

TOWER HOUSE COUNSELLING ASSESSMENT HANDBOOK

Level 4 Diploma in Therapeutic Counselling

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Assessment Process Overview

You will be given a copy of a summary of the assessment timetable at the start of your course which will identify the requirements and dates for submission. You will be assessed internally by the Tutors and externally by CPCAB assessors. You will need to be successful in both internal and external assessments to achieve the qualification.

You will be required to present two pieces of evidence for each of the criteria outlined in the candidate learning record. This evidence can be drawn from all three assessment methods and must include a range of documents, tutor observation and testimony for each unit in this qualification. Each assignment will have an assignment briefing sheet which will identify key criteria to be achieved and will also suggest potential criteria that may be achieved.

Essential **documents** includes:

- A learning review completed weekly
- 2 self reviews
- 2 case studies
- 2 assignments
- A client record sheet (100 hours with 5 different clients)
- Clinical supervision record and therapy record (10 hours)

Essential **Tutor Observations** includes:

- 4 tutor-observed counselling practice sessions
- 2 case presentations
- Workplace simulations

Essential **testimony** includes:

- A supervisors report
- An agency report
- Peer and tutorial record feedback

On this course the forms used for feedback will predominantly be those designed by CPCAB and downloadable from their website. The tutors will provide you with guidelines for internal assignments and provide clarity about the marking criteria for each one in the assignment briefing sheets.

External assessment requirements

There is no external assessment in the first year but in the second year you will be required to submit a 30 minute audio tape and complete a two hour candidate review paper (related to your audio tape) to CPCAB for assessment. To be assessed as proficient in the external assessment candidates must achieve the following:

1. Audio tape: 5 out of a possible 7 marks

2. Candidate review paper (part 1) 1.5 out of 3 possible marks
3. Candidate review paper (part 2) 2 out of 4 possible marks

Marking scheme

The internal assignments will be marked by the tutors and some examples will be cross marked as required by the moderation system in place. The Candidate Learning record is presented towards the end of the course and this is where you must achieve evidence to support all of the 7 units learning outcomes to be assessed as proficient.

If you are unhappy with any feedback or marking then you will need to discuss this with your personal tutor. If this discussion does not help to resolve the situation then another marker can be arranged to cross mark the submission. Following moderation, if the results are found to be the same then the feedback will be given and the decision will be final. If there is a discrepancy, the work can be given to an external moderator to help with decision making and resolve the differences.

Quality issues

The tutors want your learning experience to be one where we are generally getting things right for you and providing a fair assessment system. All tutors will be involved in regularly supervision to consider their work as tutors to this course.

Moderation procedures

The moderation procedures will follow the standardised procedures recommended by CPCAB. All key tutors will attend the CPCAB standardised assessment training and will be kept up to date by CPCAB. Course work will be assessed against pre-determined criteria. A system for cross marking a percentage of the work will occur. The tutors will work alongside the Internal Verifier to ensure standards are fairly applied across all learners.

Internal verification

Hugh Pollock is the internal verifier for this course. His role is to check that the tutors follow the procedures agreed for moderation, assessment and evaluation. He will hold meetings with the tutors throughout the year and keep records of the CPCAB verification details required to complete the end of course summary. He will be notified of all requests for reasonable adjustments or special arrangements made for learners and will be provided with all evaluation material so he can consider the views of the learners alongside that of the tutors.

External verification

The external verifier will visit periodically from CPCAB. The EV will be shown your course work and will also want to speak with you to hear about your learning experience when he visits the centre. You will be notified when such visits are due.



TC-L4 Assessment (internal & external) schedule

	Hand out date	Hand in date /observation date	Comment on exceptions to agreed schedule
Essay 1 - Preparing for an agency placement	9.9.08	21.4.08	
Essay 2- Counselling relationship	1.9.09	20.4.10	
Client record (minimum of five different clients and 100 hours) (presented at tutorial)	9.9.08	8.6.10	
Supervision record-	9.9.08	8.6.10	
Comprehensive written Case Study 1	9.9.08	23.6.09	
Comprehensive written Case study 2	8.9.09	8.6.10	
Learning review (continuous)	9.9.08	16.9.08 3.11.09 4.11.08 2.3.10 21.4.09 4.5.10 16.6.09	
Therapy record (minimum of 10 hours) (presented at tutorial)	9.9.08	9.12.08 8.12.09 28.4.09 27.4.10 23.6.09 8.6.10	
Self-reviews: 1.Group self-review 2. Mid course self-review	9.9.08 1.9.09	1.9.12.08 2.8.12.09	
Verbal case presentation 1	9.9.08	2.6.09 9.6.09 16.6.09	
Verbal case presentation 2	8.9.09	4.5.10 11.5.10	

Skill practice: 1. Any skills practice session 2. Any skills practice session 3. Audio or video-taped practice session 4. Audio or video-taped practice session (Presented when LR is handed in)	9.9.08	1.4.11.08 2.21.4.09 3.16.6.09 4.3.11.09	
Feedback from peers on personal and professional development and skills demonstrated Presented when LR is handed in	9.9.08	4.11.08 21.4.09 16.6.09	
Report from supervisor	9.9.08 8.9.09	2.6.09 1.6.10	
Feedback and/or report from agency (managers)	9.9.08 8.9.09	2.6.09 1.6.10	
Evidence of personal therapy	9.9.08 8.9.09	2.6.09 1.6.10	
Mock external assessment and review paper	20.4.10	20.4.10	
EA audio-taped assessment (Assessment date tbc by cpcab)		4.5.10 11.5.10 18.5.10	
Completed <i>Candidate Review Paper</i> in relation to audio-tape	tbc	8.6.10	
Candidate Learning Record submission			
Final cut off date for all assignments	9.9.08	8.6.10	
Candidate learning record submission date	9.9.08	8.6.10	

Candidate learning record cross marked.

Before
22.6.08

Assignment 1A and 2A: Learning Review briefing sheet.

Date issued: 9.9.08

Hand in dates for Year One: 16.9.08, 4.11.08, 21.4.09, 16.6.09.

Hand in dates for Year Two: 3.11.09, 2.3.10, 4.5.10.

Assignment guidance notes:

To complete this assignment you need to submit a record of your learning on the course. This document is called a learning review (LR) and it is a personal record about you and the sense you make of what is happening on the course. There is no word limit for this assignment and presentation styles may vary from person to person.

The learning review will be read by your tutors and the CPCAB external verifiers but will remain private unless you wish to disclose information to colleagues.

You should aim to write at least one entry a week. Your learning review will reflect your own style and experience but it may be helpful to consider the following points.

