisations and working life are influenced by powerful unconscious defences operating within and between people and organisational structures. How have psychoanalytic and systemic ideas helped to make sense of seemingly irrational group and organisational phenomena and striven to keep alive the 'human touch' in organisational and group life? What can the individual do to improve organisations, help keep them 'on task' and strengthen their therapeutic or enabling qualities? How does an understanding of group and organisational process become useful in a counselling situation?

Aims

This module aims at helping you:

- understand more fully the conscious and unconscious dynamics in groups and organisation
- develop insight into group and organisational processes in their own workplaces and the impact of these on their clients
- students to be equipped with the knowledge and confidence to establish, maintain and protect the role of counsellor in complex organisations
- have a fuller grasp of the group and organisational pressures on themselves and their clients.

Learning Outcomes

By the end of the module you should have:

- a deeper understanding of organisational dynamics
- the ability to apply psychodynamic insight to a wide range of organisational settings
- an increased understanding of the unconscious dynamics at work in individuals, groups and organisations
- capacity to recognise how psychodynamic concepts come alive and apply to individuals, groups and organisations
- awareness of the key features of organisational life such as role, authority, leadership, followership, open and closed systems, organisational hierarchies and boundaries, conflict, primary task, and participation
- awareness of the role they play in group and organisational life including their capacity for self-reflective practice and management of self
- awareness of how organisational and group processes impinge on the clinical task
- awareness of the impact of group and organisational processes on their clients

Learning and Teaching Methods

The module is delivered using theory seminars, experiential workshops and a two-day experiential weekend.

Assessment

You will need to complete two essays which demonstrate that you have the ability to understand and apply the theoretical understanding gained in the module. The first essay; 'Organisation essay'

is 2000 words and will be primarily theoretical; the second will be based around the Group Relations Weekend with a word count of 1500 words.

PA218-5-SP Personality Development (15 credits)

This module gives you an outline of child, adolescent and adult development through the lifecycle. There is an emphasis on the acquisition of the emotional capacities for good relationships, effective learning and emotional well-being, and what can interfere with these. Each phase of life will be studied to bring out the psychological challenges faced, the emotional and developmental tasks which present themselves and typical defensive manoeuvres, using psychodynamic understanding to explore the developmental issues and possibilities as we move through our lives. The theoretical texts are drawn from psychodynamic and attachment literature

Aims

This module aims at helping you:

- understand the foundations of emotional development laid down in early life
- understand the effect of these early experiences on later social, relational and learning capacities
- understand the importance of attachment to emotional development
- understand the implications for later clinical work with clients of an understanding of their developmental stage
- understand the implications for clinical work of an understanding of the early roots of their difficulties

Learning outcomes

By the end of the module you should have:

- Familiarity with key stages of personality development
- Basic familiarity with attachment theory
- Familiarity with psychodynamic understanding of emotional and relational development
- Awareness of the implications of pre-birth factors and early environment for later work with clients
- The capacity to be able to apply a developmental perspective to clients' difficulties

Teaching Methods

There are 10 week of seminars of 2hrs' duration. Students will read texts on the psychodynamics of human development before the seminar and come ready to discuss them with the tutor and each other. Experience from personal and workplace interactions will enrich the learning. In some seminars students will take turns to present key elements from the week's texts and/or the tutor will take the lead in introducing and organising the learning.

Seminars may include workshops and other exercises

Assessment

For this module the assignment is an essay on the content of the theory seminars. You will be asked to demonstrate your understanding of the theory studied and to show that you can apply this to your own professional experience, observations or other material. Quotations and references must be incorporated into the essay. See Appendix A for guidelines on essay writing.

SUMMER TERM

PA215-6-SU Counselling Contexts: preparing for placement (15 credits)

This module equips you with an appreciation of the role of the counsellor and prepares you for taking up that role in the clinical part of the training. It aims to provide you with an awareness of the complexity of the role, and an understanding of the professional environment you will be encountering on placement in the following year. It aims to familiarise you with the settings within which counselling takes place. It will give you awareness of the ethical and statutory frameworks within which you will be working and help you understand the meaning and standing of counselling in a range of agencies, and its place in wider provision. It will help develop the confidence to take up the role and explain it to others.

Aims

This module aims at helping you

- develop awareness of the counselling role
- develop awareness of the complexity of the counselling relationship
- develop confidence to take up the role and explain it to others
- develop awareness of the ethical and statutory framework within which counselling takes place
- develop awareness of the wider service context within which counselling takes place and its place in it.

Learning outcomes

By the end of the module you should be able to:

- Understand the nature and complexity of the counselling role
- Understand the ethical and statutory framework around the counselling relationship
- Understand counselling's place in a wider range of interventions and services
- Take up a placement as a trainee counsellor in supervision with awareness of the implications and responsibilities that this entails

Teaching Methods

Theory seminars will cover key aspects of counselling and the role of the counsellor, with discussion of readings. Some seminars will include extracts from television programmes or professional recordings presenting counselling situations.

Workshops and role-plays will enable students to practise skills and gain confidence in taking up the counselling role.

Assessment

This module is assessed by responding in short essay format to a number of vignettes from counselling contexts with accounts of how you would manage a situation.

PA221-6-FY Personal Development

This module provides you with the opportunity to develop and demonstrate the personal capacities needed to take up the role of psychodynamic counsellor. It concentrates on the ability to reflect on your own experience as a key element in psychodynamic work. It gives you opportunities to take ownership of your own learning experience and to take responsibility for yourself as learners, members of a group and a potential clinician. It encourages the awareness of the conscious and unconscious elements in yourself and between you and others as a way of understanding all human relationships and interactions.

Aims

This module aims at helping you:

- develop better understanding of ourselves as individuals, as learners and as members of a group

- develop understanding of the role of the unconscious in individuals and in interactions between individuals
- develop the capacity for reflective practice
- understand the importance of reflective practice in the psychodynamic approach
- develop the capacity for reflective practice in working with clients and in supervision as a psychodynamic practitioner
- develop the qualities needed in a psychodynamic practitioner

Learning outcomes

By the end of the module you should be able to:

- reflect on your own experience
- reflect on your own learning journey
- use reflective thinking in the approach to clinical work
- use reflective thinking in the supervision relationship
- move into the clinical role effectively

Teaching Methods

There will be seminars on the personal qualities required for ethical and effective counselling.

Reflective groups will be held to develop self-awareness and the capacity to communicate feelings and experiences effectively.

A seminar will be held to prepare for the reflective report.

Tutorials will devote time to reflect on the student's learning journey.

Observation seminars will help develop self-reflective capacities.

A self-assessment report will not be graded but will be discussed in a specific tutorial to explore readiness for placement.

For those aiming to progress into year 2 of the MA Psychodynamic Counselling, there is an expectation that students will enter their own psychodynamic/psychoanalytic personal therapy by the beginning of the Summer Term at the latest. This will provide a further arena for personal development. Please consult the handbook for details on the choice of therapist/counsellor.

Assessment

Reflective report:

At the end of the academic year you will submit a reflective report of 3000 words (+ / - 10%) in which you will present a subjective review of the year as a whole.

The reflective report is an opportunity for you to gather together your impressions and consider the impact of the course on you. It is different from other course submissions, in that primarily the focus should be on capturing something of your experience, feelings, thoughts, individual responses, associations and personal learning. It is not intended primarily to be either a formal review of theory, nor objective feedback on the course. The emphasis should be on trying to find and articulate your subjective voice and reflecting on how you have responded to the opportunities provided by the course. You will be expected to demonstrate the capacity for self-reflection and take some ownership of your own learning journey.

There are many approaches to structuring such an essay. You can say something about all aspects of the course or choose focus on one or two more profound experiences that represent something particularly important for you. You will need to give over a substantial section of the report to reflection on your experience of, and learning from, the group relations weekend.

