



The Academy: S.P.A.C.E.
Sheffield Psychotherapy and Counselling Education

**Foundations of Counselling;
Professional Diploma in
Counselling and Psychotherapy**



**Induction and Courses
Handbook**

Dear Student

On behalf of The Academy Team I would like to welcome you (or welcome you back) to our courses and thank you for choosing to come to us to study. We hope the time you spend with us will prove worthwhile.

Being a mature student is challenging. Juggling commitments and managing life events, whilst having to meet course requirements (attendance, study, deadlines, learning about yourself), and to have a bit of life too, can be hard. Our courses are academically and emotionally demanding, although we hope that changes we have made in response to student feedback each year makes them less stressful and easier to manage.

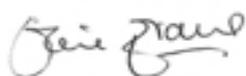
Having balance in your life supports being an effective listening-helper or a counsellor: committed to the work but taking care of and replenishing yourself so you have energy and creativity to respond to, and care for, those you help. We expect you to pay attention to this, indeed it is an ethical requirement, and to find strategies that work for *you*. We aim to give support through teaching, tutorials and informally, and hope you will also support, and be supported by, your fellow students. Often students make life-long friendships and/or continuing peer-group meetings for mutual support and encouragement.

This handbook aims to help you through your course by giving necessary and useful information, including copies of forms you may need. You will be given other information as your course progresses, especially in module handbooks. **Please use handbooks to find answers to your queries in the first instance**, but they can never be entirely comprehensive and if you have queries that are not answered here, ask one of the tutors, in class or outside, and/or administrative staff.

We recommend that you start some preparatory reading. It is useful to buy some texts because there can be pressure on key books at peak times. We particularly recommend *Counselling Skills for Dummies* and *The Sage Handbook of Counselling and Psychotherapy* as useful books to buy and keep on your bookshelf.

We think one of the strengths of our courses is the diversity of backgrounds, personality, and experience of life, education and work you all bring and we have the belief that each of you has the potential to be a competent listening helper and a valuable member of your course cohort. We have built a good reputation in the Region for the quality of our trainees, and this is thanks to the hard work and commitment of past and current students.

We look forward to getting to know you and to working with you.



Gail Evans, Programme Director

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The Academy Team

The Partnership

The Academy: S.P.A.C.E. is a Partnership directed by
Gail Evans, Julie Howorth, and Sally Lee.
Our Patron is Professor Emeritus, Colin Feltham

Academy Management Team

Programme Director:
Gail Evans
Development Director:
Julie Howorth
Operations Director:
Sally Lee

Core Teaching

Julie Howorth
Lynne Short
Emma Mann
Gail Evans
Prof. Colin Feltham

Associate Lecturers

Occasional and visiting
lecturers who bring
specialist knowledge
and/or skills.

Administration and Support

Sally Lee
Courses and Finance
Administration
Placement Coordination
Development Forum

NCS – Our Accrediting Body

(National Counselling Society)

Sets and monitors standards for counselling courses and provides membership benefits: a personalised accreditation process; entry to the government (PSA) approved AR (Accredited Register of counsellors) on successful completion of the Diploma course; CPD events; a newsletter; support for private practice.

NB: NCS and BACP have very similar expectations and criteria for Accreditation of courses and individual therapists

THE TEAM

ADMINISTRATION:

Sally Lee BA, MA, DipHE in Counselling,

As Operations Director, Sally is responsible for managing the administration, marketing and finances at SPACE as well as coordinating placements and the Professional and Development Forum.

Formerly Clinical Manager for a Counselling Service in Chesterfield and Practice Manager at Wellforce Integrated Medicine Service in Sheffield. During training as a counsellor she had placements at SRASACS, Sheffield and the University of Sheffield.

Phone 07977 287485 Email enquiries@counsellingacademy.org

TUTORS:

Gail Evans, BSc, MSc, CQSW, Relate CertCC, Dip PST, Relate Cert Supervision, Accredited Member COSRT, Registered Member UKCP, Accredited Member NCS.

Gail is the Founder of The Academy: SPACE. She is Course Leader for the Diploma and is responsible for the Theory and Skills Development strand.

Formerly Head of the Counselling Studies Unit and Course Leader for the Diploma in HE in Counselling and PG Cert. Couple Counselling at Sheffield Hallam University (SHU). She is an independent supervisor and counsellor with her own counselling and therapy centre in Sheffield; she worked for Relate as a relationship and sexual therapist, supervisor and trainer for over 20 years; and worked with SAIL (Sexual Abuse and Incest Line, Chesterfield) for a number of years. Current interests include relationship and sexual therapy and EMDR, Lifespan Integration and trauma-work. She has a background in social work and experience in primary care, telephone and student counselling settings. Her first book, *Counselling Skills for Dummies*, was published in September 2007 (2nd edn 2013). She has also written chapters for *The Sage Handbook of Counselling and Psychotherapy* (2012).

Phone via 07977 287485 (Admin) Email gailevans@counsellingacademy.org

Colin Feltham, PhD, M. Theol., M.Sc., PgDip. Couns., PgCFHE, BAC Acc., UKRC Reg. Independent Counsellor, FBACP, FRSA.

Colin is Patron of The Academy: SPACE and does occasional teaching sessions on various modules of the Foundation and Diploma courses, and special lectures.

Formerly Professor of Critical Studies in Counselling and Course Leader for the Postgraduate Certificate in Counselling Supervision and MA Counselling and Psychotherapy at SHU. His many publications include *What Is Counselling?* (Sage, 1995), *Time-Limited Counselling* (Sage, 1997), *Which Psychotherapy?* (Sage, 1997) and *The Sage Handbook of Counselling and Psychotherapy* (Sage, 2012, 3rd edn.). He is an external examiner for counselling courses at other universities. Colin includes visits to lecture at The Academy: SPACE amongst other teaching/lecturing nationally and internationally.

Email colinfeltham@counsellingacademy.org

Julie Howorth BSc, PGCE, Diploma Counselling, PGCert & PGDip Supervision, Foundation Person-Centred Counselling, PGC in CBT/Person-Centred Dialogue. Registered Member BACP.

Julie is Development Director and Course Leader for the Foundations of Counselling course. She also tutors on the Diploma, being responsible for the Personal and Professional Development strand.

Formerly a primary school teacher, since qualifying as a counsellor has worked as a counsellor at Doncaster Rape and Sexual Abuse Counselling Centre. and Sheffield Rape and Sexual Abuse Counselling Service, where her role also included Placement Coordination and Supervision. She also works as a counsellor and supervisor in private practice. Julie has taught counselling at Certificate and Diploma level at Doncaster College, Sheffield Hallam University and The Academy:SPACE. She is currently studying for an MA in Supervision.

Email: juliehoworth@icloud.com

Associate and Visiting Lecturers:

Emma Mann, MSc Psychotherapy Studies, BA (Hons) Philosophy, Dip. Person-Centred Counselling, Dip. Cognitive Behavioural Therapy, Cert. Online Counselling.

Emma joins us this year as a tutor for one group of the Foundation course.

Emma is a BACP Accredited Integrative Counsellor in private practice. Previously she has worked for a number of years as a school and college counsellor and group therapist, and has also worked for Samaritans as a Listening Volunteer. Emma has taught counselling at certificate and diploma level at Rotherham College of Arts and Technology and Dearne Valley College; she has also worked for a number of years as a Learning Mentor and taught English at Wickersley Comprehensive School. Current interests include Existential Psychotherapy and Cognitive Analytic Therapy. She is also currently studying a PGC in Clinical Supervision.

Lynne Short,

Lynne Short. BA (Hons); PGCE (adults); Certificate in Counselling; Diploma in Counselling; BSc (Hons) Reflective Therapeutic Practice; Post Graduate Focusing-Oriented Psychotherapy; Certificate in Person Centred Supervision; Diploma in Supervision (BACP endorsed).

Lynne is tutor on the Foundation course and will be teaching Theory and Skills on year 1 of the Diploma course. Lynne is a BACP accredited and registered Therapist and also a Supervisor. Her practice experience includes therapy relationships with adults and young people accessing services based in education settings (schools and colleges); the Voluntary Sector (general and specialised services for adults, young people aged 11 years+); the NHS (staff and the general public) and also as an Independent Therapist and Supervisor. Lynne currently works independently as a Therapist, Supervisor and Training Facilitator. She also provides these services via some organisations. Lynne also has comparable experience of working with groups, and has facilitated and taught within the philosophies of Person Centred, Humanistic - Integrative and Experiential Approaches, on a range of certificated and qualifying counselling training programmes in a Further Education College, a University Centre and currently at The Academy.

Email: lynne.short.therapy@gmail.com

Visiting lecturers and **Placement Providers** with specialist knowledge and skills regularly contribute to various parts of the Programme, especially the Common Personal Problems (Foundation), Assessment and Referral, and Comparative Models (Diploma) modules, as well as to Placement Preparation and Clinical Supervision.

Important Notes on the 2016-17 Programme

- **Questions and Queries:** Where possible please try to find answers to your questions by consulting your Courses and Module Handbooks in the first instance. **Queries about fees**, administrative matters and placements should be directed to Sally Lee (see pages 5 or 12 for contact info.). **Queries about your studies** should be directed to your module tutor. **Feedback and complaints** should also be taken to your tutor. If there is a reason why you cannot do this please approach Sally Lee or Gail Evans (see p.5 for email).
- **Attendance:** Please note that we expect you to plan normal life events to achieve 100% attendance, but recognise this is not always possible. Each module has a minimum attendance of 80% (due to the difficulty of precision with modules of varying length a recommended minimum is in the module handbook). If your attendance falls below 80% for a module you are unlikely to be able to complete assessments successfully and may need to re-attend the module.

Missed sessions: You are expected to carry out compensatory work of similar duration around the topic of the session, and submit a summary (using a pro forma, which is in this handbook) with your assignment. It is useful to have a mutual arrangement with a fellow student to collect and discuss any hand-outs from missed sessions and check out what you have missed.

Punctuality: We ask you to attend punctually. This is important because experiential work can be disrupted by late arrivals. Should you be late please let a fellow student or tutor know and enter the class as unobtrusively as possible.