- Reflecting on your experience, thoughts, feelings and behaviours.
- Exploring your reactions, clarifying personal beliefs, attitudes and values.
- Evaluating your developments in understanding and skill
- Comments on course activities and your responses to course material
- Notice any themes that have particular meaning for you and consider why they do.
- Consider your response to working with your student colleagues
- Consider feedback given to you by colleagues and tutors
- Identify the development of your counselling skills in practice
- Report on your overall progress to date and goals for future development

Your LR should provide a key source of evidence to meet requirements for each unit. To achieve this, you will need to highlight areas of text in your LR and cross referenced them to CAS sheets which are submitted alongside your LR to gain evidence.

Your LR entries should show increasing levels of self awareness, an ability to look back reflectively as a means of learning, a sense that you are gaining new insights, your engagement with change, the struggle and exploration of difficulties and uncertainties. All of this development will be essential to present your professional competence as a counsellor.

Your Tutor will assess your LR for evidence of personal development and provide general feedback as well as specific feedback on your CAS sheet. Criteria to be gained by this assignment will vary depending on the content of your LR. The criteria that you are more likely to meet are:- 1.2.2, 1.3.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 4.2.1, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 6.1.1, 6.1.2, 6.1.3.

Assignment 1B– Group work self review guidance

Date issued: 9.9.08

Hand in date: 9.12.08

Assignment briefing sheet

To complete this assignment you need to participate in the interactive group process on 2.12.08. Using the attached group work self review sheet you need to provide answer to the questions posed in the subsections labelled before, during and after.

Your assignment needs to be between 1500–2000 words.

The assessors will look for evidence of your ability to reflect on yourself and your relationship to the interactive group experience at each stage of the process. The assignment is a formative one where the Tutor will read this assignment to provide feedback rather than to mark it in percentage terms.

You can attach a CAS sheet to this assignment indicating any criteria that you think you have met if you wish this self review to be used as evidence in your portfolio.

Criteria that you are likely to meet are:- 1.2.2, 2.3.1, 3.1.1, 3.1.2, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 7.1.1, 7.2.2



Group work self-review sheet for TC-L4

Before the group

What was going on for you when you began? How do you think that this affected your participation in the group? Did you recognise any patterns of relating in your interactions with others?

During the group

What happened in the group today? What did you think/feel about what was going on? What was your part in this process? How did this relate to any patterns of relating that you have identified?

After the group

How has participation in the group developed your self-awareness? What insights have you had concerning self, personal history or patterns of relating? How has this group session aided your understanding of explicit and/or implicit patterns in self or relating? How can you relate your experience to your core theoretical model?

Assignment 1C: Preparation for agency placement guidance:

Date issued: 9.9.08

Submission date: 21.4.09

Assignment 2000-2500 words (not including text within leaflet)

A reflective account of your individual design of a A4 patient information leaflet. The leaflet will need to provide information to a lay audience, that outlines the agency, its purpose and how you will work with them as a counsellor in your chosen agency.

Leaflet to be included as Appendix A.

Practical Points to consider:

- Use A4 paper, print or use black ink
- Allow double spaces with wide margins (so that comments can be written alongside your work)
- Write your name & the question on the top of your answer. Number each page
- Put references into the text & at the end – whenever you quote or use ideas from other peoples work (use the Harvard method).
- Put the word count at the end
- Keep a copy to keep before you hand it in – in case it goes missing!
- Remember to use the Guidance Notes to plan your assignment.

Guidance notes:

When writing this essay, you need to consider who your reader is. The leaflet will need to reflect the lay audience who will be the readers of this information and be potential service users. The essay itself, will be written to demonstrate to your tutors that you can present your thinking in a professional and academic way. This will mean that you will be expected to support your own views with material and references from other counselling texts.

The following questions may help you to organise your assignment:

- Why does this agency exist and what does it offer to clients?
- How well does it provide access for those in need?
- How will I relate to the agency and bring to it my model of counselling?
- What boundaries do I need to consider to work safely within this environment?
- What are the important legal and ethical issues for me to address?
- How can I present all the above information to a lay audience?
- What is my understanding of a therapeutic relationship which is user centred?
- How do other agencies present themselves in written material?
- How can I use written material to present myself as an integrative counsellor in training?

Learning outcomes for this assignment: (main criteria to be covered are 1.2.1, 2.1.1, 2.2.1, 4.1.1, 7.2.2). You will need to include relevant evidence for all of these criteria to score well with this assignment

Your assignment will show your ability to:

1. Work within the ethical, legal and procedural framework in which a given agency operates (1.2.1)
2. Establish the nature and constraints of counselling within a given agency setting and within the limits of available time (2.1.1)
3. Establish a therapeutic relationship (2.2.1)
4. Negotiate a user-centred contract for counselling work (4.1.1)
5. Evaluate the effectiveness of your counselling practice through regular reviews of your work as a trainee counsellor (7.2.2)

You need to attach a CAS sheet to this assignment indicating any criteria that you think you have met. Other criteria that you may meet are:- 1.1.1, 1.1.2, 1.3.2, 2.1.1, 2.1.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 4.1.1, 4.1.2, 4.3.1, 4.3.2.

The tutors will mark your assignment using the following scoring system.

Scores	Grades
below 39	Fail (resubmission required)
40 – 54	Pass D
55 – 69	Pass C
70 – 84	Pass B
85 – 100	Pass A

General Guidelines - The students will be expected to demonstrate most of the guidelines for each allocated grade

85 – 100:

Assignments will:

- Be well structured; with an affective introduction, conclusion & paragraphs
- Adherence to guidelines and boundaries outlined in brief

- Be well planned; leading the reader effectively through the discussion with clear links to the question
- Show a very good understanding of the concepts & the relevant course content
- Make very good use of materials, with accurate & full use of references
- Include relevant insights about self in relation to the agency
- Show the student's ability to evaluate & be critical of other material

Guidelines to specific to the preparation for agency placement that need to be met in addition to the General Guidelines.

Assignments will:

- Cover all the 5 Learning Outcomes (criteria) in depth
- Shows thorough comprehension of one agency and focus of its work
- Discuss all boundary issues and role of learner in agency
- Demonstrates a good awareness of limitations of agency
- Sound attention to legal and ethical practice issues
- Shows critical consideration to referral processes and pathways
- Refers to relevant literature and references on patient information leaflets.
- Demonstrates ability to translate all theoretical concepts into lay language
- Provides a detailed reflective account on learning achieved from this assignment.