Hence the following is not intended to be an agenda for the essay, but may be helpful as a reminder of aspects of the course.

- Your initial engagement with the programme
- Your experience of seminars, and of readings that have made an impact.
- The impact of students, course tutors and the learning group.
- New insights into your own developmental story, experiences and relationships
- The experience of the group relations weekend.

There are some particular pitfalls to try to avoid. This is not the place to get overly theoretical (but do not shy away from using theoretical references where relevant). Try to represent your felt experience, and maintain your curiosity and spirit of exploration about your own grappling with the learning.

Readiness for placement is not graded but assessed as a Pass or Fail based on the readiness for placement guidelines and the capacity to adhere to the ethical framework.

Years 2 and 3: MA PSYCHODYNAMIC COUNSELLING

INTRODUCTION

This programme will combine with and build on the knowledge and expertise acquired in year 1 Graduate Diploma/MA Psychodynamic Counselling to support and develop the capacity for professional practice in community and other settings. It aims to provide the opportunity for personal and professional development sufficient to enable you to take up and work effectively in the role of psychodynamic counsellor. It will further your knowledge of psychodynamic theory and practice, extend your awareness of many commonly- encountered issues and problems of potential clients and introduce you to the applications of research in the field. It will provide in-depth understanding of the counsellor's role and an appreciation of how counselling fits into the wider provision of therapeutic and care services for your clients. It includes a supervised placement in which you will acquire significant experience of practice in an organisational setting in order to establish the foundations of clinical expertise.

More particularly, this programme aims to enable you:

- To understand the key theoretical ideas underpinning psychodynamic counselling practice.
- To understand the role of the counsellor
- To develop the capacity to be reflective about oneself, the counselling relationship and the workplace, and to learn from a group relations experience
- To develop the capacity to apply psychodynamic principles and techniques in individual counselling
- To establish the skills and attitudes necessary to be an ethical and effective psychodynamic practitioner
- To develop the capacity to engage clients and to foster a therapeutic alliance
- To understand key areas of difficulty in clients, their presentation and origins
- To understand how research informs practice
- To conduct independent study into a topic of your own choice
- To understand how the efficacy of interventions can be measured
- To understand how other related practitioners work and to appreciate how psychodynamic work fits into the wider clinical picture

Course Structure

Year 2's programme consists of two modules on theory and practice, a module on applications of research, a personal development module and a professional development module. Clinical seminars run throughout the year. In terms one and two they provide the practice component of the theory and practice modules. In term three they form part of the professional development module.

In the following year there is a further theory and practice module, a module on different approaches, a further professional development module and a dissertation. Clinical seminars run throughout the year. In term one and half of term two they provide the practice component of the theory and practice module. In the second half of term two and all of term three they form part of the professional development module.

Core modules in MA Psychodynamic Counselling and the exit award Postgraduate diploma in Psychodynamic Counselling

MA Psychodynamic Counselling

The core modules for the MA are those central to the development of the personal and professional qualities required in clinical practice – personal development and professional development 1 and professional development 2.

Exit award – Diploma in Psychodynamic Counselling

An exit award may be available for students that fulfil the criteria to receive an exit award of a Postgraduate Diploma, in line with the University's Rules of Assessment, which are available online at www1.essex.ac.uk/students/exams-and-coursework/ppg/pqt/assess-rules.aspx.

YEAR 2

Formative essay

A short essay will be set early in the first term on a topic from the theory syllabus. This is to help you to develop your essay-writing skills and get feedback on their progress so that you can be more confident in writing the summative essays which contribute to your degree mark.

PA961-7-AU Psychodynamic Theory and Practice 1 (15 credits)

This module provides theoretical seminars, workshops and clinical discussion groups. The theory seminars consolidate the understanding of issues facing clients and further reinforce the students' understanding of key psychodynamic concepts and symptomatic behaviour/presentations. The workshops will focus on particular areas of practice or understanding to supplement the theory seminars and to provide experiential learning about the issues under consideration. The clinical seminars help you make further use of the theoretical readings in your placement work and in developing further your clinical role. The clinical seminars will further promote your ability to reflect on and learn about your own work using the observations of others, to learn from the work of others, and to bring creative clinical thinking to bear on a range of cases. Overall the module aims to further students' understanding of the connections between theory and practice as they embark on their clinical work.

Aims

This module aims at helping you:

- To facilitate the taking up of the professional role of counsellor through linking theory to practice
- To extend the understanding of the clinical role in context
- To provide practical and theoretical support in approaching the challenges of placement
- To broaden understanding of client presentations
- To broaden understanding of ways of working with clients

Learning outcomes

By the end of the module you should be able to:

- Deeper understanding of the professional role of counsellor
- Understand the basics of psychodynamic theory and its application to practice
- Greater confidence in taking up the role of counsellor
- Familiarity with a range of client presentations
- Familiarity and developing skill in a range of different techniques used in psychodynamic work

Teaching Methods

Theory seminars will consist of lectures and discussions, sometimes led by student presentations.

Workshops will be varied, with different methods such as discussion, role-play, audio-visual material to respond to and other experiential exercises.

Clinical seminars will consist of presentation of client work by students which will then be discussed in the group

In alternate weeks there will be a shorter workshop followed by an experiential group.

For the clinical seminars you will bring written, detailed accounts of their clinical work on placement. These will be discussed in depth, with attention given to -:

- an understanding of the dynamics within the client
- an understanding of the family and other systems around the client
- an understanding of the dynamics between client and counsellor
- an understanding of the transference/countertransference interactions
- matters of psychodynamic technique in interventions with the client
- organisational issues relevant to the encounter

- any ethical or boundary issues relevant to the encounter

Assignment

An essay of 3000 words:

Essay titles – Choose one:

- Transference and Countertransference are often seen as absolutely central to psychodynamic work. How much have you found yourself using them in your work this term, and in what ways? Give examples to illustrate your answer
- To what extent and in what ways have you needed to change how you present yourself with clients in order to take up the role of psychodynamic counsellor? Illustrate your answer with examples and reflect on this experience.
- In what ways is your placement setting conducive to the practice of psychodynamic counselling and what are the challenges? Illustrate your answer with examples and give some ideas as to support your thinking.

PA963-7-SP Psychodynamic Theory and Practice 2 (15 credits)

This module provides further theoretical and clinical seminars and workshops to deepen students' understanding of the theory and practice of psychodynamic counselling. The theory seminars extend the students' understanding of a range of typical client presentations, providing psychodynamic understanding of work with clients with a range of different symptoms/problems. The workshops provide a more experiential and practical opportunity for learning. The clinical seminars help the students develop in their approach to clinical work, using the theoretical learning to deepen and broaden their expertise. They will develop further the student's ability to learn from the work of others, to bring creative clinical thinking to bear on a range of cases and to learn from the input of others to their own work.

Aims

This module aims at helping you

- To consolidate the your capacity to operate as effective psychodynamic practitioners
- To further extend the understanding of the clinical role in context
- To provide further practical and theoretical support for clinical work on placement
- To broaden and deepen understanding of client presentations
- To broaden and deepen understanding of ways of working with them

Learning Outcomes

By the end of the module you should have:

- Deeper understanding of the professional role of counsellor
- Greater confidence in taking up the role as an established practitioner
- Familiarity with a wider range of client presentations
- Consolidated familiarity and skill in a range of different techniques used in psychodynamic work

Learning and Teaching Methods

Theory seminars consist of a lecture component followed by discussion. You should read ahead of the seminars so you can join in discussion and bring relevant examples from your clinical work. Sometimes you might be asked to present the theoretical topic yourself.

Workshops are more experiential with role-plays, practical exercises and creative approaches to the topic of the week.