If you have concerns about your attendance/punctuality please speak to your module tutor as soon as possible.

- **Recording of Skills Practice:** You will be using audio-recording equipment for a number of Theory and Skills sessions throughout our courses and we have recorders that can be borrowed. If you intend continuing with counsellor training (i.e. if you are taking the Diploma course) it is recommended that you purchase your own audio recorder because you will be expected to record future practice sessions with peers, and with clients.
 - These recorders can be obtained from around £20 from stationery stores or Amazon
 - A trailing microphone is not usually necessary but may improve recording quality with some models
 - Avoid models, which automatically turn off during silences
 - A model that has a light to indicate you are recording can be helpful
 - We recommend you experiment with your recorder, to discover how to use it and get the best quality recording from it, before using it in class.

You will also need a minimum 2GB memory stick so your recordings can be downloaded from the recording device to submit with some assignments (or to download from our recorders so you can listen at home on your PC). Issues of confidentiality etc. will be discussed in class.

NB

We will be able to lend you an audio-recorder, by arrangement, during the Course. During the Diploma course you will also do video recording. We have cameras but you are welcome to use your own if you have one. You will need a minimum 4GB memory-stick to download your recording.

Overview of Our Programme

NB The Current Calendar for courses can be found on the website

Programme Structure Outline

Foundations of Counselling (Total 104 contact hours inc. tutorials)		Professional Diploma (Total c.460 contact hours inc. tutorials)		
Introduction to Counselling	Developing Personal Awareness, Developing Counselling Skills and Theory, Common Personal Problems	Certificate in Counselling Studies*	Diploma in Counselling Studies* <small>(not a qualification for practice)</small>	Professional Diploma in Integrative Counselling and Psychotherapy
One year: 4 Modules		Foundation + One year (4 Modules)	Foundation + Certificate + One year (4 Modules)	Foundation + Certificate + Diploma + One year (3 Modules)
<small>* NB These are fall-back awards in the event that a student cannot complete the whole Diploma</small>				

Module timing/duration: Most modules are 5-10 weeks in duration.

Mode/pattern of study

Attendance is normally one half day per week for approximately 30 weeks per year, plus Saturday workshops. During the Foundation Course there is an expectation that you will endeavour to find an environment where you have the opportunity to practice counselling skills. This activity is in addition to class attendance. During Years 2 and 3 of the Diploma you will undertake a Practice Placement (minimum 100 hours of counselling) and work-based learning (minimum 50 hours which can include any hours undertaken during the Foundation course). All past students have successfully obtained placements with our support (we have a Placement Coordinator to help you) and we maintain good working relationships with Placement Providers, inviting them to meet students during the first year of the Diploma.

Taster Module: Introduction to Counselling			
This short course aims to give an understanding of listening skills and counselling. You will receive a Certificate for attending. This module, or an equivalent, is required as entry to the remainder of the Foundations of Counselling course			
Foundations of Counselling			
Introduction to Counselling (FIC)	Developing Personal Awareness (FDPA)	Counselling Theory and Skills (FCTS)	Common Personal Problems (FCPP)
This course consists of the Taster module plus the other three modules referred to above. Together they give you a foundation of knowledge, skills and personal development to underpin your role as a listening helper. If you successfully complete the course and assessment tasks you will receive a Foundations of Counselling Certificate, which details your achievements.			

Professional Diploma in Integrative Counselling and Psychotherapy

This 3-year part time course (4½ -5 hours per week, term-time, with a couple of Saturday Schools each year) is a professional preparation for a career in counselling and equips students with all the requirements to pursue professional accreditation with NCS and/or BACP, once sufficient counselling practice has been attained. To enter this course you must have completed the Foundations of Counselling courses or equivalent (approximately 100 hours of counselling skills and theory training)

Progression and Career Routes

Graduates of the Foundations of Counselling Course are likely to use the training to enhance an existing role and/or to proceed to the Diploma. A wide range of public and private sector job roles benefit from sophisticated interpersonal skills, for example: pastoral and support duties in teaching, careers, health, human resources, housing and other public sector jobs, and voluntary and faith-based roles. Newer job roles such as Learning Mentors and IAPT workers also depend on similar qualities and skills. Students who successfully complete these courses may progress to counsellor training at the Academy: SPACE, or elsewhere. Past students have attained or enhanced roles and careers in all these settings.

Graduates of the Professional Diploma in Integrative Counselling and Psychotherapy can proceed, usually once further client-work experience has been gained, to apply for counsellor employment or to become a private practitioner. On graduation they gain access to NCS's AR (see our website for information about accreditation and the AR). They may also apply for individual NCS or BACP Accreditation, which opens up greater counselling employment potential, for example with EAPs (employee assistance programmes). Many graduates progress to specialist courses, for example: in-depth training in a particular theoretical orientation; a complementary approach (for example hypnotherapy); or related to a client group or problem (for example work with children, trauma, sexual abuse, substance misuse).

Past students include many who have eventually moved successfully into private practice and others who have gained posts in the NHS and other public services as well as some who have gained paid counselling employment within the voluntary sector. It is important to give due weight to your prior experience as well as the knowledge and experience you develop through the course and placements. Your future roles will build on your unique combination of personality, values, life and work experience and relevant training, including CPD (Continuing Professional Development). You are invited, and encouraged, to take advantage of low-cost CPD provided by our Counsellor Development Forum.

Aims and Objectives of our Courses

Our courses aim to deliver training that meets both professional and academic standards. They are intended as foundations to build from in your developing career as a listening helper/counsellor. In a field that is still developing as a profession, these courses aim to:

- ❖ Carefully select suitable trainees
- ❖ Support the development of your theoretical knowledge, including a critical approach
- ❖ Foster an environment where your personal, professional and skills development can flourish
- ❖ Monitor the safety and effectiveness of our students
- ❖ Engage and promote your commitment, enthusiasm and creativity as a developing practitioner.

Counselling training was offered at Sheffield Hallam University (SHU) for many years and some members of the Tutor team worked together at SHU for a number of years, prior to the setting up of The Academy: SPACE. When the university discontinued the specialist counselling courses it supported and encouraged The Academy: SPACE to go on to deliver them in the private sector.

Like some other providers of counselling courses that used to be delivered in universities, we have made the decision not to link our courses with a university but rather with professional accreditation (NCS and BACP). Our experience of university validation is that it has become increasingly bureaucratic, and tends towards favouring academic requirements at the expense of clinical and personal development. However,

we do aim to develop the academic and scholarly skills of our students to as high a level as the individual student can, and wishes to, attain.

The Programme has been re-designed with the latest NCS and BACP criteria in mind, closely based on the courses previously delivered at SHU. The previous counsellor qualifying course (the SHU Dip HE) was accredited by BACP, but this had to lapse due to the change of institution. The new counsellor-qualifying route is the Professional Diploma in Integrative Counselling and Psychotherapy, which includes a Foundation year that can be taken as a stand-alone course. Diploma Course Accreditation by NCS was achieved in July 2014, and re-accreditation by BACP may be sought at a later date.

BACP expects counsellor training courses to have an identifiable Core Theoretical Model (CTM) which should guide your understanding and work with clients. Our CTM is primarily a Relational Model and you can find a detailed description of the model in this Handbook.

Each person who seeks counselling help brings their own set of personality traits, history, values and beliefs, their way of relating, particular issues or life challenges, and so on. To respond helpfully, the practitioner needs a balance of relationship skills alongside skilled assessment and choice of intervention, backed by comprehensive and researched-informed theory.

During the Foundation year a basic version of our CTM framework is introduced and then elaborated during the remainder of the Diploma training. We encourage you to gradually develop your own integration.

It is important for you to understand that our model is just one of many approaches to theoretical integration - *there is no single Integrative Model*. **All** theories are the result of research, reflection on practice and careful thought, each may have something useful to offer and none has all the answers. You will come across theories about human psychological problems and normal human development, and theories about how therapy proceeds and works, as well as relevant ideas from other disciplines, e.g. sociology, philosophy, politics. Human beings, their social context and the therapy process, are complex and no existing single theory contains all you might need to know to be an effective practitioner, so we encourage you to read and study as widely as you can and to be critical in your reading.

Our CTM is described below in a discussion document - so called because it is a work in progress rather than a final and definitive version. We expect you will participate in discussing and evaluating the model during your training. As you progress through the Programme you will encounter increasing levels of complexity. It is worth pointing out that you are likely to feel confused, and possibly overwhelmed with ideas and your reading, and about your own emerging approach and the courses' theoretical orientation. This is an expected part of the learning process, which gradually moves towards coherence especially when applied in practice and supervision later on in the Diploma.

Statement of Adherence to Subject Benchmarks

It is likely that many readers will prefer to skip this section. However, if you are hoping to proceed to counsellor training (here or elsewhere) you may find it useful to familiarise yourself with it.

- The original source of our subject benchmarks has been the professional body, BACP. BACP makes a number of detailed recommendations for accredited courses, with reference to National Occupational Standards. The professional body NCS applies a similar rubric. The SHU Diploma was originally written by Professor Colin Feltham, and has been updated by The Academy: SPACE to continue to take account of BACP's recommendations, particularly the most recent accredited courses guidelines contained in the Gold Book which came into force in 2014, and the requirements of NCS. On successful completion of the Diploma NCS student members are eligible to enter the NCS AR (see notes about government regulation and the AR system)
- NCS and BACP set no criteria regarding **academic level** of study. NCS values a vocational approach.
- It is important to distinguish the requirements for NCS/BACP **course** accreditation from the requirements an **individual** needs to meet when applying for professional body accreditation as a practitioner. Attending a course accredited by NCS or BACP does not automatically confer professional accreditation on an individual, who has to apply as an individual and satisfy a number of criteria in addition to their training.

In summary, the key combined elements required of an accredited training as set out by NCS and BACP are listed here *with our answers in italics*:

- In depth training: *at least* 450 hours structured learning time (of which 400 hours must be staff-student contact time). This must be **at least** one year full time or 2-3 years part time.