70 – 84:

Assignments will:

Be quite well written with a reasonably clear structure

Show good Adherence to guidelines and boundaries outlined in brief

Show evidence of planning & staying closely to the question

Show good understanding of the concepts & the relevant course content

Make good use of materials, with mostly accurate & full use of references

Show the student's ability to have some insight about self in relation to the agency

Show evidence of the student developing the ability to be critical in the discussion

Guidelines specific to the Preparation for Agency placement

Assignments will:

Cover the 5 Learning Outcomes (criteria), some in depth
Show some comprehension of one agency and the focus of its work
Discuss some boundary issues and some aspects of the role of the learner in the agency
Demonstrate some awareness to the limitations of agency
Pays sound attention to some legal and ethical practice issues
Shows some consideration to referral processes and pathways
Refers to relevant literature on patient information leaflets
Demonstrates some ability to translate theoretical concepts into lay language
Provides some reflective account on the learning achieved from this assignment.

55 – 69:**Assignments will:**

Show some elements of a basic structure – introduction & conclusion
Show evidence of planning, but at times stray from the focus of question
Show some understanding of the concepts & use of some relevant course content
Make some use of materials & attempt to include references
Show the student's ability to be insightful at times
Show the beginnings of the student's ability to be critical in the discussion

Guidelines specific to the preparation for an agency placement assignment**Assignments will:**

Cover some aspects of the 5 Learning Outcomes (criteria), but not in depth
Will show a basic understanding of the agency and the focus of its work
Will demonstrated minimal awareness of limitations of agency
Will mention legal and ethical issues without any real clarity
Show minimal understanding of referral processes or pathways
Provide few references to support arguments on patient information leaflets
Demonstrate poor ability to translate theoretical concepts into lay language
Provide limited reflection on learning from this assignments

40 – 54:**Assignments will:**

Show a weak structure, but an attempt to be organised & planned
Show an attempt to answer the question, but includes irrelevant discussion
Shows limited understanding of the concepts & use of relevant course content
Make little use of materials & references
Show that the student has the ability to be insightful, but limited at times
Be mainly descriptive & show little critical discussion

Guidelines specific to the Preparation for an agency placement assignment

Assignments will:

Cover aspects of some of the Learning Outcomes (criteria) but weak in some areas
Provides some information on agency but misses key elements
Provides minimal attention to boundary issues
No discussion on limitations
Legal and ethical issues poorly addressed
Referral process or pathways not made explicit
Limited use of reference material and reliance on their own subjective views
Theoretical concepts are not translated for user group
Scanty reflection on learning achieved from this assignment

Under 39:

Assignments will:

Show little structure or planning and is difficult to understand
Not address the question clearly
Show lack of understanding of the concepts or relevant course content
Not use references &/or plagiarises
Show the student's inability to be insightful or critical

Guidelines specific to the Preparation for an agency placement assignment

Assignments will:

Cover only a few of the Learning Outcomes (criteria) and weak in all areas
Misrepresentation of the agency or focus of its work
No attention to boundary issues
Inadequate reference to limitations are made
Show no reference to any legal and ethical issues
No mention of referral processes and pathways
Poor use of lay language hides behind professional jargon
No reflection or evaluation on process

Assignment 1D: Case presentation guidance.

Date given: 9.9.08 and presentation date agreed.

Presentation dates: 2.6.09, 9.6.09, 16.6.09.

Assignment:

You will need to verbally present a case to your peers and tutors. Each presentation will last for 20 minutes with 10 additional minutes added for questions. You will be responsible for holding the time boundary in your presentation. You will also be asked to pick a colleague to scribe the feedback to you on behalf of the group.

Practical points to consider:

- A presentation that involves the whole group is more interesting than just reading from notes
- You may want to use visual aids or handouts within your presentation
- You can ask your colleagues to consider their own reactions to the presented material and provide process feedback
- You need to consider issues of anonymity in the way you present the case
- If you want to bring a case which involves a course peer then you will need consent for information to be shared in the larger group
- You will need to make teaching notes in advance of your presentation which will be available as evidence in your learning record. The feedback will also be available to accompany your notes.

Guidance notes on what to present:

The presentation should be based on a recent experience where you have counselled someone in the group or in your placement agency. It does not have to be an example of perfect practice but rather an example where you can consider and discuss the case in detail.

- You could choose to pick up a particular issue or theme from your work with one or two clients that has had an impact on you e.g. clients crying, ending sessions, finding yourself wanting to laugh at an inappropriate time.
- You could present a client with whom you found it very difficult to establish a therapeutic relationship and consider why it was so difficult to engage this person
- You could select one client and present the case work over a series of sessions and focus on one problem or relationship need.
- You could choose one session and focus on the process that occurred in that time

- You could choose a critical point arising with one client in a particular session and how you used integrative methods to work with this client.
- You could present an assessment which was detailed and outline your thinking around how to work alongside this person
- You could present a case that you had to refer elsewhere and discuss how it was to pass onwards and how you managed the ending

Your presentation needs to show your ability to apply the theoretical models you have learnt in your practice by showing how your thinking and methods are integrated.

The presentation will enable all learners to talk professionally about their client work to an audience. The case presentation provides an opportunity for all learners to listen and consider clinical work collectively. It models a peer group supervision session to help learners gain awareness of the value of shared insights into clinical work. The purpose of the group is be responsive to the presenter and to understand their experience and not to consider solutions on behalf of the client. Feedback will be given using the feedback guidelines in the student handbook.

(It may be helpful to refer back to the course material on how to present a case at supervision when planning this assignment)

Criteria that may be met by this assignment include: 1.1.1, 1.1.2, 1.2.1,1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 3.1.1, 3.2.1, 4.1.1, 4.1.2, 4.2.2, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 7.2.1, 7.2.3.

Assignment 1E Case study

Date issued: 9.9.08

Date submitted 23.6.09

Assignment: You are required to present a case study which is an example of face to face counselling work with an individual client.

Assignment length 2000-2500 words

Key criteria that must be met by this assignment include: 1.1.1, 1.2.1, 1.3.1, 1.3.2, 2.1.2, 2.2.1, 2.3.1, 2.3.2, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.3.1, 6.3.2, 7.2.1.

Additional criteria that may be met through this assignment include: 1.1.2, 2.1.1, 2.2.2, 2.2.3, 2.2.4, 3.1.1, 6.3.3, 6.3.4, 7.2.1, 7.2.3.

The assignment will be marked against the key criteria outlined above and will be assessed as competent or not yet competent based on how well the criteria is evidenced in the written work.

It will be expected that you will use reference material to support the choices made in this piece of case work. The case study is expected to demonstrate how you are integrating theory, personal awareness and professional practice in your client work.

At this stage it is expected that your case work will be working with clients who present with service Level A issues. This is working with clients coping with current problems associated with difficult life events and life crisis. You may also need to demonstrate an understanding of common mental health issues.

Throughout the case study it is expected that you will present your understanding of integrative counselling and how you are applying the theories to underpin your practice. It is also expected that the methods of attunement, inquiry and involvement will be evident in your work.