In clinical seminars you will present detailed descriptions of your clinical work which will be discussed with the group

In alternate weeks there will be a shorter workshop followed by an experiential group.

Assessment

An essay of 3000 words: Choose one:

1. Focussing on one area covered in the theory syllabus of the module how has the learning this term added to your understanding of the issues involved and of how best to approach working with a client with this presentation? Illustrate your account with examples from your own experience or from the literature.
2. Using three of the areas covered in the module demonstrate how the object relations conceptual framework adds to our understanding of the symptomatology.
3. Choose either: ADHD; Refugees or Children with ASD and discuss why one might need both a psychodynamic and other ways of approaching the work in order to understand and intervene helpfully.

PA965-7-SU Application of Research to Psychodynamic Practice (15 credits)

This module aims to familiarise you with a basic understanding of research as applied to psychodynamic counselling. It will introduce you to qualitative and quantitative research methods and assist you in using routine outcome measures in their clinical work. You will read key research texts that illuminate the possibilities and complexities of psychodynamic practice research. You will learn how to read and assess the research literature and be able to develop a research-mindedness in their approach to your work.

Aims

This module aims at helping you:

- Develop research-mindedness in your approach to psychodynamic counselling
- Use past research in your thinking and work
- Engage constructively in the debates about research in practice
- Develop the capacity to approach research with critical awareness and understanding
- Be encouraged towards future research in their career development

Learning outcomes

By the end of the module you should have:

- Awareness of and some understanding of qualitative and quantitative research studies
- Awareness of and some understanding of the use of outcome measures in psychodynamic work
- Awareness of the complexities around psychodynamic research
- Ability to assess critically the research literature
- Awareness of the possibilities for future research

Teaching methods

Key texts in the research literature will be studied and discussed in the seminars.

Research experiences and practices will be studied in the workshops, with opportunities to explore techniques/measures and consider clinical applications.

Assessment

Proposal for a research project (3000-4000 words)

In this assignment you are being asked to bring together your learning from the module by putting forward a proposal for a piece of research you would like to conduct. You will not be in a position to pursue this research, but this piece of work should describe a viable and interesting topic, methodology and design which could be pursued. Below are some guidelines as to what the proposal should include:

- The question: What question are you trying to ask? Why are you interested in this question? Why is it important?

- A brief literature review: What have you read about the issues you are exploring which informs your posing of the question and your sense that there is a gap to fill?
- Theoretical framework: What is the theoretical underpinning for the research?
- Research Design:
 - a) How are you going to go about the research?
 - b) What kind of methods will you use? Why? Why not some other kind of method?
 - c) Who are the participants going to be? How will you recruit them? What kind of information will you need to provide and what kind of permissions will you need to ask for?
 - d) What will your participants be asked to do? How will you set up ways in which this will happen?
 - e) How long is the project envisaged to last?
- What problems, issues, obstacles etc. are you likely to come across? How will you deal with them?
- What sort of process(es) will you be putting your data through?
- Will you need help? If so, from whom and in what way?
- What do you expect to learn?
- What might be the limitations of your research?
- How would you disseminate your findings?

PA968-7-FY Professional Development 1 (15 credits)

This module aims to promote your development as a psychodynamic practitioner on placement, using the learning from the rest of the course and building on the clinical seminars throughout the year. As such it is at the core of the course, focussing on your developing professional identity and counselling skill. Seminars consist of you taking it in turns to present detailed accounts of their clinical work, which will be discussed by the group and the tutor. This will allow deeper understanding of the client and the counselling relationship, and for the extension and refinement of your psychodynamic techniques. You will be working with approximately 3 clients each week, receiving weekly supervision, as a minimum, from an external supervisor. A pass or fail grading will be provided by the supervisor, but in addition the learning from the module will be assessed by means of a detailed case study based on the placement experience.

Aims

This module aims at helping you to develop:

- the ability to use psychodynamic theory and insight in professional practice
- understanding of the role of psychodynamic counsellor in context
- a professional approach to practice
- the ability to make thoughtful use of supervision
- the skills and techniques used in professional psychodynamic practice

Learning outcomes

By the end of the module you should be able to:

- use psychodynamic theory in practice
- inhabit the role of psychodynamic counsellor effectively
- demonstrate a professional attitude in practice on placement
- demonstrate thoughtful use of supervision
- use personal therapy to inform and deepen practice

Teaching methods

The learning for this module is primarily from the placement experience. Clinical seminars in PA961 and PA963 will have provided the opportunity to increase knowledge about psychodynamic technique and the application of psychodynamic principles to clinical practice. Term 3 provides a continuation of this to the end of the year to support your professional while on placement. A learning journal will be kept, including a log of clinical work.

Assessment

a. Letters and report portfolio

You are asked to submit a portfolio of letters/reports written about a client. This should be based around a particular real client and make use of the experience you have had so far with them and the understanding you have gained.

1. Letter to GP summarising work at end of counselling: no more than 300 words
2. Closing summary for placement agency: no more than 500 words
3. Report for counsellor taking over next term on the grounds that you are leaving the placement: no more than 300 words
4. Referral of client to CAMHS/EWMHS/MHT or other therapeutic agency for further work: no more than 300 words

b. Case study 5000 words

The case study will normally concern one client. Any exception to this, such as a family or group, must be discussed and agreed with the tutor beforehand.

The purpose of the case study as an assignment is to demonstrate that you can apply the psychodynamic framework gained during the year to a consideration of your work with one client. You will need to show your ability to understand what is going on within the client, around the client and between you and the client.

Essential information in a case study includes:

- A portrait of the client including:
 - Age, sex, ethnic background, etc.
 - Salient points from their background - family, personal, social, cultural
 - Any educational or social reports significant for an understanding of the client
 - The presenting problem and any other significant problems which emerged during the work
- A description of the organisational context and awareness of the implication of this for the work
- A lively picture of the client - appearance, behaviour, presentation, and attitude toward your work
- A lively picture of yourself in the relationship and you're feeling about the client and the work as it progressed.

Using your learning from the course, you need to show how you have understood the inner world of the person observed as evidenced in the work and the dynamics between you, including:

- an account of how you understand the client's difficulties
- consideration of the kind of relationship which you established with the client
- consideration of how the client and the work affected you
- transference and counter-transference issues that arose in the work
- technical issues which came up in the work and your learning about the counselling role and process

There is no standard format for presenting a case study. This will be determined to some extent by the case itself. However, the case study should be purposefully written, with a statement about what you intend to demonstrate.

The essay should reflect integration of theory and practice. While theory is not the main focus of the assignment, the theoretical framework should be articulated with appropriate references within the text. We are seeking evidence that you can apply the theory effectively in the understanding of your client and the counselling process.

It will be assessed on the quality of your **thinking and formulating** about the work, rather than the work itself, so problems which arose that are thoughtfully analysed will not be themselves the cause of reduced marks, indeed can be the basis for excellent work.

PA967-7-FY Personal Development (15 credits)

This module provides you with the opportunity to develop and consolidate the personal capacities to take up the role of psychodynamic practitioner. It concentrates on the ability to reflect on your own experience as a key element in psychodynamic work. It gives you opportunities to take ownership of your own learning experience and to take responsibility for yourself as a learner, a member of the course group, a member of the staff in the placement and a clinician. It encourages further and deeper awareness of the conscious and unconscious elements in ourselves and between ourselves and others that provide the background to all human relationships and interactions.