The Diploma programme, in total 4 years part-time, comprise our training route for a qualified counsellor. This includes 555 hours of teaching, of which at least 450 comprise the Diploma. Entry to the Diploma is dependent on successful completion of our Foundation year or equivalent.

- Core course staff (minimum two) should be members of an appropriate professional body with a complaints procedure to which they are subject and the majority of course staff should have current counsellor/psychotherapist accreditation or be registered with an appropriate professional body to an equivalent level, and should be in current, supervised practice.

At least two of the current core teaching team meet all these criteria, and all teaching staff are expected to be members of an appropriate professional body.

- Admission: Core staff must be involved with selection, and BACP requires that the course must demonstrate that applicants are assessed for the attributes they list:
 - *Candidates are given the list of BACP's required attributes.*
 - *Applicants are asked to complete a Statement of Fitness to Practice.*
 - *As well as an Application Form the applicant is asked to submit a personal statement which also addresses any of the issues in the Fitness to Practice Statement*
 - *Where possible candidates provide a sample of written work.*
 - *All candidates who appear to meet the entry criteria are interviewed by core staff using a standard schedule of questions designed to address the criteria.*
 - *All candidates are interviewed at entry to the Foundation course and again for Diploma continuation (i.e. there is no automatic progression).*
- Regular and systematic opportunities for self-awareness development, self-exploration, self-examination and reflection in a confidential setting for students to develop an understanding of themselves.

To some extent this is integral to most modules of the course, and the ethos of the course emphasises the place of self-awareness, ethical practice and boundaries of confidentiality. However, particular emphasis occurs in the following:

- *Foundation: Developing Personal Awareness module*
 - *Diploma module: Human and Personal Development*
 - *Diploma module: Social Contexts, where attitudes and core beliefs are challenged*
 - *All structured practice during each year of the course requires students to reflect on the role of self in relation to practice and the experience of being in the client and observer roles, and in the light of feedback given and received.*
 - *All students are required to keep a personal journal throughout the course and to draw upon their reflections for several assignments.*
 - *Students are also required to undertake personal therapy at some point and write a reflective essay about this experience.*
 - *Within Community Meetings on the Diploma there is an active encouragement to reflect on and connect learning and also to address group dynamics.*
- Developing reflective learners/practitioners who take responsibility for, monitor and evaluate, their learning

Various activities contribute to the development of reflective practitioners, some of which are described above. This also includes:

- *Opportunities within structured activities and through assignments to self-evaluate and learn self-monitoring skills*
- *Built-in time for tutor and self-directed study groups*

- *The Professional Skills and Trends module (Diploma) raises awareness of the ethical demand for these attributes*
 - *Clinical Supervision and preparation for supervision support reflexivity and self-evaluation*
 - *In some modules students are required to submit a self-assessment of their work*
 - *Encouragement to attend our Counsellor Development Forum.*
- Structured teaching and learning experiences and regular opportunities for observation, practice, feedback (from staff and peers) and review in order to develop an understanding of the counselling **process** in relation to the Integrative approach of the CTM.

A key feature of each year of the Programme is extended, observed (and usually recorded) practice within a structured framework to provide tutor, peer and self feedback. Related assignments require students to reflect on their learning in the light of this experience and the CTM, which is a process-orientated model including defined skills.

- Students must be given opportunities to understand and develop their ethical-mindedness and familiarity with ethical frameworks, including related to practice.

Ethical-mindedness imbues much of the teaching and is enshrined in the CTM and in assessment criteria, and particularly features in

- *The theory and skills modules of the Foundation course where these concepts are introduced*
 - *Attention to, and negotiation of, the ethical boundaries of the training group, for class-based personal development activities, skills practice and for Clinical Supervision*
 - *The Social Contexts and Professional Skills and Trends modules of the Diploma course.*
 - *Activities in preparation for Placement and for making good use of Clinical Supervision*
 - *Clinical supervision (in-house), where ethical issues are identified and discussed*
- The course must keep abreast of developments in the profession and help students to develop critical awareness of research, research methods and developments in the field and their relevance and application to the CTM and practice.

This is done in the following ways:

- *All students are encouraged and supported to join NCS and/or BACP and all Diploma students are **required** to become student members of NCS and advised to join BACP or subscribe to their journals.*
 - *All core staff maintain their professional development and include material that is up to date and topical in teaching.*
 - *This is fostered in students through a stated expectation that references must include up to date references and journal/research articles when relevant and appropriate.*
 - *Outside speakers with particular areas of up to date knowledge and expertise are invited to teach certain topics.*
 - *Certain modules particularly require or teach this, for example: Foundation – Common Personal Problems; Diploma – Assessment and Referral; Professional Skills and Trends; Comparative Models*
- Questions must be addressed about the nature and development of human beings (a), including the development and perpetuation of psychological problems (b), and pathology (c), including psychopharmacology and the social context of mental health (d), and the process of therapeutic change, including therapeutic interventions and comparisons with other models (e).

Students are given a description and rationale for our CTM that explicitly addresses these points. Many modules contribute to explaining, exploring and critically examining the CTM and these issues in different ways, notably:

- *Foundation: Developing Personal Awareness (a); Common Personal Problems (b, c and d)*
- *Theory and Skills modules throughout the Programme (e)*
- *Diploma: Assessment and Referral (b, c, d and e); Social Contexts (d) Clinical Supervision (a, b, c, d and e); Comparative Models (a, b and e).*

- Students must undertake substantial and regular client work, compliant with an Ethical Framework and training requirements, recorded in a professional log and must be assessed for their readiness to undertake this work.
 - *Students on the Foundation course are expected to find an appropriate outlet to practice their counselling skills as part of work-based learning. The admissions process ascertains their readiness to do this and is monitored during the course and through assessments.*
 - *Counselling Practice placements are undertaken as part of the Counselling Supervision modules in Years 2 and 3 of the Diploma. These are in line with professional body recommendations and supervised in-house, to required standards, as an assessed part of the Diploma course, including the ethical framework.*
 - *The admissions process followed by the preparatory modules of the Foundation course (or equivalent) and Year One of the Diploma (including assessment) contribute to the judgement about (and timing of) readiness.*
 - *Students maintain and submit logs of counselling, supervision and work-based learning, as part of the assessment process, on completion of the required counselling hours.*
- Sufficient theory and substantial written work is required to support the development of a substantial body of knowledge and ability to critique and students should be given clear information about assessment expectations.
 - *Teaching of certain modules is particularly theory orientated and all modules include relevant theory from a broad spectrum of psychological, sociological, philosophical, medical, political and related disciplines.*
 - *All modules require written assessment in various forms, typically equivalent to 2,500-3,000 words each.*
 - *Students receive module descriptions and handbooks as well as additional class input and discussion about assessment tasks and expectations.*
 - *Published assessment criteria demand reference to substantial theoretical sources and the ability to critique, gradually increasing in expectations over the duration of the Programme.*
- Course evaluation: Regular staff meetings; student feedback processes including staff-student meetings; Complaints Procedure.

The core staff team meets regularly. Members of the core team meet with Associate Lecturers. There are regular formal and informal arrangements for student feedback through Community Meetings (monthly), Course Committee Meetings (twice yearly), Module Feedback (usually at the end of a module). Course Evaluations are completed at the end of the course. SurveyMonkey is also used to gain anonymous feedback. There is a Complaints Policy and Procedure and an Equal Opportunities Policy.

The requirements for regular and systematic self-awareness and skills development presume regular attendance. The professional bodies do not require proof of attendance when an individual applies for accreditation, relying on the conferring of the Award. During the course accreditation process it is usual to expect to see that attendance is monitored: a sign-in process is in operation and an expectation of 100% attendance with a minimum 80%.

The Diploma meets the *training* components required by NCS and BACP for an individual to gain accreditation. The advantage of course accreditation for the student is some assurance of professional standards. Course accreditation also enable you to enter an Accredited Register (AR) of counsellors. AR's are approved by the government through the Professional Standards Agency, and administered via professional bodies. NCS and BACP are bodies that have achieved this approval for ARs in counselling.

General Information

Location details: All teaching and learning currently takes place at The Academy: SPACE premises at The Coach House, 1A Filey Street, Sheffield S10 2FF

Email enquiries@counsellingacademy.org

Telephone 07977 287485 (administrator) 0114 275 8023 (office answerphone)

Public Transport: For information visit The Academy website www.counsellingacademy.org.uk

Parking: Students are encouraged to car share or use public transport. Within a short walk there is on-street parking, metered and unmetered with a maximum daytime limit of 4 hours, free after 6.30 p.m and Saturday/Sunday. There is a small car park on Broomspring Lane, just off Hanover Way. Students requiring disabled parking should speak to the administrator.

Local Facilities: On Glossop Road at the top of Wilkinson Street are several sandwich shops and takeaways. There is a Sainsbury's Local at the Glossop Road-Upper Hanover Street intersection by the university tram stop. There are other restaurants etc. and the Sheffield University student union café (just off Glossop Road).



NUS Extra: You are entitled to sign up to NUS Extra's discount card (for a small fee) giving valuable discounts at various outlets. See www.nus.org.uk/en/nus-extra/discounts/ The Academy: SPACE is listed under 'T'.

Learning Materials

The Academy: SPACE has a small specialist library from which you can borrow books and journals for **short periods**. Please feel free to suggest titles to add to the library - we continue to add to it every year. See later in this Handbook for more information.

The Adsetts Learning Centre (LITS: Learning and IT Services) at SHU City Campus, and the **Collegiate Learning Centre** at SHU Collegiate Crescent Campus are where you may be able to join the university's library as an external member under certain circumstances (current cost around £30) and access library facilities, journals and the computer-based catalogue. SHU usually has multiple copies of the most used texts, but inevitably there is occasionally pressure on certain titles. You will be able to order books from Collegiate at the Adsetts Centre and vice versa.

Your local library: You should be able to order books and journal articles at your local lending library. We expect you to purchase *some* books and you may wish to discuss this with tutors and fellow students in to decide which will be the most useful investment. Module tutors will identify key texts.