Attention to professional issues around sound ethical practice, contracting and working with a professional framework where boundaries are explicit and agreed is expected.

The case study will need to demonstrate the relationship between you and the client and how you work with the relationship to enable therapeutic change to occur. The role of supervision within the case is essential to help the reader understand the aspects of the case that was shared in this way.

The case needs to provide the reader with a sense of how it was for you working with this client and enable there to be some exploration of the process of learning that you have made personally from travelling alongside this client.

(In preparing the case study you are recommended to use the course material given to you on how to write a case presentation).

Entry into second year:

Entry into the second year will not be an automatic process. Progression will be prevented for learners who have failed to successfully complete CST-L3. Progression may also be halted for learners where there is concern for the learners' mental well being, or when assessment requirements have not been met, or when a report from clinical placement or supervision raises serious doubts around the suitability, skills and behaviour of the learner. Decisions of this nature will be discussed with IV and EV and will only occur when the learner involved has been given time and support to rectify any gaps that have been reported.

Assignment 2B– Mid course self review briefing sheet

Date issued: 1.9.09

Hand in date: 8.12.08

Assignment briefing sheet

To complete this assignment you need to review your own progress on the course to date. This will require you to look back and reflect on the initial learning statement that you wrote at the beginning of the course. Using the attached mid course statement you need to provide answers to the questions posed in the subsections of the form.

Your assignment needs to be between 1500-2000 words.

The assessors will look for evidence of your ability to reflect on yourself and your learning experience to date. The assignment is a formative one where the Tutor will read this assignment to provide feedback rather than to mark it in percentage terms.

You can attach a CAS sheet to this assignment indicating any criteria that you think you have met if you wish this self review to be used as evidence in your portfolio.

Criteria that you are likely to meet are:- 1.2.2, 2.3.1, 2.3.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 7.1.1, 7.2.2.



Mid course self-review sheet for TC-L4

1. Course goals and expectations:

Has the course provided me with what I needed to meet my goals and expectations?

What would I like it to provide for me at this stage?

How can I help myself make the most of remaining time on this learning opportunity?

2. Course concerns:

What am I concerned about regarding the course at this stage?

What am I afraid it might demand/expect of me in the final stages?

How might I hinder (*or even sabotage*) my own learning on the course?

3. The group:

What do I expect the group to provide for each other and for me? What have the group provided for each other and for me?

What have I contributed in order to help the group develop?

4. Group concerns:

What am I afraid could happen in the group? What are my ongoing concerns about how the group might behave towards me?

How might I upset or sabotage the process of group development?

5. Learning styles:

How well have the course tutors met my learning needs to date? What would I like them to provide for my learning for the rest of the course?

What am I afraid the course tutors might demand of me?

Are there any other concerns I have concerning the learning requirements?

6. Learning:

What have I noticed has helped or hindered my learning? How have I overcome any blocks? Are there any other blocks lurking in the shadows?

What has been the most useful piece of learning for me? Why has this piece of learning had such an impact?

7. Capability:

How do I assess my warmth, openness and empathy in counselling situations at present? How do I form a therapeutic relationship?

How well can I employ the methods of inquiry, attunement and involvement in my work? Which of these specific skills would I like to develop further? How can I do this?

How do I assess my skills at decision-making in a counselling situation at present (*ie which skills, how to use them, which responses to give, which directions to follow*)?

How could I best develop these skills?

How confident do I feel about my work with clients?

8. Motivation and commitment:

How has my confidence changed as a result of being on this course?

At present, what is my motivation and commitment towards the course?

Candidate's name: Date:

Assignment 2C- Essay Personal Development Assignment Year 2

**'The counselling relationship is paramount in effective counselling'.
Reflect on your personal counselling and discuss its impact on your
practice as a counsellor.**

Words: 2,000 - 2,500 maximum (not including the title & references)

Submission date: 10.4.10

If you submit the assignment after this date it may not be marked. If you have difficulties e.g. illness, pressures of work, contact the tutor as soon as possible to discuss the situation.

Practical Points to consider:

- Use A4 paper, print or use black ink
- Allow double spaces with wide margins (so that comments can be written alongside your work)
- Write your name & the question on the top of your answer. Number each page
- Put references into the text & at the end – whenever you quote or use ideas from other peoples work (use the Harvard method). Do not plagiarise
- Put the word count at the end
- Keep a copy to keep before you hand it in – in case it goes missing!

Remember to use the Guidance Notes & Learning Outcomes (below) to plan your assignment.

Guidance notes:

When writing any essay, you need to consider who your reader is. We would like you to write as if the reader is a counsellor, i.e. they are informed about the subject.

This assignment is to encourage you to reflect on your personal counselling. We want you to show that you have thought about the process and your counsellor's part in the therapeutic relationship. However, most importantly we want you to write about your insights into your self and how they affect your development as a counsellor. Therefore, unlike most academic essays which are in the third person, we want you to write in the first person.

You will be expected to use insights gained from your personal counselling and to discuss how your experiences of counselling may affect your work as a counsellor, both positively and negatively. This should include not only personal insights gained from the actual counselling, but you will also need to reflect on the counsellor's core skills and abilities and comment on your reactions to these skills. You will be expected to refer briefly to different theories and texts including those from the BAC. You will also be expected to use short scenarios to illustrate how you have used your insights in practice with your clients.

The following questions may help you organise your assignment:

- What is the counselling relationship?
- What have you found therapeutic in the relationship with your counsellor?
- Has the counsellor shown you ways that might be detrimental to the therapeutic relationship?
- What personal insights have you gained due to the counselling sessions?
- How do you need to respond to these insights?
- Have you gained insights from your own counselling that have already helped you with particular clients?
- Is the counselling relationship 'paramount'? Are there other important/ more important factors that you identified during your own personal counselling?

Key words – some issues you may need to consider:

Reflection, self, ethics, boundaries, safety, therapeutic relationship, client's agenda, confidentiality, conflicts & stresses, managing stages & breaks, core skills, transference

Learning Outcomes for this Assignment (main criteria to be covered by this assignment)

Note: You will need to include parts relevant to all of these outcomes to score well with this assignment

Your assignment will show your ability to:

1. Identify and work on your own emotional difficulties/internal conflicts that could impact on client work. (5.2.1.)
2. Identify and work on your own recent and past life events that could impact on client work. (5.2.2)
3. Identify and work on your own explicit relationship difficulties that could impact on client work. (5.2.3)
4. Use awareness of yourself during counselling sessions to enhance the counselling process.(5.3.1)
6. Regularly reflect on yourself as a counsellor and apply insights to subsequent counselling work (5.3.2)

Other Criteria that might be worked on include:

2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 4.2.1, 5.3.1, 6.1.2

Marking notes for Tutors:

Scores	Grades
• below 39	Fail & need to do again?
• 40 – 54	Pass D
• 55 – 69	Pass C
• 70 – 84	Pass B
• 85 – 100	Pass A

General Guidelines - The student will be expected to demonstrate most of the guidelines for each allocated grade

85 – 100:

Assignments will:

- Be clearly & fluently written
- Be well structured; with an affective introduction, conclusion & paragraphs
- Be well planned; leading the reader effectively through the discussion with clear links to the question
- Show a very good understanding of the concepts & the relevant course content
- Make very good use of materials, with accurate & full use of references
- Include relevant insights about self & show the student's ability to be self critical
- Show the student's ability to evaluate & be critical of other approaches & material

Guidelines specific to the Personal Development Assignment – that need to be met in addition to the General Guidelines.