Aims

This module aims at helping you:

- To develop better understanding of ourselves as individuals, as learners, as clinicians and as members of a group and a team
- To develop further understanding of the role of the unconscious in individuals and in interactions between individuals
- To develop and consolidate the capacity for reflective practice
- To use reflective practice in working with clients and in supervision as a psychodynamic practitioner
- To consolidate the personal capacities and values required in professional clinical practice

Learning outcomes

By the end of the module you should be able to:

- reflect on your own experience
- reflect on your own clinical learning journey
- use reflective thinking in clinical work
- reflect on group and organisational dynamics and their participation in them
- use reflective thinking in the supervision relationship

Teaching Methods

There is no specific reading for this module as it draws on material from other modules. However, students are encouraged to consult BACP ethical framework for guidance on personal qualities and values required in counselling. Tutorials will devote time to reflect on your learning journey and observation seminars will help develop self-reflective capacities. A group relations weekend will be held in the Spring Term in which the learning will be experiential. During this weekend you will be asked to take part in a range of groups in order to study group and inter-group behaviour, to learn about the roles you take up in groups, the effect on you of group behaviour and the effect of your behaviour on the groups you are in. Experiential groups will be held in the Autumn and Spring terms to prepare you for the Group Relations experience and to aid self-reflection. At least one seminar will be offered to reflect on the Group Relations experience and a seminar will be held to prepare for the reflective report. See Appendix 3 for a fuller account of the Group Relations Weekend.

Assessment

Reflective Report (3000 words)

At the end of the academic year you will submit a reflective report based on a subjective review of the year as a whole.

The reflective report is an opportunity for you to gather together your impressions and consider the impact of the course on you. It is different from other course submissions, in that primarily the focus should be on capturing something of your experience, feelings, thoughts, individual responses, associations and personal learning. It is not intended primarily to be either a formal review of theory,

nor objective feedback on the course. The emphasis should be on trying to find and articulate your subjective voice and reflecting on how you have responded to the opportunities provided by the course. You will be expected to demonstrate the capacity for self-reflection and take some ownership of your own learning journey.

There are many approaches to structuring such an essay. You can say something about all aspects of the course or choose focus on one or two more profound experiences that represent something particularly important for you. You will need to give over a substantial section of the report to reflection on your experience of, and learning from, the group relations weekend.

Hence the following is not intended to be an agenda for the essay, but may be helpful as a reminder of aspects of the course.

- Your experience of starting this year
- Your experience of seminars, and of readings or workshops that have made an impact
- The impact of students, course tutors and the learning group
- The impact of the placement experience
- The experience of taking up the role of counsellor
- The experience of supervision
- The experience of the group relations weekend.
- Any other major events or experiences which have influenced your journey through the year

There are some particular pitfalls to try to avoid. This is not the place to get overly theoretical (but do not shy away from using theoretical references where relevant). While the essay is personal it is still an essay rather than a piece of therapeutic writing. It is also not a review of the year in the sense of course feedback. Try to represent your felt experience, and maintain your curiosity and spirit of exploration about what has contributed to your own grappling with and distinctive experience of the year.

YEAR 3

PA964-7-FY Advanced Counselling Theory and Practice (30 credits)

This module provides theoretical and clinical seminars and workshops to further your understanding of theory and practice and the connections between them as you continue clinical work. The theory seminars consolidate and deepen understanding of issues facing clients and further reinforce the understanding of key psychodynamic concepts and symptomatic behaviour/presentations. You will explore more extreme symptomatology requiring more sophisticated expertise, establishing greater capacity to work with more demanding cases. The clinical seminars help you make further use of the theoretical readings in your placement work and in developing further your clinical role. The clinical seminars will further promote your ability to reflect on and learn about your own work using the observations of others, to learn from the work of others, and to bring creative clinical thinking to bear on a range of cases.

Aims

This module aims at helping you:

- consolidate their ability to take up the professional role of counsellor through linking theory to practice
- extend the understanding of the clinical role in context
- provide further practical and theoretical support in approaching the challenges of placement
- broaden further the understanding of client presentations
- broaden further the understanding of ways of working with clients

Learning outcomes

By the end of the module you should have:

- Consolidated understanding of the professional role of counsellor
- Greater confidence in taking up the role
- Greater familiarity with a range of client presentations
- Greater familiarity with and consolidated skill in a range of different techniques used in psychodynamic work
- Greater ability to operate ethically and effectively in role as counsellor

Teaching Methods

Theory Seminars

For the theory seminars you will read texts before the seminar and come ready to participate in discussions with the tutor and each other. You may be asked to prepare a short presentation on the week's texts, or to bring particular points of interest or concern to pursue in the seminar. In some seminars the tutor will provide an introduction to the topic, or play a more leading role in gathering and organising the learning from the reading of the text.

Workshops

There will be workshops dedicated to the exploration of clinical issues. You will focus on building deeper knowledge of and confidence in dealing with clinical situations.

Clinical Seminars

You will bring written, detailed accounts of your clinical work on placement. These will be discussed in depth, with attention given to -

- an understanding of the dynamics within the client
- an understanding of the family and other systems around the client
- an understanding of the dynamics between client and counsellor
- an understanding of the transference/countertransference interactions
- matters of psychodynamic technique in interventions with the client

- organisational issues relevant to the encounter
- any ethical or boundary issues relevant to the encounter

Assessment

Essay on theory and practice (3000 words):

Choose a topic from the module. Explore it with reference to experiences in your own clinical work and highlight how your understanding has affected your practice in this case/these cases

PA966-7-FY Different Approaches (15 credits)

This module broadens the range of interventions familiar to you. It covers other applications of psychodynamic thinking, in family, group and shorter-term work, and then introduces other orientations in work with clients. It will not provide sufficient grounding in these other approaches for you to be proficient in them, but will provide an understanding of the basic ideas underpinning them so you can have a respectful awareness of where psychodynamic thinking sits in the wider range of potential interventions. The module also covers assessment, so that you can be alert to issues informing choice of treatment.

Aims

This module aims at helping you:

- use your psychodynamic understanding in flexible ways
- understand how your psychodynamic thinking can help you work with groups, families and others
- be aware of how your psychodynamic understanding can be adapted to short and very short term work as well as longer term counselling
- be aware of other orientations to facilitate constructive relationships with other services
- understand where psychodynamic thinking is situated in a wider range of approaches
- lay the foundations for you to be able to make informed judgements as to what is the most appropriate intervention in particular cases

Learning outcomes

By the end of the module you should be able to:

- apply psychodynamic understanding flexibly to different interventions
- use psychodynamic thinking in relation to groups, families, parents and others
- adapt psychodynamic work to short and very short-term models
- have sufficient knowledge of them to have constructive connections with other colleagues and services
- understand where psychodynamic thinking is situated in a wider range of approaches
- understand the assessment task and of issues of choice of treatment and treatment of choice

Teaching Methods

There will be lectures and presentations in the theory seminars, some from course staff and others from visiting experts in different approaches. Workshops will be used in a flexible way to practise and gain experiential awareness of key issues in other approaches.

Assessment

Essay on different approaches (3000 words)

You will choose one of a number of provided client cases and argue what would make one non-psychodynamic approach appropriate for this client and describe what you expect might develop in the work. You then will do the same for the psychodynamic approach. The aim is to attempt to fully inhabit the other approach and to establish an understanding both of how either could be a positive intervention, and to demonstrate understanding of possible different trajectories. It is not an exercise to argue the relative merits but to show appreciation of their respective potential.

PA969-7-FY Professional Development 2 (15 credits)

This module aims to develop your capacity to work effectively and ethically as a psychodynamic practitioner on placement, using the learning from the rest of the course. As such it is at the core of the course, showing your developing professional identity and counselling skill. You will work with approximately 3 clients each week, receiving weekly supervision (as a minimum) from an external supervisor. A report and pass or fail grade will be provided by the supervisor, but in addition the learning from the module will be assessed by means of a detailed learning journey report.