Professional Bodies: You are expected to enrol as a student member of NCS at the earliest opportunity - this is a **requirement** of the Diploma course. You should also consider joining BACP. Although it may seem an unnecessary expense they give you invaluable access to many resources - you will receive copies of useful journals/newsletters and can access online resources, including information sheets and online editions of journals and advice from the BACP ethics helpline. We can act as sponsor and supply necessary confirmation of student status.

Other sources of learning support: Please advise tutors if you have any learning problems, for example not being able to hear well in class or dyslexia (see this helpful website: <http://www.beatingdyslexia.com/>). We find that quite a few students have gone years with undiagnosed learning problems. Reasonable adjustments will be negotiated to accommodate your needs.

Tutorials and study groups: You will participate in a study group from time to time, to explore and share learning and gain mutual support. At the beginning this may be fairly structured with reading and tasks set, but it is anticipated that you will become more self-directing. You will have scheduled group and/or

individual tutorials. You may ask for a tutorial from your module tutor, or any other member of staff you believe may be best able to help with a particular academic or personal issue.

'Housekeeping' Points

Although each group will discuss and establish a number of its own ground rules there are some matters worth pointing out from the beginning:

Equal opportunities: We are committed to policies based on equal opportunity principles and expect students to behave accordingly, i.e. to treat others with respect and behave in a non-discriminatory fashion. Please see the Code of Conduct below.

Meals and refreshments: There are cafes and sandwich shops in the vicinity but they usually close by 5.00 p.m. There are pubs nearby. You are welcome to bring your own food and use the kitchen facilities at The Academy. **Tea, coffee, milk, squash and biscuits are supplied.** We prefer you to eat *between* classes. Please wash up and keep these shared areas tidy, particularly because the kitchen is very small!

Phones: Please switch off your mobile phone (or put on vibrate) during classes.

Safety and security: The Academy: SPACE cannot be responsible for your personal possessions. Please take particular care about closing external doors when entering and leaving the building to protect the safety and security of The Academy: SPACE, fellow students and other occupants of the building (we have previously had an opportunistic theft and a break-in). Given the nature of evening attendance in particular, you should take necessary steps to protect your own safety when leaving the premises. Make sure you know how to exit the building in case of fire and where the muster area is (opposite side of the street).

Smoking: All indoor areas, and areas outside entrances, are required to be smoke-free and vape-free.

Timekeeping and attendance: *Please note important information about punctuality and attendance in your Terms and Conditions and on page 6 above.* Messages about unavoidable absences or lateness should be advised, via a peer or direct, to the tutor, or if this is not possible, with Administration on ☎ 07977 287485 or by e-mail enquiries@counsellingacademy.org. Please arrange with a fellow student to collect any hand-outs for you - photocopied chapters and similar items may not be available electronically.

Feedback and Complaints

The Academy: SPACE welcomes feedback at any time: we hope that on a course of this nature you will feel able to ask or suggest anything that may help to improve communication, transparency, course content, delivery, and so on. Some negotiation will take place, where possible and appropriate, regarding experiential exercises, role-plays, membership of small groups etc.

At particular points feedback will be formally requested, for example, normally, at the end of a module. We often use **Survey Monkey** to collect feedback anonymously and it is important that you take the time to consider and give us constructive feedback via this means. Course Committees (see below), and Community Meetings on the Diploma, also give opportunities to clarify issues and give us feedback.

Please see the end of this Handbook for a statement about Feedback and Complaints and refer to the website for our Complaints Policy and Procedure and Equal Opportunities Policy.

Courses Committees (Foundation and Diploma): Course Committees are opportunities to give feedback about the student experience and ask any questions. Each course normally appoints a student representative to meet with teaching staff on up to two occasions a year. These meetings allow students to raise matters anonymously via their representative if they wish.

Professional, Ethical and Clinical Issues

Professional Conduct

As a student of The Academy; SPACE you are considered to be an ambassador for us as well as for the profession of counselling. Students are expected to behave professionally and uphold the ethical principles in all situations. Any significant changes to your health or circumstances that could have an impact on your capacity to work safely and ethically, in class or in placement, should be discussed with your tutor or the Programme Director.

Codes of Ethics

As counselling, and the use of counselling skills, demands stringent ethical practice it is important that you acquaint yourself with the up to date version of the NCP Code of Ethics and/or the BACP Ethical Framework for Counselling and Psychotherapy, which The Academy adheres to and will introduce to you. You can download your own copy of the NCS Code at www.nationalcounsellingsociety.org/about/code-of-ethics/ and BACP's Ethical Framework from www.bacp.co.uk/ethical_framework/. These documents are also available on display in our library.

Code of Conduct

This Code is displayed on our premises and you are expected to take note and adhere to it

The Academy: SPACE expects students and all staff to conduct themselves in a professional manner whilst engaged in their studies/work, including relevant activities undertaken off our premises. The role of counsellor is a responsible, sensitive and professional one. As such, this course has expectations about the *professional and personal* conduct of students and staff, particularly when representing the profession of counselling at The Academy: S.P.A.C.E., in Practice Placement, or when working off-site. We expect you to conduct yourself in a manner that enhances, and does not bring into disrepute, the discipline, the counselling profession or The Academy: S.P.A.C.E.

The following points are in addition to the requirements of the *NCS Code of Ethics* and the *BACP Ethical Framework for Counselling and Psychotherapy 2016*.

It is expected that you will:

1. Ensure that negative considerations of religion, sex, race, age, nationality, party politics, social standing, class, self-interest or other extraneous factors, do not diminish your participation, practice or relationships with others (on and off-site) during the course or your work with us
2. Not exploit, for self-gratification, any relationship of influence or trust which exists between yourself and peers/students, colleagues, tutors and clients
3. Ensure that your physical or psychological condition is fit for participation and practice and not impaired as a result of alcohol, drugs, illness or personal stress, such that your abilities, participation or professional judgement are seriously affected; and that you will take appropriate action and seek support if you find yourself in this position
4. Enhance, and do not inappropriately undermine, public confidence in your own ability, and that of other counsellors and members of other professions
5. Acknowledge the intellectual property and research of others and give due credit to the contributions of others in any collaborative work you undertake
6. Bring any allegation of misconduct by a professional colleague to the attention of those responsible to investigate. Do so without malice and avoid unnecessary breaches of confidentiality. If you are the subject of allegations yourself, take all reasonable steps to assist those charged with the responsibility to investigate.

For The Academy: S.P.A.C.E., Gail Evans, Programme Director.

Professional Associations

We expect you to join NCS (National Counselling Society) and suggest you also consider joining BACP (British Association for Counselling & Psychotherapy), at the moment, the largest professional body in this field, (there are others, for example UKCP and the web based www.counselling.ltd.uk). If you are interested in eventually gaining Accredited status with NCS or BACP you will need to be a member and we advise you at an early stage to consider your individual career direction and needs in the light of professional body information. BACP has a reduced rate for students and we will provide evidence of your enrolment and references/sponsorship as applicable for either/both bodies.

The professional bodies are a good source of CPD (continuing professional development) events; information, through their websites, journals, newsletters etc.; and professional support.

NCS and BACP have been involved in negotiations with the government on statutory regulation of counselling, so are reliable sources of information about this development in our field, which is likely to affect your future. Whichever professional body you choose to join, it is YOUR organisation and represents you, so don't think of it as 'them'.

Recently a Union has been inaugurated for counsellors and psychotherapists – see <http://pandcunion.ning.com/>. Unite also has a section for counsellors (see <http://www.unitetheunion.org/>)

Continuing Professional Development

This is a necessity for counsellors and there is an annual requirement for Accredited counsellors (typically 30 hours). We hope you will take opportunities to add to your learning by attending appropriate workshops or conferences. Our Counsellor Development Forum was inaugurated in 2005, by Gail Evans, now managed by Sally Lee, to offer low-cost support and networking to counsellors, psychotherapists and other interested parties in the region. It meets regularly, with talks, workshops and attendance certificates provided. You are encouraged to attend the talks whilst you are a student - there are a (limited) number of half-price places for our students. Diploma students are required to undertake 50 hours of Work-Based Learning, which could include attendance at such CPD. You will be automatically signed up for the email mailing-list. Information that The Academy receives about other events and job opportunities will be passed to members of this forum.

Personal Development and Personal Therapy

Most psychotherapy training requires trainees to undergo substantial amounts of their own psychotherapy and many counselling courses have similar requirements. It is not an NCS or BACP *requirement* that courses insist on this, or that counsellors must undergo personal therapy, and some are actively opposed to coercion of trainees. See the NCS and BACP websites for individual accreditation requirements.

Whilst there is currently no research evidence that personal therapy leads to practitioners being more effective, our view is that it is beneficial to understand what it is like to be in the client's position by experiencing therapy at some point. Our experience as tutors is that students who have undertaken therapy often have a keener sense of how vulnerable and exposing it feels to be a client, and have less fear of working at relational/emotional depth. Therapy can support your personal development and support you when you, inevitably, bump up against unprocessed emotional issues during training. We therefore expect all students who progress to the Diploma to undertake their own individual counselling (as clients), but when they most feel a need to. Some have had such experience before beginning the Diploma. In certain circumstances individuals may be strongly advised, by one of the tutor team, to seek counselling.

We ask you to have undertaken at least ten hours of counselling at some point and, towards the end of the course, to write an assignment that reflects on this experience. It is therefore beneficial to record your reactions and reflections on the experience of counselling as soon as possible and if you received counselling some time ago you may prefer to have a more up-to-date opportunity to enable you to do this.

We expect that everyone will gain considerable personal learning within the personal development aspects of the Programme.

Placements, Work-Based Learning and Clinical Supervision

There are two types of placement:

a) **Work-based learning (WBL)** ideally forms part of the Foundation Course experience - where you can practice *counselling skills* (this is not as a counsellor) and develop a feel for an agency and its client group. You are encouraged to find a suitable environment, in discussion with your module tutor, which may be an existing work place or voluntary activity where you can, if possible, complete around 20 hours of experience. You are encouraged to find proper support for this activity, but it is not a requirement that you have clinical supervision. WBL continues as part of the Placement experience in the Diploma training.

b) **Counselling Practice Placements** form part of the Diploma experience, where you practice counselling in a supported environment. It is a course expectation, in line with most professional body requirements, that you complete a *minimum* number of hours of supervised counselling during your training (currently 100 hours, not including no-shows) before the award can be made. Clinical Supervision is provided as part of our Diploma. You will receive advice and guidance about these matters during the Diploma.