Assignments will:

- Cover all the 5 Learning Outcomes (criteria) in depth
- Define & discuss the counselling relationship in depth
- Address the question explicitly; discuss if the counselling relationship is, or is not paramount
- Show an excellent ability to use personal insight effectively in developing their counselling practice
- Use several relevant scenarios to illustrate the above clearly & discuss how they would develop their skills
- Make very good use of material to discuss & analyse their own experiences of personal counselling & the skills of their counsellor
- Refer to some course material e.g. BAC's Code of Ethics, or some relevant course literature or outside references, e.g. on the value of personal counselling

70 – 84:

Assignments will:

- Be quite well written with a reasonably clear structure
- Show evidence of planning & stay closely to the question
- Show good understanding of the concepts & the relevant course content
- Make good use of materials, with mostly accurate & full use of references
- Show the student's ability to be insightful
- Show evidence of the student developing the ability to be critical in the discussion

Guidelines specific to the Personal Development Assignment

Assignments will:

- Cover the 5 Learning Outcomes (criteria), some in depth
- Discuss the counselling relationship, but does not define it as such
- Address the question & discuss if the counselling relationship is, or is not paramount (maybe not explicitly)
- Show a good ability to use personal insight in developing their counselling practice
- Use a few scenarios to illustrate the above quite effectively
- Make good use material relating to their own experiences of personal counselling & the skills of their counsellor

55 – 69:

Assignments will:

- Show some elements of a basic structure – introduction & conclusion
- Show evidence of planning, but at times stray from the question
- Show some understanding of the concepts & use of some relevant course content
- Make some use of materials & attempt to include references
- Show the student's ability to be insightful at times
- Show the beginnings of the student's ability to be critical in the discussion

Guidelines specific to the Personal Development Assignment

Assignments will:

- Cover some aspects of the 5 Learning Outcomes (criteria), but not in depth
- Discuss the counselling relationship, but not clearly
- Relate to the question for most of the essay

- Show some ability to use personal insight in developing their counselling practice
- Use scenario(s) to illustrate the essay, but their relevance is not always clear
- Use material relating to their own experiences of personal counselling & the skills of their counsellor

40 – 54:

Assignments will:

- Show a weak structure, but an attempt to be organised & planned
- Show an attempt to answer the question, but includes irrelevant discussion
- Shows limited understanding of the concepts & use of relevant course content
- Make little use of materials & references
- Still show that the student has the ability to be insightful, but limited at times
- Be mainly descriptive & show little critical discussion

Guidelines specific to the Personal Development Assignment

Assignments will:

- Cover aspects of some of the Learning Outcomes (criteria) but weak in some areas
- Some discussion of the counselling relationship, but not very clear or effective
- Address some elements of the question only
- Show a limited ability to use personal insight in developing their counselling practice
- Use material relating to their own experiences of personal counselling & the skills of their counsellor, but this aspect of the essay needs developing
- Show potential; the student seems to be capable of developing & improving in relation to the LOs

Under 39:

Assignments will:

- Show little structure or planning and is difficult to understand
- Not address the question clearly
- Show lack of understanding of the concepts or relevant course content
- Not use references &/or plagiarises
- Show the student's inability to be insightful or critical

Guidelines specific to the Personal Development Assignment

Assignments will:

- Cover only a few of the Learning Outcomes (criteria) and weak in all areas
- Show avoidance of writing about the student's own experiences
- Include little discussion of the counselling relationship
- Be a very limited answer, with only a descriptive account of the student's personal counselling
- Show little ability to discuss personal insight or use it in developing their counselling practice
- Not use scenarios to illustrate the discussion, or use course, or other materials
- Show little understanding of the role, or skills of their counsellor

Assignment 2D: Case presentation guidance.

Date given: 8.9.08 and presentation date agreed.

Presentation dates: 4.5.10, 11.5.10.

Assignment:

You will need to verbally present a case to your peers and tutors. Each presentation will last for 20 minutes with 10 additional minutes added for questions. You will be responsible for holding the time boundary in your presentation. You will also be asked to pick a colleague to scribe the feedback to you on behalf of the group.

Practical points to consider:

- A presentation that involves the whole group is more interesting than just reading from notes
- You may want to use visual aids or handouts within your presentation
- You can ask your colleagues to consider their own reactions to the presented material and provide process feedback
- You need to consider issues of anonymity in the way you present the case
- If you want to bring a case which involves a course peer then you will need consent for information to be shared in the larger group
- You will need to make teaching notes in advance of your presentation which will be available as evidence in your learning record. The feedback will also be available to accompany your notes.

Guidance notes on what to present:

The presentation should be based on a recent experience where you have counselled someone in the group or in your placement agency. It does not have to be an example of perfect practice but rather an example where you can consider and discuss the case in detail.

- You could choose to pick up a particular issue or theme from your work with one or two clients that has had an impact on you e.g. clients crying, ending sessions, finding yourself wanting to laugh at an inappropriate time.
- You could present a client with whom you found it very difficult to establish a therapeutic relationship and consider why it was so difficult to engage this person
- You could select one client and present the case work over a series of sessions and focus on one problem or relationship need.
- You could choose one session and focus on the process that occurred in that time

- You could choose a critical point arising with one client in a particular session and how you used integrative methods to work with this client.
- You could present an assessment which was detailed and outline your thinking around how to work alongside this person
- You could present a case that you had to refer elsewhere and discuss how it was to pass onwards and how you managed the ending

Your presentation needs to show your ability to apply the theoretical models you have learnt in your practice by showing how your thinking and methods are integrated.

The presentation will enable all learners to talk professionally about their client work to an audience. The case presentation provides an opportunity for all learners to listen and consider clinical work collectively. It models a peer group supervision session to help learners gain awareness of the value of shared insights into clinical work. The purpose of the group is be responsive to the presenter and to understand their experience and not to consider solutions on behalf of the client. Feedback will be given using the feedback guidelines in the student handbook.