Aims

This module aims at helping you:

- To develop further the ability to use psychodynamic theory and insight in professional practice
- To develop further understanding of the role of psychodynamic counsellor in context
- To develop further a professional approach to practice
- To develop further the ability to make thoughtful use of supervision
- To develop further the skills and techniques used in professional psychodynamic practice
- To establish the necessary skills and attitudes for independent practice after qualification

Learning outcomes

By the end of the module you should be able to:

- use psychodynamic theory in practice
- inhabit the role of psychodynamic counsellor effectively
- demonstrate a professional attitude in practice on placement
- demonstrate thoughtful use of supervision
- use personal therapy to inform and deepen practice
- manage independent practice after qualification

Teaching Methods

This module is based on the placement experience and clinical seminars at the University. There are no readings specifically attached to this module and each week consists of the presentation and discussion of clinical material provided by you.

To be awarded the MA you need to complete 150 hours of supervised clinical practice. The intention is that one case would be seen consistently for an academic year. If these hours have not been completed by the end of the two years then weekly clinical seminars will be offered to support you in continuing your placement. The placement handbook provides more detail about the clinical placement.

Assessment

At the end of the third year, you submit a clinical learning journey report (5000 words). This is similar to a reflective report in that it focusses on their own learning journey, but it is more centrally focussed on their development as a psychodynamic counsellor. Each student's clinical learning journey report will be different, but key ingredients might be:

- An account of how it felt to take up the role of psychodynamic counsellor
- An account of particular issues you encountered in taking up and developing the role
- Key moments of learning or key cases which brought about specific developments
- Experience as a member of the wider team
- Experience of supervision
- Awareness of organisational dynamics around your role
- How your identity as a psychodynamic counsellor is experienced after two years of clinical practice
- Awareness of both your strengths as a psychodynamic practitioner and also areas which still need development

PA984/PA985-7-FY Clinical Dissertation (45 credits)

This module provides the opportunity for you to research in depth a clinical issue of your choice from a psychodynamic perspective. You will select an aspect of your clinical practice on placement centred in the work with one client and explore it using theoretical and clinical thinking, including reference to relevant research in the area of focus, depending on the nature of the topic.

Aims

This module aims at helping you:

- give deeper and more considered treatment of one area of interest using the psychodynamic framework
- assist you in developing your capacity for independent study and clinical learning
- develop research skills in exploring an area of individual interest
- promote independent thinking on issues raised in practice

Learning outcomes

By the end of the module you should be able to:

- Deeper understanding of a clinical issue from a psychodynamic perspective
- Facility in exploring literature relevant to practice issues
- Capacity to use research literature to support understanding
- Capacity for original thinking and independent study

Teaching Methods

You will be offered individual dissertation supervisions, usually one early in the third year (year 2 for 2-year students) and others once the project is taking shape. During the course there will also be a workshop and consistent encouragement during tutorials and business meetings to establish the focus for the dissertation and to begin exploring the topic of choice. The clinical seminars will also help with the single session commentary and the clarification of dissertation topics.

It is expected that supervisors will also support you in maintaining the focus on the topic and in gathering relevant clinical material.

Assignments

1. Single session commentary (**2000 words**)

Early in Year 3 (Year 2 for 2 year students), you will submit a single-session commentary. The intention is for this to concentrate on the dynamics in a single session taken from the work which will connect to the clinical core of the dissertation topic. This single session commentary becomes part of a portfolio with the dissertation at the end of the course. Ideally there will be a close link between the issues raised in the single session and your choice of dissertation topic. However, if your ideas change over time and your dissertation is in the end based on other areas of interest, this will not count against you.

In this assignment you are required to submit a detailed exploration of a single clinical session. A full process recording of the session will be added as an appendix - but not be included in the word count. The commentary will include:

- Sufficient contextual detail for the reader to understand the client's background and the setting for the session
- Sufficient detail for the reader to appreciate where the session occurred in the overall progress of the work
- A detailed analysis of the dynamics of the session. The precise ingredients will obviously vary but are likely to include discussion of:-
 - the client's inner world and means of communicating this to you
 - the relationship between you and the client in the session
 - your own interventions

- the meaning of any response to your interventions
- the progress through the session – beginning, middle and end
- the contribution of the session in furthering overall understanding of the client
- the contribution of the session in furthering your development as a counsellor

Dissertation (8000 words)

The aims of the dissertation are:

- To show how you have developed a capacity to think psychodynamically and to apply this thinking to a theme of your choice.
- To show that you can use your deeper and wider reading to explore issues arising in relation to one or more clients you have worked with
- To show a capacity to write about your work and link it with existent literature on the topic you have chosen.
- To show you have developed a capacity to be self-reflective: to demonstrate that you can observe and think about your own work and yourself as a clinician.
- To show an ability to think around the case(s) and the literature you are presenting.

Guidance

This Clinical Dissertation should be an original and in-depth piece of writing on a subject which interested you during your MA and which can be looked at from a psychodynamic viewpoint.

Choice of Topic

The topic needs to be narrow and specific and one that can be investigated with the examples from your own work you will supply. A title such as 'Eating disorders' is too broad, while 'How has my work with a bulimic patient deepened my understanding of eating disorders?' Or 'How has a psychodynamic understanding of eating disorders helped me develop useful interventions in a case of bulimia?' would help focus the work more effectively.

Breadth and Depth

It is expected that you will use this opportunity to read more widely and deeply than is possible in an ordinary essay. You can naturally use course literature where appropriate but should also conduct an independent search for further relevant literature.

Critical and in-depth thinking is required: a summary of the literature and naming concepts won't be enough. You are required to explain what you mean with examples and by making links with existing psychoanalytic, psychotherapeutic and counselling literature.

Structure:

There is not a set structure. However, it is normally helpful to start with an introduction about what it is you are going to write about and why you have chosen this topic.

There should be a review of relevant literature in the field to show that you have explored what others have contributed on the subject. The literature review should include mainly psychoanalytically based literature on the particular topic you are going to explore (e.g. loss and bereavement; self-harm etc.) You can also add other literature which is strictly linked to your topic and which helps you answer your dissertation question. You should link the literature you are quoting with your own experience and show throughout the dissertation how your practice has impacted on your understanding of the literature and how you have developed your own ideas on the specific issue you are addressing in the paper.

The main body of the dissertation should include discussion of the topic through considerations of your own work: observations and reflections on the client work and the particular phenomenon you want to write about. It should also include your own development in understanding of the topic you are exploring.

The conclusion should summarize how you have tackled your question and how and why you got to where you got to. You should make links with historical and current literature on the topic you have explored and spell out how your dissertation related to those.

How does it link to the assignments you have submitted so far:

The way of writing and the kind of thinking required is not different from those relevant to your previous assignments. However, you have chosen the topic of your dissertation and you are expected to show the capacity for independent thought and research about this.

The single session commentary: you do not need to add this. The dissertation should stand on its own without it. You can quote from it where relevant but need to reference it. Ideally it will have started you off in your thinking on this topic but you can write about a different client if you have changed your focus.

Personal Therapy Requirements

As a student on the MA course you need to be in personal therapy or counselling yourself. This is funded by you.

You should start therapy at least 6 months before commencing placement.

Therapy or counselling should take place at least once a week and for at least 40 weeks of each year.

Therapy/Counselling should be with a fully qualified psychotherapist or counsellor who is not closely known by you nor a member of PPS staff. PPS staff will provide guidance as to how best to find a suitable therapist. **The therapist should be either a:**

- i. Member of the British Council for Psychotherapy**
- ii. Member of the UKCP registered within the CPJA or**
- iii. Accredited member of the BACP having done a psychodynamic training and having at least 5 years' experience since qualifying. A CV will be requested before you starts to ensure that the counsellor will be working in a way congruent with the course's approach**

You need to continue in weekly therapy until the end of the course. The end of the course is defined as being once all clinical and academic requirements have been completed and the degree formally awarded. It is particularly important that you will continue in therapy until all clinical hours have been completed. **It is advised that you continue until after the final exam board (November) as this is when you can be sure that you have passed and have no further requirements to fulfil.** Should a planned termination be in view which might fall before some other elements are completed you should consult your tutor.