You are also expected to complete at least 50 hours of work-based learning as part of the counsellor-qualifying course. This can include hours completed during the Foundation Course, so it is important to keep a record of these. WBL includes all activities that support your role in placement, such as induction, meetings, shadowing, as well as relevant additional training in or outside placement.

More details about Counselling Practice Placements will be provided in the relevant module handbook and you will be given preparation for starting into placement as part of the Diploma course.

Core Theoretical Model: Discussion document

The Academy: SPACE's Core Theoretical Model (CTM) encompasses certain beliefs, based on research, experience and the observations of leading theoreticians and practitioners in the field of counselling and psychotherapy. To summarise, we put the therapeutic relationship and responsiveness of the counsellor at the heart of the working model. Our CTM is **an** integrative model - i.e. just one of a number of differing integrative models.

This CTM is an integration of

Relational ideas (primarily Rogers' person-centred approach and Clarkson's (1995) relational model) and influenced by Attachment Theory (see Holmes 2014)

Social learning and intervention/skills-based approaches (e.g. Carkhuff, Egan, Lazarus), and

An emphasis on the importance of **feedback-informed** practice in the counselling **and** training process.

Our approach is based on a great deal of research evidence that claims the therapeutic relationship may be a crucial variable in counselling. However, it is arguably **not** sufficient to meet a wide array of client problems (Carkhuff, 1969; Egan, 1994; Lazarus, 1989). Clients have varied goals, attributes, backgrounds, motivation and personal theories and expectations of change, so practitioner-responsiveness to the individual is vital (Cooper 2008, Bohart and Tallman 1999).

A strong therapeutic alliance is believed to be crucial, and we use the Core Conditions and other ideas relating to the development of the therapeutic relationship to provide a solid foundation in this area (e.g. Clarkson's 1995 five types of relationship; Feltham, 1999; Yalom, 2003). However, counsellor knowledge, decision-making, skilful interventions and client activity are also crucial. As Carkhuff (1969:116) put it:

Good human relations are not enough! Even when the core, facilitative, and action-oriented dimensions are present in a helping relationship, the help may be unable to surmount certain difficult problems or to achieve certain goals. Other means are necessary to enable him to resolve his problems or achieve his goals.

To support trainees to identify suitable 'means' the course uses the framework devised by Lazarus (1989) and elaborated by Evans (2013). For a discussion of the 'pure' person-centred approach and how it differs from Egan, Lazarus and others, see Bozarth (1997).

Briefly, the current CTM of this course suggests (following the outline of Dryden, 1996) that:

A. Psychological health is characterised by:

- a. A sense of well being
- b. Resilience
- c. Self-determination
- d. Awareness of and ability to relate to others
- e. Creativity and problem-solving capacities.

B. Psychological disturbance is characterised by:

- a. Self-destructive behaviour, thoughts and feelings
- b. Inability to learn from insight and experience
- c. Vulnerability to depressive, anxious and other disorders
- d. Chronic or acute difficulties in relationships and social activities.

We hold that

1. Human beings are probably basically self-actualising and adaptive: we have inner resources to survive and thrive, and a tendency to grow, develop and manage choice and change.
2. We also have *pre-disposing* factors that may contribute to life-problems: individual emotional, physical and psychological vulnerabilities; powerful inherited biological tendencies (Stevens and Price, 1996); widely varying personal circumstances and life chances. Within these, most strive to survive and develop optimally and pro-socially. Individuals *become* psychologically disturbed due to:
 - a. Early deprivation and abuse
 - b. Maladaptive family traits
 - c. Faulty learning and learning deficits (for example, lifelong irrational and/or anachronistic beliefs or lack of problem-solving knowledge)
 - d. Counterproductive habits
 - e. Repeated and/or overwhelming traumatic life events, damage or conditional acceptance, including emotional, physical and sexual abuse and bullying, at key stages of development, as a child or young person and/or in adulthood.
3. Life circumstances and experiences *precipitate* emotional and behavioural difficulties.
4. Such disturbances are *perpetuated by maintaining factors* - early and repeated reinforcement (through current relationships and patterns of relating, life circumstances etc.) of, for example:
 - a. Poor self-image, sense of helplessness and low mood
 - b. Innate or acquired vulnerability to abuse or conditional acceptance and its long-term effects
 - c. Failure to observe changed circumstances (and hence a tendency to act **as if** a threat is still present when it has long since gone)
 - d. Fear of risk-taking and avoidant behaviour
 - e. Habitual, and sometimes unconscious, patterns of relating and of behaviour.
5. To meet changing, and sometimes adverse, circumstances successfully we have to learn, re-learn, unlearn, adapt and compromise when we negotiate with our environment. People *change* for many reasons. When *precipitating* factors make their life-situation more difficult or intolerable people may seek help because:
 - a. Circumstances themselves change, making it harder to maintain old patterns
 - b. Counterproductive behaviour becomes more painful than the effort and risk involved in trying to change
 - c. Ageing, development and self-reflection present new opportunities and challenges
 - d. Individuals notice that their change/problem-solving efforts to date (including defensive efforts and denial) have failed, and seek others

- e. New relationships are formed and new learning takes place.
6. The goals of this model are to provide a safe setting and an effective, supportive, appropriately responsive and challenging therapeutic relationship in which the client can engage in personal reflection and necessary new learning can happen.
7. **Most** clients are suitable for this approach since it:
 - a. Begins with collaborative assessment of the client's needs and goals
 - b. Aims to proceed at a pace suitable for the client
 - c. Collaboratively identifies and uses interventions deemed likely to best address the client's particular concerns
 - d. Has a built-in concern for realism and referral when indicated
8. However, this approach may be unsuitable for some including those:
 - a. Experiencing severe mental ill health
 - b. Unable to form or endure therapeutic relationships
 - c. Whose problems require highly specialised skills with which the individual counsellor is not equipped.
9. Counsellors most suited for this model of counselling will be:
 - a. Able and motivated to reflect on and learn from their own experience
 - b. Able to offer acceptance and genuineness
 - c. Willing to learn to enhance their empathic ability and to vary their relational style and interventions according to clients' needs and in response to invited feedback
 - d. Appreciative of the usefulness of different techniques and able to make discriminating and collaborative decisions as to their use, including with reference to clinical supervision, relevant research evidence and the possible need for referral, as appropriate.
10. Counsellors not suited will include those dedicated to one single way of working, over-concerned with certain aspects of clients' lives without good therapeutic reasons and those wanting to produce solutions (take an 'expert' role) for their clients.
11. The overall strategy employed in this approach is one of comprehensive, if informal, assessment (initial and on-going) of clients' problems and their severity, along with a collaborative formulation of interventions most likely to be useful, and whether these are in the helper's/counsellor's repertoire.
12. Therapeutic change in 'ideal' cases will follow the pattern of skilled assessment accompanied by therapeutic conditions and alliance building, leading to identifiable areas for active work towards problem resolution or significant improvement. The change process in this form of counselling is characterised by: clear contracting (including the temporal dimension); relevant goal setting; in-session and between-session tasks where appropriate; reviewing; relapse anticipation and preparation (*future-proofing*) and readiness to make judicious referrals.
13. It may be that for many clients a close and confidential therapeutic relationship is indicated and sufficiently beneficial, but counsellors must be alert to the dangers of dependency and aimlessness and the need for specific skills (e.g. of challenge, goal setting, etc.) and, where appropriate, for specific techniques, such as: assertiveness, relaxation training, cathartic work, etc. (Lazarus, 1989; Thompson, 1996).

14. In practice, beginning counsellors are likely to use a modest range of techniques that they have had an opportunity to experience in training (e.g. simple social/life skills training; cathartic interventions; role-play; homework setting; etc.), which they will complement and add to through continuing professional development activities.
15. This approach is likely to work well where bonds, goals and tasks (Bordin,1979) are understood, agreed and worked with. Its limitations may be evident where either the client or counsellor are unable to focus and/or are committed to very long-term counselling with ambitious but ill-defined aims in the area of deep personality change.
16. Inevitably, different tutors will have varying strengths, limitations, experience and interests and you may initially feel confused about how these differences are encompassed in our Core Theoretical Model. It is also acceptable and even healthy to have doubts (Colin Feltham has doubts about the whole core model ideology: Feltham (1997) and Petruska Clarkson warned of the dangers of 'schoolism' (1998). We also anticipate that every student will develop differently and you may go on to further training in a particular theoretical specialism - this course and model is a starting point and foundation.

Please note that professional bodies look for evidence that the model permeates the course, that students understand it as a coherent model and that it is delivered coherently by the staff team. In line with the model, the course aims to facilitate good working relationships of trust and challenge and to enable a variety of opportunities for giving us feedback.

For those who find it easier to relate to a diagram a graphical representation of the model, as it relates to the training and course content, appears below.