(It may be helpful to refer back to the course material on how to present a case at supervision when planning this assignment)

Criteria that may be met by this assignment include: 1.1.1, 1.1.2, 1.2.1,1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 3.1.1, 3.2.1, 4.1.1, 4.1.2, 4.2.2, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 7.2.1, 7.2.3.

Assignment 1E Case study

Date issued: 8.9.08

Date submitted 8.6.09

Assignment: You are required to present a case study which is an example of face to face counselling work with an individual client.

Assignment length 2000-2500 words

Key criteria that must be met by this assignment include: 1.1.1, 1.2.1, 1.3.1, 1.3.2, 2.1.2, 2.2.1, 2.3.1, 2.3.2, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.3.1, 6.3.2, 7.2.1.

Additional criteria that may be met through this assignment include: 1.1.2, 2.1.1, 2.2.2, 2.2.3, 2.2.4, 3.1.1, 6.3.3, 6.3.4, 7.2.1, 7.2.3.

The assignment will be marked against the key criteria outlined above and will be assessed as competent or not yet competent based on how well the criteria is evidenced in the written work.

It will be expected that you will use reference material to support the choices made in this piece of case work. The case study is expected to demonstrate how you are integrating theory, personal awareness and professional practice in your client work.

At this stage it is expected that your case work will be working with clients who present with service Level A issues. This is working with clients coping with current problems associated with difficult life events and life crisis. You may also need to demonstrate an understanding of common mental health issues.

Throughout the case study it is expected that you will present your understanding of integrative counselling and how you are applying the theories to underpin your practice. It is also expected that the methods of attunement, inquiry and involvement will be evident in your work.

Attention to professional issues around sound ethical practice, contracting and working with a professional framework where boundaries are explicit and agreed is expected.

The case study will need to demonstrate the relationship between you and the client and how you work with the relationship to enable therapeutic change to occur. The role of supervision within the case is essential to help the reader understand the aspects of the case that was shared in this way.

The case needs to provide the reader with a sense of how it was for you working with this client and enable there to be some exploration of the process of learning that you have made personally from travelling alongside this client.

(In preparing the case study you are recommended to use the course material given to you on how to write a case presentation).

Library books and resources:

Tower house counselling has a library of donated reading material for you to use whilst studying on the course. You are welcome to borrow these books by using a card system. You will be responsible for the safe keeping of any borrowed materials in your use and any damages or lost books will need to be replaced by you.

Details of useful websites and leaflets from other agencies are also available as resource material for you to review. Recent book reviews will be posted on the notice boards for your information. Some journals will be made available for reference purposes but cannot be removed from the building without special permission.

A relationship has been made with a local book shop who are happy to provide discount books using a loyalty card system for all learners and can order and purchase most books quickly and efficiently. There is an up to date list of library books held by Devon County Council but many of the books will need to be ordered from other library sites so you need to be aware that borrow books may require more time than just picking them up from the shelves.

The tutors will also lend books of their own and encourage learners to identify good reads and share them around the group if that is felt by all to be appropriate. There will be a list of essential recommended reading alongside teaching sessions.

There is a wireless broadband connection in the building so you can access the www if you bring your own laptop and want to download reference material as required.

Each learner will be provided with their own USB stick which will contain course material and prevent excessive photocopying. Digital (PC compatible) voice recorders are also available for taping client work.

An introduction to the Harvard Referencing System

The Harvard Reference System (HRS) is one model used to enable you to present work in a way that consistently and accurately refers to the words or ideas of another person.

The HRS follows a set of rules that are used every time you cite a reference. In your assignments, whenever you use the statement, opinions, conclusions, ideas or words written by someone else you must put in a reference to acknowledgement the other author(s).

Even if you only summarise their views or paraphrase a comment or quote then you need to make reference to the source. The only exception to the rule is when the information you have read is common knowledge or information that is in the public domain.

Failure to properly reference and acknowledge the work of others is called plagiarism. Plagiarism is a serious offence and can result in learners being asked to leave courses of study.

Why do you need a reference system?

- To show and give credit to the ideas and work presented by someone else
- To prevent an assessor thinking that you have plagiarised work from another person and presented it as your own.
- To demonstrate the breadth of your reading on a topic through a well referenced assignment
- To gain credibility in your presented ideas by referencing to expert authors who support your views
- To enables others to check the validity of your work and trace items in a library
- To allows you to find the same resources again in the future

How to do accurate referencing.

A good habit to get into is to write down the essential details that you need for referencing as you read books, articles and electronic resources. This will prevent hours of searching at a later date when you cannot find what you need. If you are going to make a direct quote from something you have read or put the authors' ideas into your own words you need to note down the page number where you have taken that section from.

For **electronic resources** you need to collect information on the bottom left of the page, which should include the full website reference. Also record the date you accessed it, the electronic address, the type of electronic resource (email, discussion forum, www page).

Openshaw S (n.d) *Welcome to Tower House Counselling* -website under construction [Online] Available at www.towerhousecounselling.com [19.7.08]

For **books** record the authors name or editors names, the year of publication, the full title, the edition, the city it was published in and the name of the publisher.

Gerhardt S 2004 *Why love matters-how affection shapes a babies brain*
London. Routledge

For **journal articles** record the authors name or names, the year in which the journal was published, the title of the article, the title of the journal, the page numbers of the article and information about volume and issue number of the journal.

White D 2008 *Going good at the Doncaster IAPT*
Therapy Today. March. Vol 19 (2) pp 10-14

For **newspaper and magazine articles** record the authors name or names, the year in which the newspaper was printed, the title of the column, the name of the newspaper, the date and page number. If the contribution was anonymous then you can put anon in the author or The title of newspaper

'The Times' reported on 18th July 2008 that

For **government publications** you need to record if it is a white or green paper. (White contain statements around policy and Green usually put forward proposals for consideration and public consultation). This needs to be followed by body that has put paper forward (usually department of health), the date, the name of the paper, the reference number and location publication and who published it.

A white paper 1996 *Choice and opportunity: primary care: the future.*
Cm.3390. London, Stationary Office

For a **thesis or dissertation** you need to put author, date, title. You need to then identify if it is published or unpublished and end with the name of the University attended by the author or the library where it was sourced.

Openshaw S 1992 *The therapeutic value of humour in psychosexual therapy.*
Unpublished MSc Thesis, London University.

Writing the assignment.

The HRS method of quoting the text is as follows:-

A **direct quote** is when you copy another person work exactly, word for word, including spelling, punctuation and errors. To illustrate a direct quote you need to place the material inside single inverted commas.