Early in the course, you will be asked for your therapist /counsellor's contact details and credentials. Therapists and counsellors will be contacted, (see below for letter), to clarify their role and to ask them to notify the course if the work is significantly interrupted or terminated. You should notify your tutor and arrange a tutorial discussion if there are problems with the therapy/counselling which are likely to lead to a termination.

Procedures relating to problems encountered in the therapy

1. It is strongly advised that you endeavour to resolve any difficulties within your therapy/ counselling with your therapist/counsellor. Given the strength of transference dynamics it is nearly always better to confront and process difficulties within the relationship itself. However, it is acknowledged that sometimes a difficulty will arise that is not resolvable within the relationship and that the work will need to end. As made clear above, you are advised to consult your tutor – preferably before the decision is made to stop but definitely as soon as the decision is made.
2. Should therapy/counselling break down, you should immediately notify your tutor and discuss the situation. Should there be no prospect of reinstating the work, you (with help from their tutor) should seek an alternative. More than two months without therapy/counselling in place could jeopardise you being able to complete the personal development module. Without extenuating circumstances and tutorial agreement, more than three months without therapy/ counselling would mean that personal development and professional development modules would be jeopardised.

A further 6 months on placement with their own therapy/counselling reinstated could be required to complete these modules successfully. Some tutorial discretion may be needed to deal with complex cases, for example if you have made strenuous efforts to find a new therapist

shortly before all modules are completed and if circumstances beyond your control (such as therapist or student illness) prevent the work from starting within the time limit.

DEPARTMENTAL CONFIDENTIALITY POLICY

Scope

This policy applies to the complete range of educational provision without exception.

Introduction

The maintenance and management of confidentiality are the responsibility of the individual student. The student must seek guidance from their work-place supervisor, mentor or manager on the effective discharge of this responsibility.

As a student of the Department of Psychosocial and Psychoanalytic Studies you will note that modules use different forms of assessment. For practice-based programmes a common component of the assessment strategy is the requirement for you to present work that accurately portrays the environments in which you practice / seek to practice. Consequently, information contained in submitted work is often detailed and specific. In presenting work of a suitably high standard you must be constantly aware of the necessity to maintain confidentiality for all concerned.

The Department of Psychosocial and Psychoanalytic Studies sees the observance of confidentiality as crucial to the development of professional practice and ethical conduct of its students.

What can I include?

Pseudonyms

You must not directly name any client, colleague or organisation. However, using 'Client X', 'Child B' or 'Organisation Y' does not aid the readability of your work. We suggest that you use pseudonyms throughout, in other words, use a false name for any client, staff member or organisation mentioned in your assignment.

Public information

As a general rule you may include any data that is already within the "public domain". This means any document that a Trust, Social Service Department or Organisation has made available to the general public. Your line manager / mentor will be able to confirm whether this is the case for a specific document. However, you need to take care if this information is so specific as to identify the organisation involved. You may need to edit such information to ensure that the anonymity of the organisation is maintained.

What must I not include?

You must not include any information that would breach confidentiality for service users, carers, staff, pupils or anyone else involved in the scenario that you are describing including the organisation itself. Similarly, while you can refer to them in relevant assignments, you should not name or otherwise identify any other students (peers on your course) in written assignments.

For the service user, you must not include:

- Any personal details from which the identity of a service user could be deduced
- Any dates significant to a service user's episode of care or education
- Any specific location details of hospitals, clinics, care homes, schools, placements, services etc. relating to the service user's episode of care or education

For colleagues, you must not include:

- Any personal details from which the identity of staff mentioned in the work could be deduced
- Any specific location details of hospitals, clinics, schools, placements, services etc. in

which the staff work

For provider organisations, you must not include:

- The name of the school, home, placement or organisation referred to in the work
- Other identifying details – such as a combination of location and type of organisation that would make the organisation more easily identifiable.

As well as maintaining confidentiality as outlined here, an explicit statement should be placed at the beginning of any coursework that refers to clients, staff members or organisations stating that:

‘All names and identifying details have been changed in order to maintain confidentiality’.

Consent of colleagues

Colleagues have the same rights to confidentiality as service users. It is better therefore to ensure colleagues are not identifiable in line with this policy. However, where details by which colleagues may be identified are included in the work you are obliged to seek consent and provide written evidence of such.

- You must obtain written consent from the module tutor if this form of evidence is to be included.
- You must seek written consent from each colleague involved.
- The completed consent forms must be provided to your line manager / supervisor. The line manager / supervisor will write a statement to the effect that they have seen the consent form and approve of the evidence being included.
- The completed consent forms must not be included in the submission.

Commercially sensitive material

You are reminded that confidentiality may extend beyond people involved in a caring or educational environment. Issues of confidentiality may extend to products of, and information concerning, employing organisations.

Products and information may be commercially sensitive and each student must consider his/her responsibilities in relation to such items. Your judgement should be based upon systematic reflection on his/her role as:

- A student member of the University
- Professional practitioner
- The organisation’s employee or volunteer

If you are concerned about inclusion of material that may be commercially sensitive (e.g. information concerning the organisation that is not already in the public domain) you should seek guidance from your academic supervisor and/or line manager / placement’s supervisor.

The University of Essex regards all work produced by students as confidential. Staff do not engage in discussion concerning students’ work except with fellow assessors.

The Department of Psychosocial and Psychoanalytic Studies retains:

- All coursework for one calendar year after the student has completed the programme
- Undergraduate and Graduate dissertations are retained for five calendar years after the student has completed the programme
- Doctoral dissertations are retained within the Albert Sloman Library

Information about student progress may be shared, within clearly defined parameters, with the student's employer / sponsor. However, student work is not disseminated outside the Department of Psychosocial and Psychoanalytic Studies without prior consent from the relevant student.

Other Considerations

You should also consider the following guidance and legislation in relation to your work:

- Human Rights Act 1998
- Data Protection Act 1998
- Professional guidance on confidentiality, record keeping and conduct (as issued by regulatory bodies relevant to your professional programme)
- Freedom of Information Act 2004
- Mental Capacity Act 2008

Penalty

A breach of confidentiality as outlined above is considered an academic offence. Any suspected breach of confidentiality will therefore be referred for investigation to the departmental Academic Offences Officer or, for more serious or subsequent offences, to the Faculty. If the allegation is proven, this could result in a penalty being applied (see Academic Offences Procedures for the range of possible penalties: <https://www1.essex.ac.uk/students/exams-and-coursework/academic-offences.aspx>).

Assignments and Assessment

Assessment is by essays, case study, observation presentation and reflective report. The aims of assessment for each module are set out above with the module descriptions.

The word counts are important and indicate something of how we want you to structure your answer. All submitted work needs to be within 10% either side of the stated number. This total does not include the title and the referencing. There will be penalties in terms of lost marks if your work deviates beyond these boundaries, details below:

Between 10-20% - 3 marks deducted

Between 20-30% - 8 marks deducted

Over 30% - a mark of zero

You **must** supply a computer-generated word count.

APPENDIX 1

ESSAY WRITING GUIDELINES

THE TITLE

The essay must directly relate to the title and answer the question.

Start your work for the essay by reading the essay title carefully and being sure that you understand it. It may be a short specific title or it may be more general and allow room for your own interpretation. In planning and writing the essay, check throughout that you are keeping to the subject of the title.

Always put the title at the top of the first page of the essay.