Originator: Professor Colin Feltham. Edited and updated by Gail Evans annually – current ed'n Aug 2016

References

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- Bordin, E.S. (1979) The generalizability of the psychoanalytic concept of the working alliance, *Psychotherapy: Theory, Research and Practice*, 16 (3), 252-60.
- Bozarth, J. (1997) The person-centred approach, In C. Feltham (ed) *Which Psychotherapy?: Leading Exponents Explain their Differences*, London: Sage.
- Carkhuff, R.R. (1969) *Helping and Human Relations*, Vol. II Practice and Research, New York: Holt, Rinehart & Winston.
- Clarkson, P. (1995) *The Therapeutic Relationship*. London: Whurr (see Clarkson and Wilson below for up to date edition)
- Cooper, M (2008) *Essential Research Findings in Counselling and Psychotherapy: The facts are friendly*. London: Sage
- Dryden, W (ed) (1996) *Individual Therapy: A Handbook* (3rd edn), London: Sage.
- Egan, G (2010) *The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping*. 9th edn. London: Wadsworth
- Evans, G (2013 edn) *Counselling Skills for Dummies*. Chichester: Wiley
- Feltham, C. (1997) *Challenging the core theoretical model*, *Counselling*, 8 (2), 117-21.
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- Holmes J (2014) *John Bowlby and Attachment Theory*. Hove: Routledge
- Lazarus, A. A. (1989) *The Practice of Multimodal Therapy*, Baltimore, MA: Johns Hopkins University Press.
- Stevens, A. & Price, J. (1996) *Evolutionary Psychiatry*, London: Routledge.
- Thompson, R.A. (1996) *Counselling Techniques*, Washington, DC: Accelerated.
- Yalom, I (2003) *The Gift of Therapy*. Piatkus Books

Other Core Reading

- BACP (2009) *Ethical Framework for Good Practice in Counselling and Psychotherapy*. Lutterworth: BACP
- Bayne, R and Jinks, G (2010) *How to Survive Counsellor Training*. Basingstoke: Palgrave MacMillan
- Bond, T (2009) *Standards and Ethics for Counselling in Action*, 3rd edn. London: Sage
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- Howe, D. (1993) *On Being a Client*, London: Sage.
- McLeod, J. (2009) *An Introduction to Counselling*. 4th edn. Buckingham: Open University Press
- Mearns, D and Thorne, B (2007) *Person-Centred Counselling in Action*. 3rd.edn. London: Sage

Rogers, C. R. (1967) *On Becoming a Person*, London: Constable.

Additional Recommended Reading

De Board, R. (1997) *Counselling for Toads*. London: Routledge For an easy-to-read insight into the purposes and process of therapy.

Dryden, W. (ed.) (1996) *Handbook of Individual Therapy* (3rd Edn.), London: Sage.

Dryden, W. & Feltham, C. (1992) *Brief Counselling*, Buckingham: Open University Press.

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Feltham, C. (ed.) (1997) *Which Psychotherapy?*, London: Sage.

Feltham, C. and Dryden, W. (2006) *Brief Counselling: A Practical Integrative Approach*, 2nd edn. Maidenhead: Open University Press

Lago, Colin (2005) *Race, Culture and Counselling: The Ongoing Challenge*. 2nd edn. Buckingham: Open University Press

McLeod, J. (2003) *Doing Counselling Research* (2nd Edn.) London: Sage

Nelson-Jones, R (2007) *Basic Counselling Skills*. 2nd.rev.edn.London: Sage

Journals

The SHU Learning Centres carry the *British Journal of Guidance and Counselling*, *Counselling Psychology Quarterly*, and *Therapy Today* and *CPR* (Journals of the BACP) as well as journals related to clinical psychology. As a member of BACP you will receive copies of *Therapy Today* and *CPR* and have online access to past editions. NCS offers a newsletter.

Websites

These are just some examples of websites.

NB. Be careful to assess, as best you can, a website's credibility. Not everything published online is truthful so you should keep your critical wits about you.

www.nationalcounsellingsociety.org

www.bacp.co.uk

<http://scholar.google.co.uk> where you can search for relevant articles

<https://my.apa.org> The American Psychological Association – abstracts of articles

www.ted.com/talks/browse Video-talks on a range of stimulating topics including some relevant to counselling

www.getstable.org Information for clients

<http://counsellingresource.com> exactly what it says!

www.cetuesday.com news-style website where you can also subscribe to a weekly video

www.youtube.com has many relevant videos (e.g. of Carl Rogers and of or about other theorists and topics)

www.counselling-directory.org.uk a searchable directory of counsellors

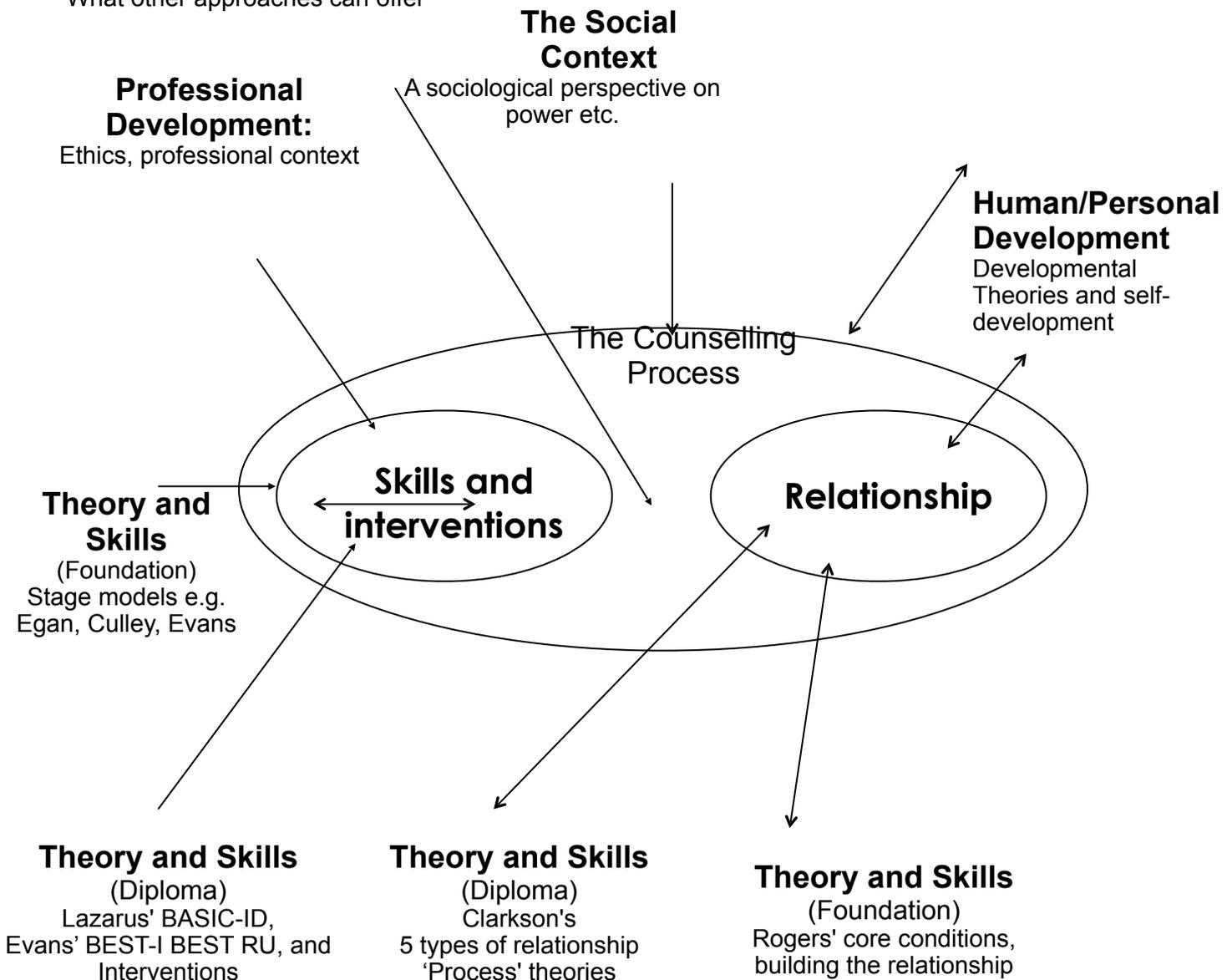
The Core Theoretical Model (CTM) Diagram

Showing how the elements of the Programme contribute to the CTM
Most aspects appear to some extent in both the Foundation and Counsellor
Qualifying Courses but are taken wider and deeper at Diploma level.

Comparative Models

(Diploma)

What other approaches can offer



Assessment and the Awards

Certificates

All Academy: SPACE certificates give details of the completed studies and achievements.

Students who complete a single module will receive a Certificate of Attendance, or an Award Certificate if the assessment has been passed.

Students successfully completing the requirements of all modules of the Foundation course will be awarded the Foundations of Counselling Award Certificate.

Students successfully completing all the requirements of all modules of the Diploma course will be awarded the NCS Accredited Professional Diploma in Integrative Counselling and Psychotherapy. Students who are unable to complete the course can exit with a lesser award (Certificate or Diploma in Counselling Studies, which are not qualifications to practice).

In exceptional circumstances, a student who gives cause for concern in relation to their personal conduct and professional competency and attitude, as these affect their ability to practise with integrity as a listening-helper or counsellor, may be asked to account for such concerns voiced by tutors and/or peers. In very exceptional circumstances a student may be denied progression or the relevant award.

Workload and study

For every hour of class contact, students are normally expected to undertake at least two hours, preferably 3, of directed and self-directed learning. This refers to time spent reading, preparing assignments and engaging in related professional and reflective activities. Our experience is that many people have a limited amount of time and reading is usually the casualty. However, reading of, and reflection on, books and journals is crucial, so build regular time in your schedule for reading and reflection time, including maintaining a Personal Journal. Study groups and tutorials are intended to support you in your studies.

Assessment

Assessment is both formative and summative. Formative assessment refers to feedback you receive from tutors and peers, and from self-reflection, throughout the course. Summative assessment refers to tutor feedback given on written or similar assignments, usually at the end of each module. Each assignment demands approximately 2,500 - 3000 words or equivalent. Normally, details of assignments are included in Module Handbooks, but tutors may give additional information and guidance. Dates for submission of assignments are normally in the calendar for your course and will also be confirmed to you by each module tutor at the beginning of the module.

Assignment Submission

You will be advised of submission dates when you receive module information. Normally a hand-in date approximately two weeks after the end of a module will be set, to give you time to reflect on the learning experience while completing your assignment.

Important:

- If you would find a tutorial helpful make sure to arrange it at the best time to support you and give your tutor plenty of notice.
- If you would like to hand in a draft for comments this must be done 2 weeks before the final submission date to allow the tutor to read and return it and for you to make any alterations. You are only allowed to submit a draft once, although you could use a tutorial to explore tutor feedback if you need further clarification.
- You should refer to this Handbook for information about circumstances in which you can apply for an extension. If you believe you have grounds for an extension you should complete the appropriate form and speak to your module tutor at the earliest opportunity.