‘The process of inquiry involves the therapist being open to discover the clients perspective while the client simultaneously discovers his or her sense of self with each of the therapist’s awareness-enhancing statements or questions’

Erskine et al 1996 p22

If the quote is shorter than two or three lines it can be included in the body of the text but longer quotes should be indented in a separate paragraph. If part of the quote is omitted then this can be indicated by using three dots...

The HRS method of **citation in the text** requires you to name the author and put date of publication in brackets before explaining what their views were. If there are two authors then both are named before the date is placed in brackets. If there are multiple authors you can name the first author in the text and write *et al* to indicate a collection of authors. In your reference list at the end of your work you will need to list all authors in the reference list.

If the author has written more than one book in a year to distinguish one title from another, place a lower case letter after the publication date, with an ‘a’ signifying the first reference and a ‘b’ signifying the next.

Dryden 1992(b) presents a need for short term work as a response to increased resource management in the NHS in his book on brief therapy.

Paraphrasing is when you take another persons ideas but put them into your own words. You do not need to use inverted commas but need to show the original source of the information by referencing it as a citation described above.

.....it is argued by Wake (2008:5) that two opposite psychotherapeutic approaches are in fact synergistic.

Or

Although these two different therapeutic approaches are generally thought of as in direct opposition this approach has been questioned in an argument that suggests their synergistic nature presented by Wake (2008 pp 5). She explains that....

If you want to paraphrase an argument which is supported by many authors you can present the argument and then list each author, date of their publication, page

reference and put a semicolon before repeating with the next author who supports the same argument.

Dhann (2001) suggests that citing www pages and online data bases follows similar principles to printed sources. The authors name is followed by publication dates but page numbers are not given. If there is no publication date then you can insert (n.d) which stands for 'no date'. If no author is listed for an electronic source use the title of the publication in the same way as you would for any other anonymous source. The date you accessed the information is written at the end in square brackets.

Creating a reference list at the end of your assignment.

All of the sources referred to as quotes or paraphrases in the body of your assignment need to be listed at the end of the assignment in a reference list. All the sources should be listed together in alphabetical order using the authors' surname and then the date (earliest first).

An example of a reference list is attached below:

Bates Y	2006	Shouldn't I be feeling better by now? Client views of therapy. Palgrave Macmillen. London.
Dhann S	2001	Referencing - The Harvard System. Department of lifelong learning: study skills series. University of Exeter. [Online] http://www.education.ex.ac.uk/dll/studyskills/harvard_referencing.htm [13.02.08]
Dryden W	1992(a)	Integrative and eclectic therapy OU Press.
Dryden W	1992(b)	Brief counselling – a practical guide. OU Press
Erskine R Moursand J Trautmann R	1996	Beyond Empathy: a theory of contact-in Relationship Brunner/Mazel Philadelphia.
Little R	1999	The shame loop: a method of working with couples Transactional Analysis Journal vol 29 (1) pp 141-148.

The internet has many resources of information on the Harvard Referencing System and a google search restricted to the UK will produce many hits. University sites are generally a good source to look. The site written by Dhann, included in the reference list above, is very comprehensive and has informed the production of this handout.

Suggested Reading:

There are many book included in this list. Most of which are available in the library at Tower House Counselling. The variety is purposeful to enable you to pick from a range of selected authors. Some styles will suit you better than others and if you need help to decide what to read then the tutors are there to guide you further. You will be given details of specific essential material to read in teaching sessions.

- | | | |
|--|-------|---|
| Abbot, F. | 1993 | Boyhood, Growing up male – A multicultural anthology
The Crossing Press |
| Ainscough, C. | 1996 | Breaking free – help for survivors of child sexual abuse
Sheldon press |
| Aldwin C | 2007 | Stress, coping and development
Guilford press ISBN hb 1 57230840 0 |
| Appignanesi L | 2008 | Mad, Bad and Sad –a history of women and the mind
Doctors from 18.00-present.
Viagro. |
| D'Ardenne, P.
Mahtani, A. | 1989 | Transcultural counselling in action
Sage Publications |
| Bandler, R.
Grinder, J. | 1979 | Frogs into princes
Real People Press |
| Bandler, R.
Grinder, J. | 1981 | Trance formations
Real People Press |
| Barden N
Williams T | 2006 | Words and symbols
OUP ISBN 0 335 21361 8 |
| Barnes M
Maple N | 1992 | Women and mental health- challenging the stereotypes
Venture press. Birmingham |
| Barnes, P.
Oates, J.
Chapman, J.
Lee, V.
Czerniewska, P. | 1984 | Personality, development and learning
Hodder and Stoughton |
| Baron Cohen | S2007 | The essential difference- men women and the extreme
Male Brian
Penguin |

Bass E. Davies L.	1997	The Courage To Heal Vermilion
Bates Y	2006	Shouldn't I be feeling better by now? Client views of therapy Palgrave Macmillan 1 40394749 6
Beail, N. McGuire, J.	1982	Fathers, psychological perspectives Junction Books London
Beck, A.T.	1988	Love is never enough Penguin Books
Berlin L Ziv Y Amaya-Jackson L Greenberg M	2007	Enhancing early attachments Routledge ISBN 1 59385 470 6
Berne E.	1964	Games people play. Penguin Harmondsworth Middx
Berry, R.	2000	Freud – A beginner's guide Hodder & Stoughton
Bion W.	1974	Experiences in groups Constable. London.
Bolton G Howlett S Lago C Wright JK	2004	Writing cures An introductory handbook of Writing in counselling and therapy Routledge ISBN 1 58391 912 0
Bolton G	1999	The therapeutic potential of creative writing Kingsley 1 85302 599 2
Bowlby J	1990	Attachment and Loss Penguin
Bowlby, J.	1979	The making and breaking of affectional bonds Routledge
Bowsher, D.	1961	Introduction to Neuroanatomy Blackwell Scientific Publications
Bowsher, D.	1979	Introduction to the nervous system Blackwell Scientific Publications

- Bradshaw J. 1995 Home coming - reclaiming & championing your inner Child
Piatkus
- Capacchione L1988 The power of your other hand a course in channelling the inner wisdom of the right brain
Newcastle book 087877130 1
- Carroll M 1966 Counselling supervision Theory, skills and practice.
Cassell. ISBN 0-304-32938-X
- Casemore R 2001 Surviving complains against counsellors and psychotherapists: towards understanding and healing.
PCCS books. ISBN 1 898 05938 1
- Casement P Further learning for the patient
Routledge
ISBN 97801415 05426 3
- Chadwick P 2001 Personality as art: artistic approaches in Psychology
PCCS books ISBN 1 898 05935 7
- Clarkson, P. 2002 The Transpersonal Relationship in Psychotherapy
Whurr Publishers
- Clarkson P 1996 The therapeutic relationship
Whurr
- Clarkson P 1992 Transactional analysis: an integrated approach
- Clarkson P 1989 Gestalt counselling in action
Sage Publications.
- Clarkson P 1993 Fritz pearls
Mc Kewn
Counselling in action
- Clulow, C.F. 1982 To Have And To Hold
Aberdeen University Press
- Corrigall H 2006 About a body- working with the embodied mind in
Payne H psychotherapy
Wilkinson H Routledge ISBN 0 415 40072 4
- Culley S 1991 Integrative Counselling skills in action
Sage
- Dale, P. 1999 Adults abused as Children
Sage Publications