It makes the essay clearer if you use bold type or underlining for all headings.

PLANNING AND STRUCTURE

Always allow yourself time to plan your essay.

Whilst you are planning it, take the opportunity to 'play' with ideas. Try some of them out on paper and see what develops. If you find that you have too much to say, try to identify the key ideas and examples and use those. If you have too little to say, try to build upon those thoughts and ideas that you do have.

At this stage you can contact your tutor with any uncertainties about the essay. Your tutor is not permitted to read and comment on a draft.

Write a rough draft initially and then build your essay from that. Try to write in fairly simple language and in a way that makes sense. Read your sentences through and ask yourself, 'If I were reading this for the first time, would I understand it?' If the answer is 'no' then it may be a badly structured sentence. You can seek some help from student support if this is the case.

It is often a good idea to get someone else to read the draft to check for general grammatical accuracy.

An essay should comprise three main sections; introduction, the argument and conclusion.

The Introduction should introduce the reader to the essay. It should tell the reader what the essay will be about – this may reiterate the title and clarify any important terms. It will show how the subject will be presented and explored through the essay. It will also say what you hope to show or argue through the essay. In other words if you intend to argue for, or against a particular idea, your introduction will say that this is what you intend to do. Your reader will then have a brief outline of what to expect in the body of the essay. It is a feature of a good essay that the introduction will give the reader a flavour of what is to come rather than simply reiterate the rubric for the essay.

The Argument will be the main body of the essay. It should follow the pattern outlined in the introduction and elaborate each point more fully using examples and illustrations from sources, whether the source is your own work or other experience or the literature that you have read.

You will need to develop a line of thought and be prepared to support it. It can be helpful to imagine how you might put your views across to someone who might see things differently; you can explore these alternative perspectives as part of your consideration of the essay title or question. This will show that you have thought about the title from more than one angle and come

to an informed opinion. You can then support your opinion by using the literature that you have been reading and your own experiences.

You will need to show that you understand the literature by describing the concepts that you use in your own words. This can be done briefly in one or two sentences. You will need to show why you think these particular concepts are applicable in this discussion, or indeed why you think that they are not useful, or you disagree with them.

It can be very useful to break this section into subheadings so that you can make your points in a clear and simple style and give the reader a sense of the developing structure of your argument.

Pay attention to the use of paragraphs. Each paragraph should make one point, and whilst it may contain several sentences, the essential point should be one that can be summarized in one sentence. Paragraphs should either have a double space between them, or the first word should be indented. Use one style or the other, do not use both. Stick to the same style throughout the essay.

The Conclusion will summarize your main points and address the specific question of the title if there is one. It does not have to be a definitive answer. It is quite legitimate to say that there are no absolute conclusions if this is the case.

You might choose to discuss briefly any implications that are wider than the essay title allows, in order to acknowledge that you are aware of these implications.

The conclusion is not the place to introduce new ideas or arguments that you have not addressed in the discussion.

REFERENCING

Whenever you refer to the work of another author you must reference it properly. It is an academic offence not to do so. All submitted essays are put through University software to check for plagiarism, which means using another person's work without proper acknowledgement. Even if you quote your own words from a previous essay, you must reference this as the software will pick it up if you do not.

In the body of the text of the essay you reference by adding the surname of the author, the date of the publication and the page from which you took the quotation to which you are referring in the essay. For example you might type a quotation such as this by R.D. Hinshelwood.

'The boundaries of the community need constant maintenance to preserve their flexibility. The working out of the organization for this maintenance work is, in itself, the challenge each community faces' (Hinshelwood 1987. P.19)

Then in the bibliography at the end of the essay you would list all the publications that you have used in alphabetical order and this particular reference would be set out thus;

Hinshelwood, R.D. (1987) *What Happens In Groups*. London: Free Association Books.

It is important to do the referencing carefully because your reader may want to look up the material to which you refer to find out more of what was written there. Do try to get into the habit of making a complete note of your references as you go along. It is very tedious to have to try to find them again later when you have forgotten in which book or paper you originally found them. Referencing is covered again more fully in Appendix 2.

CHECKING

When you have completed your essay check it through carefully. Try to read it as though you

have never seen it before and ask yourself again, 'Does it make sense?'
'Does it answer the question in the title?'
'Does it convey a clear argument?'

If you have difficulties with spelling or grammar then ask someone to proof read it for you. If you can it is a good idea to ask someone who does a lot of reading as they will be familiar with good sentence construction and spelling.

Check that your referencing is correct.

Do not go over or under the word count by more than 10%. Marks will be deducted for essays that are too long.

LASTLY

Writing an essay has two main purposes. One is to demonstrate that you are learning from the course, so always try to show what you understand at any given point in the course. Don't shy away from this because your understanding is not complete. Learning such as that covered in this course takes time to develop and it is better to show how you are grappling with it than to shy away from the difficulties.

The second purpose is to develop your capacity to formulate your own opinions and to think about how best to convey them to others. Writing an essay is an opportunity to spend some time considering carefully what it is you want to say and how best to say it. This is an extremely useful skill to have as you can then use it to promote your own professional interests more effectively and those of your client group.

APPENDIX 2

REFERENCING

You will find it best to note and type out in full your referencing as you write your paper. This will save time and effort later on. Key information and examples are shown in bold type below for emphasis.

In the Text

Identify all references to books, articles and other sources at a suitable point in the main text by *the author's last name, year of publication, and page numbers if an actual quotation*, separated by commas within parentheses.

If the author's name is in the text use the year only in parenthesis e.g. Smith (1998).

If the author's name is not in the text, include both the author's name and year of publication thus: (Jones, 1980).

With dual authorship use both names: (Easton and West, 1967). For more than two authors use "et al." (Easton et al, 1984).

If there is more than one reference to the same author in the same year distinguish them with the use of letters: (West, 1983a).

A series of references can be shown within parentheses separated by semi-colons: (Brown, 1986; West 1983; MacArthur 1979).

Quotations in the text should be within single inverted commas. A quotation within a quotation has double inverted commas. If longer than two or three sentences, a quotation should be indented without inverted commas.

Quotations should be accompanied by the page(s) on which they can be found: (Canham 2002 pp 119-120). If the author and year have already been referenced in a more general comment close to the quotation, then the page numbers should follow the quotation itself. Canham (2002) defines the difference between a group and a gang He writes ' The presence of figures in authority' (p 125)

The Reference List

Every reference in the text should appear in a reference list at the end of your paper, *listed alphabetically by author and year of publication* as shown in the examples below which are fictional.

Note the order of the reference as follows:

Surname, Initial(s), Date in parenthesis. Title of paper in quotes. Title of Book or Journal in italic (if a journal, then show the volume and edition number and page numbers of article). Place of publication: Name of publisher

Brown, S. (1978) *Unmanageable Institutions, Manageable People*. London: Macmillan.

Brown, S. (1986) 'The Management of Mental Space.' *Psychoanalysis and Management Today*. 13(4): pp. 45-51

Easton and West, (1967) 'Outer Work and Inner Life' in C.B. Peters and E. Fitzgerald (eds) *Working Patterns and Mental Sets*. Oxford: Oxford University Press:

Appendix 3

THE DEPARTMENT OF PSYCHOSOCIAL AND PSYCHOANALYTIC STUDIES GROUP RELATIONS CONFERENCE

What is a Group Relations Conference?

A Group Relations Conference is an accelerated learning experience. It is a real time learning laboratory where participants can gain a greater understanding of themselves and the roles they take up in groups and organisations.

The basis of Group Relations Theory is that groups move in and out of focusing on their task and back and forth between a number of different defensive positions based upon or driven by anxiety. Understanding the impact of anxiety on individuals and groups is a key element of learning about therapeutic communication, organisational dynamics, management, and leadership.