- Assignments are normally to be handed in to your tutor during class. If you post your work, make sure you keep a copy, have a receipt of posting, and that it is posted to The Academy: SPACE on or before the submission date. Please also send an electronic copy of your assignment to Sally Lee.

Before submitting any assessment task make sure to check:

- a. That you understand what is required of you – if in ANY doubt ask for clarification – if you have a query it is very likely that other students do too
- b. Essay Writing guidance (in this Handbook)
- c. Guidance notes for submitting essays (in this Handbook)
- d. Assessment criteria that you have been given by your tutor (normally in your Module Handbook)
- e. Any additional specific guidance given by your module tutor
- f. Learning Outcomes by Level (in this Handbook)
- g. Referencing and Plagiarism guidance (in this Handbook)
- h. That you have included your
 - i. record of attendance;
 - ii. hand-in sheet (declaration that the work is your own etc.);
 - iii. compensatory work form, if any (for missed classes).

It is important that you are aware of the expectations described in these documents.

Submission

All assignments must be handed in to the tutor ***on or before the due date***. If work is posted it must be sent by registered post, postmarked ***on or before*** the due date. **It is your responsibility to ensure that your assignment has been received.** You should always keep a copy yourself and email an electronic copy to Sally Lee (for hand-produced material this may not be possible – a photo is helpful).

Return of assignments

You will normally have assignments returned in class, unless the course, or year, has finished. In this case you will be informed when you may collect assignments from The Academy: SPACE. If you prefer the assignment to be posted to you, you must provide an addressed envelope ***with the correct postage stamps*** when you submit the assignment. Our aim is to have assignments available to return within 4-5 weeks of submission. Sometimes they are returned earlier, but circumstances can delay return on occasion.

Marking

About 20% of the marked assignments will normally be second-marked for moderation purposes. Assignments are marked on a pass/refer/fail basis and returned with written feedback and an indication of the level at which you are performing. If it does not pass on first submission it is normally *referred* and you will be given another opportunity to submit. If it does not pass a second time the module is considered failed and a period of re-attendance may be advisable or required prior to further resubmission.

Extensions

When you enrol on a course you are expected to take account of normal life circumstances and plan accordingly, so that you make time to study and to complete assignments and to organise yourself to submit on time. However, we do recognise that, particularly as mature students, you may have commitments and responsibilities that can throw up unexpected barriers. When such unexpected circumstances arise you should discuss this with your tutor at the earliest opportunity.

The Academy: SPACE has to strike a balance between responding sensitively to an individual's circumstances and treating students equitably by not unfairly favouring any one student over others. If you do not submit an assignment by the deadline without a valid reason and permission you will be recorded as having been referred in that module and will have one further opportunity to submit the work.

There are three types of extension:

Very Short Extensions: The circumstances that would lead to a request for a very short extension (normally 24 hours, and no more than 48 hours) include things like sudden illness, technology failures or unexpected employment demands which prevent submission that day. If you believe you have a valid reason, you should initially discuss this with your tutor (or if not available the

Administrator or Programme Leader) and agree a hand-in time, and complete an Exceptional Extension (EE) to be included with your assignment.

Short Extension: The circumstances that are likely to lead to a request for a short extension are sudden illness or unexpected employment or family demands of more than 48 hours duration. You should discuss this with your tutor at the earliest opportunity and complete an Exceptional Extension (EE) Form, which must be approved by your tutor, or the Programme Leader (via admin), who may ask to see work you have done towards the assignment (notes, draft) in order to grant an extension. You may be asked to provide some proof of the circumstances leading to the request. The EE should be negotiated at least **24 hours before the coursework deadline** and the form should be emailed to your tutor and a hard copy submitted with your work.

If we have agreed that you have a condition or circumstances that mean you are likely to need additional time for course work/assignments and you are unable to submit your completed coursework by your original deadline date you should negotiate a new deadline date with your Module Tutor **at least 24 hours before the original deadline**. Such deadline extensions are normally up to 2 working weeks maximum.

For longer extensions you should notify your tutor, complete the EE form and submit it to the Programme Director (via admin) who will discuss it with your tutor. You need to demonstrate and provide documentation to explain absence, failure to submit work, or poor performance due to circumstances that are over and above the normal difficulties experienced in life. Where EEs are accepted this will normally allow you to submit the piece of coursework at a new deadline date. Work cannot be marked more favourably because an EE has been accepted.

It is recommended that you retain a copy of your work and that you continue working on it while you await a decision.

Forms

Module Attendance Record
Assignment Submission
Assignment Extension Request
Compensatory Work for Teaching Sessions

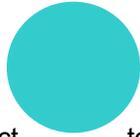
Assignment Submission Form/Cover Sheet

This form **must** be completed and attached to your submitted work

Name	
Module Title	
Module Tutor	
Normal Submission Date	
Agreed Extended Submission Date <i>(where applicable)</i>	
Declaration:	To the best of my knowledge the content of this assignment is my own work and without plagiarism. Where work has been done in collaboration with others or draws on the work of others this is appropriately acknowledged.
Signature	

ASSIGNMENT EXTENSION REQUEST

You are expected to plan and organise your date under normal circumstances. It is understood



subject to

unexpected obstacles. There are three types of Extension you may apply for when you have such exceptional circumstances:

1. If you have an unexpected emergency or exceptional reason for not being able to submit the assignment on the due date you can ask for a **Very Short Extension** (24-48 hours). You should contact whichever person you can from the following (in order of preference):

- a. Module Tutor
- b. Administrator
- c. Programme Director.

You must gain agreement and an alternative date for submission and complete this form (take a photocopy) to include with your assignment.

2. **Short Extensions** may normally be granted for up to two weeks with tutor agreement. You will normally be expected to show some evidence that you have already been working on the assignment and where possible documentary evidence of why you need such an extension. You must apply for a short extension by completing and submitting this form **at least 24 hours before** the assignment deadline. Supporting material can arrive later if necessary.

3. Requests for **Longer Extensions**, which should only be applied for in very exceptional circumstances, are to be agreed with the Programme Director and **must** include documentary evidence.

Name:

Module(s):

Hand In Date(s):

Module Tutor:

Extension Applied For:

❖ **Very Short Extension. Agreed By:** **New Date Agreed with Tutor:**

• (Tutor signature) __ / __ / ____

❖ **Short Extension. Agreed By:** **New Date Agreed with Tutor:**

• (Tutor signature) __ / __ / ____

❖ **Longer Extension. Agreed By:** **New Date Granted:**

(Programme Leader) __ / __ / ____

Please detail the reasons for request overleaf.

FORM

studies so you can complete assignments by the due that mature part-time students in particular may be

The Academy: SPACE

SHEFFIELD PSYCHOTHERAPY AND COUNSELLING EDUCATION

Compensatory Work for Missed Teaching Sessions

You are expected to undertake work of similar duration to the length of the missed session. Please complete this form and hand it in with your module assignment.

Name	
Module	
Date of missed session	
Work undertaken to compensate for the missed session. <i>This should be an itemised list detailing, for example: reading a peer's notes and handouts; other reading (please specify and reference); relevant YouTube video; experiential work or other relevant learning experience.</i>	
Key learning points <i>(bullet points acceptable)</i>	

Guidance Notes

Learning Outcomes by Level
Submission of Assignments
Feedback, Recommendations and Complaints

LEARNING OUTCOMES BY LEVEL

In each box the general expectations that universities have for that academic level are shown. Following these general expectations is an indication of what this means for the study of counselling with The Academy: SPACE.

Level 4 – equivalent of first year of a f/t undergraduate degree (Foundation)

You will be able to (general expectations):

1. Demonstrate a knowledge of the basic vocabulary and/or skills relating to the area of study;
2. Describe relevant professional problems in a clear and insightful way;
3. Present material clearly and accurately and according to accepted academic conventions;
4. Undertake learning tasks with some guidance;
5. Apply the knowledge and/or skills you have developed appropriately to your own situation.

You will gain (as relevant to counselling):

- a. Familiarity with counselling terms and terminology used in certain related areas.
- b. A framework to understand the skills involved in active listening
- c. A basic understanding of the range of problems that lead people to seek help with some insight into how they may be helped appropriately.
- d. Opportunities to practice applying knowledge, skills and reflexivity to situations under the guidance of the tutor within the classroom.
- e. Encouragement to apply new learning to situations outside the classroom to integrate learning.
- f. Skills to write about your learning, and present it in other ways, within normal academic conventions and with clarity and accuracy, for example by use of relevant texts properly referenced.

Level 5 - equivalent of second year of a f/t undergraduate degree (Professional Diploma Year 1)

In addition to the requirements of Level 4, you will be able to (general expectations):

1. Demonstrate a familiarity with the major conceptual framework relating to the area of study;
2. Analyse relevant professional problems using given framework;
3. Present material in ways which communicate clearly to a professional audience;
4. Undertake learning tasks with a degree of independence;
5. Apply the knowledge, understanding and/or skills which you have developed appropriately in a number of specified situations.

You will gain (as relevant to counselling):

- a. More detailed knowledge of the Core Theoretical Model of the course and related theories.
- b. The ability to reflect on, and analyse, your practice in relation to the CTM and evaluate your own progress.
- c. Practice at making presentations of material you have independently researched to your peers.
- d. Opportunities to develop your writing skills, particularly the mix of academic and personal reflection and reflexivity required for some analyses of your work.
- e. Experience at engaging in skills practice in small groups involving detailed observation and the giving and receiving of sophisticated feedback.

Level 6 equivalent of third year of a f/t undergraduate degree (Professional Diploma Year 2)

In addition to the requirements of Level 5, you will be able to (general expectations):

1. Demonstrate a critical understanding of the major theories relating to the area of study;
2. Present arguments and analysis which incorporates ideas from a range of sources and draw reasoned conclusions from these;
3. Present material appropriately for an academic audience;
4. Develop and implement independent strategies to enhance your own learning and negotiate learning tasks with others;
5. Apply the knowledge, understanding and/or skills that you have developed, appropriately, in a variety of complex situations.