The PPS Group Relations Conference

This intensive learning opportunity in the Group Relations tradition (sometimes known as the 'Tavistock' model) has been organised and delivered by the Department of Psychosocial and Psychoanalytic Studies annually since 2006.

Aim and Purpose

The Department of Psychosocial and Psychoanalytic Studies Group Relations Conference is a key learning event in your programme and attempts to help you to make connections between the theoretical and clinical learning from your reading, case studies and classroom discussions with the practical day to day experiences you have to undergo in your back home workplace situation. It aims to assist you to reflect on the challenges involved in taking up a professional role and managing yourself within the boundary of an organisation.

The conference presents an opportunity for you to try to find your feet in uncertain situations and to develop the capacity to recognise the anxieties engendered in stressful work situations and to respond to these not by using such defences as blaming, fleeing, splitting, denial and depersonalisation but through the development of emotional understanding and the capacity to 'think under fire'.

In accepting a place on the Foundation Degree programme in Therapeutic Communication and Therapeutic Organisations or the Master's Degree in Management and Organisational Dynamics you need to be aware that this will lead to there being an expectation of you to attend and participate in this Conference. This is because the Conference is a lived, real time, real learning event using psychoanalytic and group analytic principles as the methodology. Principles which are the key components of your programme and your learning.

Conference Method and Structure

This is a residential conference, taking place over a weekend and you will need to make arrangements personally and professionally to attend the whole conference from early afternoon Friday to late afternoon Sunday.

Participants and staff will be in residence throughout the weekend of the conference and the method of learning is experiential - that is to say that participants are afforded the opportunity to study their own behaviour and relatedness, and the behaviour of others as it occurs in the 'here and now' of the different events – this will aid you to make links to your own situation in the groups and organisations to which you belong in your 'back home' workplace.

You will have the opportunity to develop your understanding of the rational processes that occur in groups, organisations and society, in parallel with the more irrational and unconscious ones. A knowledge of these dynamics may help in achieving a deeper understanding of the working

environment and provide a key to understanding some of the seemingly intractable problems that groups and organisations often exhibit, and which often replicate those apparent in society.

The Conference will aim to form a temporary organisation - a learning community - and you as a participant will have the opportunity to work in different groupings and with different tasks designed to enable you to explore what it means to be a member of this temporary organisation. Throughout the Conference the focus will be on the group, the relationship of individuals to the group, relations between groups and relationship to the organisational system as a whole.

Application of the Learning

Part of the Conference will be devoted to your individual learning needs relating to your roles in your organisational life.

It will be helpful for your learning if you come to the conference with a specific work issue, problem or situation in your mind, for example a case study, or a group or inter-group issue that you need to work on in your professional role. This might be in the area of an action you need to take, or a decision you need to make in the near future.

The Role of Staff:

The staff are all highly experienced professionals in their own right who have advanced experience and training in working with groups, and in consulting to organisations. The staff will have two principal roles in the conference:-

1. To provide management for the whole event and activities.
2. To offer Consultancy to the learning opportunities in the different events of the conference.

PLEASE NOTE:

This is a demanding programme and you will be challenged by the experience. If at this time in your life you are living through particular personal difficulties, it may be best to seek the guidance of your tutor/ supervisor as to whether it might be wisest to defer attending until next year as the Conference is designed as a living learning community and is not a substitute for individual or group psychotherapy.

Director of the Conference

Appendix 4

Placement Agreement

for MA Psychodynamic Counselling
University of Essex

The placement is a collaboration between the student's placement organisation, the student and the University of Essex. This agreement's aim is to make clear our respective roles and responsibilities in the training process.

Name of student	
Scheme	MA Psychodynamic Counselling
Course Director	Sue Kegerreis
Placement organisation name and address	
Placement organiser/ representative	
Supervisor	

University of Essex Agreement:

The University of Essex agrees to:

- Provide the student with training, advice and guidance on all aspects of placement experience for the MA Psychodynamic Counselling
- Provide the necessary liaison with and information to the placement organisation on the expectations and requirements of the MA - about client work, attendance at meetings, supervision requirements, assessment criteria and supervisors' reports
- Arrange meetings with supervisors to support placement learning
- Be available to consider any concerns about the student and to respond appropriately, with a meeting if necessary and/or other action as required
- Provide tutorial support and feedback to the student on the development of their professional role
- Provide the placement organisation with course outlines and learning objectives for the training.

Signed: _____ Date: _____

Course Director

Student's Agreement:

I agree to:

- Offer counselling in a manner congruent with the organisation's primary task
- Abide by confidentiality agreements with the placement organisation both generally and in work discussed at the university or in written assignments
- Bring knowledge from the course back into the placement
- Attend regular supervision, providing sufficient material for this to be effective
- Ensure that my practice abides by the BACP Ethical Framework and performance criteria specified in course documents
- Not take on any client with whom there is a prior or current relationship or with whom there would be a dual role
- Notify the Course Director of any problems and discuss potential solutions
- Attend any meetings called to discuss issues relating to the placement
- Obtain adequate professional practice insurance
- Be GDPR compliant

Signed: _____ Date: _____

Student

Placement Manager's Agreement

I agree to:

- Provide a room suitable for psychodynamic counselling conducted by the student
- Allow the student to discuss clinical material with supervisor and at university, suitably disguised for confidentiality
- Provide clients for the student to work with
- Have in place a procedure for assessing cases with regard to suitability for a student, which is made clear to the course and to the student
- Make clear to prospective clients the nature of the service provided
- Provide the course and student with details of the type and range of client work offered within the placement including the contracts offered – e.g. time limitations: to be submitted with this contract
- Provide the course and student with relevant details about the professional practice of the placement provider: to be submitted with this contract
- Ensure that cases referred are not beyond the professional competence of the student
- Ensure the student is cognisant with the placement organisation's safeguarding and ethical procedures, including complaints procedures.
- Enable students to meet with other staff and/or others in the network as required by cases
- Notify the course director without delay in case of any serious concern
- Liaise/attend meetings as required as a result
- Accept that clients remain the responsibility of the placement organisation

Signed: _____ Date: _____

Placement Manager

Supervisor's Agreement:

I agree to:

- Provide supervision at regular pre-arranged times – preferably for one hour on a weekly basis. Weekly supervision in a small group, or fortnightly if individual is sometimes acceptable, subject to tutor consent and clinical need. Supervision is expected to be not less than one hour's presenting time to four hours of client work. If students take on further clients they need express approval from tutor and supervisor and would usually be required to take on more supervision.
- Permit students to seek additional supervision elsewhere If the amount of supervision offered falls short of course requirements, and I cannot provide further hours.
- Monitor supervision to ensure that all clients are presented to me
- Provide preparatory supervision before clients start to ensure student is able to establish a clear framework for the counselling
- Attend one meeting each year as arranged with course staff
- Assist student in ensuring that cases are appropriate and not beyond the competence of the student
- Allow students to use clinical information in assignments within agreed limits of confidentiality
- In the event of a supervisor leaving, support the student in finding an alternative supervisor

- Adhere to BACP Ethical Framework
- Ensure the student is cognisant with the placement organisation's safeguarding and ethical procedures, including complaints procedures.
- Notify the university if there are serious concerns regarding the student's fitness to practice
- Adopt the University's policies regarding equal opportunities, diversity and whistle-blowing

Signed: _____ **Date:** _____
Supervisor

Appendix 5

Treatment log

Client's initials	Age	Ethnicity	Referred by	Date referred	Presenting issues	Number of times seen

Supervision log

Date	Client discussed (initials)	Supervisor's signature	Comments

Individual treatment log

Initials					
Date	Attended?	Reason for non-attendance	Comments	Date discussed in supervision	Date discussed in clinical seminar