Cont'd

You will gain (as relevant to counselling):

- a. The knowledge and skills to apply a reasoned and comparative critique to relevant theory, including with reference to appropriate research in the counselling field.
- b. Academic, writing and presentational skills to support the ability to research and present material for a relevant professional and/or academic audience both in class and in Counselling Practice Placement, as well as employment.
- c. Reflexive and feedback skills that underpin the ability to self-direct and to contribute to the development of peers in counselling practice sessions and clinical supervision.
- d. Knowledge, awareness and skills to underpin engagement in a Counselling Practice Placement and employment.

Submission of Assignments

It is in your interests to make life easy for tutors who are marking, so please note:

Level M is postgraduate – e.g. Postgraduate Certificate level (Professional Diploma Year 3)

In addition to the requirements of Level 6, the programme member will be able to (general expectations):

1. Place his or her critical understanding of theory and practice within a wider context of the range of practices and current debates in the area of study;
2. Demonstrate the achievement of a personal synthesis of ideas based on study, reflection and experience;
3. Present material with some sophistication and originality;
4. Take full responsibility for his or her own learning;
5. Demonstrate how the knowledge, understanding and/or skills he or she has developed can contribute to improved practice through a continuous process of critical reflection and consequent action.

You will gain (as relevant to counselling):

- a. Knowledge about current issues and controversies in the field of counselling and psychotherapy, and be encouraged to actively participate in, and contribute to, the profession.
- b. Critical awareness of comparative counselling theory/models
- c. Knowledge and skills to begin to give a coherent account of your personal integration of theory, grounded in practice.
- d. Advanced skills in a variety of media to present the outcomes of your researches and ideas.
- e. Through your work-based learning logs, Clinical Supervision, and various assignments, the ability to reflect on your development and define your future developmental needs, making appropriate plans to meet these.
- f. Through Clinical Supervision in particular, you will be supported to develop your honest appraisal of your progress in professional practice; the ability to use consultation productively to explore and critically examine your work with clients to refine your knowledge, understanding, personal awareness and clinical and professional skills.

DO

- Check the assessment criteria in your Courses Handbook and any additional guidelines you may have been given before you start (making sure you understand what is being asked for) and against your assignment once it is complete
- Ask for tutorial time if you want advice before submission – give the tutor time to read any drafts
- If you need to, and have grounds, to ask for an extension make sure that you have spoken to someone before the date the assignment is due in and submit the appropriate form
- Use double spacing between lines, an extra space between paragraphs and a wide margin at one side – this enables the marker to write helpful comments
- Add a word count – the computer can provide this information – you are allowed plus or minus 10% (excluding your list of references)
- Check you haven't plagiarised, which is a serious offence (see guidelines in the Study Skills handbook)
- Check spelling and grammar – word processing packages usually have grammar and spell checks but make sure they are set to English usage not USA – these checks do not pick up everything so it is worth getting someone else to proof read
- Check you have put all references in the text into your reference list and vice versa and that you have referenced accurately (see Study Skills handbook for advice and any textbook has examples – there are minor differences in layout)
- If submitting a recording make sure it is labelled and securely attached to your assignment (plastic wallet with zip or press stud fastening is an ideal container for both). A transcript of the section under consideration may not be required but is good for your own reflection and helpful for marking
- Include your attendance record
- Complete the Assignment Submission Form and use as your cover sheet
- If you missed any sessions, make sure that you have completed and included a Compensatory Work form
- **Please supply a 2nd copy** (hard copy or, preferably, emailed)
- Deliver to designated place – a record is kept for your protection.

DON'T

- Leave it to the last minute! Plan and read early and if you know you will have difficulty submitting on time talk to your tutor as soon as possible. It is difficult to judge work fairly when it comes in late
- Assume the marker knows what you are referring to when you use terms, abbreviations etc. – the marker needs to know that *you* know and understand
- Plagiarise. If you use sequences of words directly from other people's work or web sites you **must** attribute them as quotes. Otherwise you must find ways of putting things into your own words. Similarly with ideas if they are not your own original thoughts
- Use quotes without explaining why – integrate them into your writing
- 'Cheat' the word-count by putting extra material in appendices. An appendix may be relevant though – if in doubt check it out
- Use staples or other **permanent** fixings – we photocopy samples of work for the external examiner and course files
- Put individual pages in individual plastic wallets – it looks nice but see previous comment.

Library Lending

As a student of The Academy: SPACE you are welcome to borrow books from our library. You are recommended to purchase some key texts and to investigate the possibilities of your local library and the Sheffield Hallam University library, which you may be able to join as an external member for a small fee.

We operate a trust-based system. This can only benefit everyone if each person takes responsibility for their borrowing, and we remind you the relevance of your ethical commitment here, as elsewhere.

Due to space restrictions we can hold only a limited number of titles that have multiple copies, so ***it is important to borrow only what you need and return promptly.***

Please note the following:

- You may borrow NO MORE THAN 3 books at a time. Some books will be strongly in demand so be mindful of others
- The borrowing period is normally ONE WEEK in term time
- Please take a blank sheet from the front of the Library Lending Record file, enter your name and course/year then file in the appropriate section (alphabetical by surname in your course group section)
- Enter the book/journal details, date of borrowing (and return) on your sheet.
- When we audit the library and a book you have borrowed is missing you may be asked to replace it
- If you notice heavy demand for a title please bring it to our attention so we may purchase additional copies.
- Please let us know any recommendations for the library.

On the following page is a chart of the library categories. Books are classified into a category, by colour and number. As we do not have a librarian, please return books to the correct category on the shelf, to aid other students in their searches. This chart is taped to the ends of the bookshelves for ease of reference.

The Academy: S.P.A.C.E. Library Categories

SUBJECT AREA	TOPICS	SUBJECT AREA	TOPICS
1. ASSESSMENT AND REFERRAL	a. Assessment	7. PROFESSIONS ALLIED TO COUNSELLING AND PSYCHOTHERAPY	a. Aromatherapy
	b. Bereavement and Loss		b. Nursing
	c. Addictions		c. Reflexology
	d. Eating Disorders		d. Teaching
	e. Genetics/Neuroscience		e. Hypnosis
	f. Mental ill-health/impairment		f. Social Work
	g. PTSD		g. Probation
	h. Abuse		h. Other
	i. Self-harm		
	j. Stress and anxiety		
	k. Suicide		
l. Health			
2. COUNSELLING SKILLS AND INTERVENTIONS	a. Intro. Texts and Skills Models	8. SOCIAL CONTEXT ISSUES	a. Culture
	b. Counselling Process		b. Gender and Identity
	c. Specific Interventions		c. Politics
	d. Emotions		d. Sexuality
	e. Sociology		
	f. Disability		
		g. Other	
3. COUNSELLING THEORIES	a. Cognitive-behavioural tradition	9. SPECIALISMS	a. Children and adolescence
	b. Humanistic tradition		b. Families
	c. Psychodynamic tradition		c. Relationships incl. Sex Therapy
	d. Other incl. Integration		d. Groupwork
	e. Elderly		
	f. Christian Counselling		
	g. Refugees		
4. PERSONAL AND HUMAN DEVELOPMENT	a. Developmental Theories	10. C&P STUDY	a. Clinical Supervision
	b. Life Stages		b. Teaching and Learning in C&P
	c. Novels		C. Study Skills
	d. Personal Growth		
	e. Psychology		
	f. Self Help		

5. TRANS- PERSONAL	a. Philosophy	<p>Some books do not fit neatly into one category so if you can't find a topic think laterally to another category.</p> <p>If you have suggestions of additions to the library please let us know.</p>
	b. Spirituality	
6. PROFESSIONAL ISSUES	a. Accreditation	
	b. Anti-discriminatory Practice	
	c. Careers and CPD	
	d. Controversies and Critiques	
	e. Ethics	
	f. Evaluation and Client Views	
	g. Law	
	h. Private Practice	
	i. Regulation	
	j. Research and Effectiveness	
	k. Settings	
	l. Self-care	



Feedback, Recommendations and Complaints: Our Aims

The Academy: SPACE has a commitment to seek feedback from students and staff and use this feedback to inform planning, resolve disputes and issues etc. There are structured, formal opportunities to do this, in addition to informal discussion and feedback of issues as they arise (**please note our Complaints and Equal Opportunities Policies, available on our website**).

Students are invited to reflect and comment on general and specific aspects of their experience of courses. This is done informally and formally - through discussion in the group, Module review forms, surveys (Survey Monkey), End of Course Reviews. These contribute to tutors' Module Reviews and are considered in future course planning.

Community Time, which is a regular event in Diploma training, is a space where any issues about the course or relationships may be aired.

Any member of the teaching team can be approached to discuss concerns or complaints, either through a tutorial or more informally. Personal and private issues are normally resolved by informal discussion between relevant parties (for example between student and personal tutor). When necessary, mediation may be sought from a third party, such as the course rep or a tutor, course leader or Academy Director. Advice may also be sought in confidence from NCS or BACP (members of BACP can access their ethics help-line).

Students will appoint course representatives to collate and present feedback at Course Committees, which normally meet at least once, usually twice, per year. The Course Committee invites module tutors, course leaders, an Academy representative and administrator, all of whom may contribute feedback in person or in writing. Students will be given an opportunity in class (privately) to discuss issues with the course representatives prior to Course Committee meetings. Minutes will be kept and posted publicly and circulated to members of the Course Committee. Responses to issues raised will also be publicly posted and circulated in as timely a fashion as possible.

All feedback is used to contribute towards an Annual Review and considered by the course's planning teams.

It is anticipated that most issues will be raised and dealt with through these mechanisms. However, there may be instances where issues are not satisfactorily resolvable through these processes and recourse may be made to our formal complaints process and possibly BACP formal procedures.

There are times when feedback from one person or group is not representative of feedback more generally, or there may be reasons why a change cannot be made. If a decision is made not to make a change in response to feedback a reason will be given.