Dallos R	2006	Attachment Narrative Therapy OUP ISBN 0 335 21417 7
Dallos R Draper R	2005	An introduction to family therapy systemic theory and practice. OUP ISBN 0 335 21604 8
Davies D Neal C	1996	Pink therapy –a guide for counsellors working with lesbian, gay and bisexual clients
Davies D Neal C	2000	Issues in therapy with lesbian, gay bisexual and transgender clients OUP ISBN 0 335 20331 0
De Board R	1998	Counselling for toads
Dryden W	2006	Getting started with REBT Routledge ISBN 158391939 2
Dryden W	1992	Brief counselling a practical guide
Dryden W	1992	Integrative and eclectic therapy OU press
Dugan M K Hock R R	2006	Its my life now starting over an abusive relationship or domestic violence Routledge ISBN 0 415 95325 1
Dumont F Corsini R	2000	Six therapist and one client Springer pubs 1 85343519 8
East P.	1995	Counselling In Medical Settings Open University Press
Egan G	2002	The skilled helper Brooks/Cole publishing co
Erskine R	1997	Theories and methods of an integrative transactional Analysis TA press.
Erskine R Moursund J Trautmann R	1999	Beyond empathy a therapy of contact in relationship Routledge
Erskine R Moursund J	1988	Integrative Psychotherapy in action. 1988 Gestalt Journal Press. ISBN 0-939266-32-6

Erving, P. Miriam, P.	1973	Gestalt Therapy Integrated Vintage Books
Evans s Garner J	2004	Talking over the years – a handbook of dynamic psychotherapy with older adults Routledge ISBN 1 58391 144 8
Feltham C Dryden W	2006	Brief Counselling- a practical integrative approach OUP ISBN 0 335 21945 4
Figley C R Nash W	2006	Combat stress injury theory research and management. Routledge ISBN Hb 0 415 95433 9
Fonagy P Target M	2005	What works for Whom? Routledge ISBN 1 59385 166 9
Forber B	2006	Self-disclosure in psychotherapy Routledge HB 1 593853238
Fox M	1979	A spirituality named compassion Harper Collins.
Gabriel L	2005	Speaking the unspeakable the ethics of dual relationships in counselling and psychotherapy Routledge ISBN 1 58391 985 6
Gerhardt S	2004	Why love matters how affection shapes a babys brain Routledge ISBN 1 58391 817 5
Gilbert M Evans K	2000	Psychotherapy supervision an integrative relational approach to psychotherapy supervision. OUP ISBN 0335 21038 5
Gilbert P Miles J	2002	Body shame conceptualisation, research and treatment Routledge ISBN 1 58391 166 9
Greenfield S	2000	The human brain Phoenix. Guernsey press
Hargaden H Sills C	2002	Transactional analysis Routledge ISBN 1 58391 120 0
Haugh S Merry T	2001	Rogers therapeutic conditions: evolution, theory and Practice - Empathy PCss books ISBN 1 898059306

Hawkins P Shohet R	2006	Supervision in the helping professions OUP. ISBN 0 335 21817 2
Hawkins J	2002	Voices of the voiceless: person centred approaches and people with learning disabilities. PCCS books ISBN 1 898 05941 1
Heron J	1998	Sacred Science: person centred inquiry into the spiritual and the subtle. Pccs books. ISBN 1 898 05921 7
Heron J	1990	Helping the client Sage
Holmes J	2001	The search for the secure base attachment theory and psychotherapy Routledge ISBN 1 58391 152 9
Holmes J	1993	John Bowlby and attachment theory Routledge
Hough M	2006	Counselling skills and theory Hodder Arnold 0 340 092701 4
Jacobs M	2005	The presenting past- the core of psychodynamic counselling and therapy. OUP ISBN 0 335 21766 4
Johnstone, M.	2005	I Had a Black Dog Pan
Jones C	2001	Questions of ethics in counselling and therapy OUP ISBN 0 335 20610 7
Karter J	2002	On training to be a therapist- the long and winding road to qualification. OUP ISBN 0 335 21001 5
Kahr B	2007	Sex and the psyche The truth about our most secret Fantasies. Penguin ISBN 978 0 141 02484 4
Keithley J Marsh G	1995	Counselling in Primary health care Oxford University press. Oxford
Kottler J Carlson J	2005	The client who changed me: Stories of therapist personal transformation Routledge ISBN 0415 95108 9

Lapworth P Sills C Fish S	1993	Transactional Analysis counselling Winslow Press
Lapworth P Sills C Fish,S	2001	Integration in counselling and psychotherapy Sage
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Routledge ISBN 1 58391 286 x

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Wosket V	2006	Egan's skilled helper model Routledge ISBN 1 58391 204 5
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Wyatt G Sanders P	2002	Rogers therapeutic conditions: evolution, theory and p practice - Contact and perception PCSS books ISBN 1 898 05932 2
Yalom I	1976	Existential psychotherapy Basic books
Yalom I	1983	Love's Executioner Penguin
Zweig C Wolf S	1997	Romancing the shadow how to access the power hidden in our dark side Thomsons ISBN 0 72253393 4

List of Useful websites

www.siari.co.uk– self injury resource
www.depressionalliance.org.uk- depression resources
www.blackdoginstitute.org.au- tool for diagnosis of BPD, info and resources
www.moodgym.anu.edu.au – cbt exercises to challenge mood
www.bluepages.anu.edu.au
www.learningmeditation.com self teaching on meditation
www.helpguide.org/index.htm useful information on mental health

www.uckp.org.uk professional bodies
www.babcp.org.uk
www.basrt.org.uk
www.aft.org.uk
www.bacp.co.uk
www.relate.org.uk/
www.bssm.org.uk

www.nhsdirectnhs.uk/ other self help or info providers
www.netdoctor.co.uk/depression/index.shtml
www.csk.library.nhs.uk/patient_information_leaflet/antidepressants_drugs/
www.rcpsych.ac.uk/mentalhealthinformation
www.bbc.co.uk
www.crusebereavementcare.org.uk
www.nice.org.uk/
www.samaritans.org
www.mind.org.uk/infomation/factsheets/
www.selfesteem4women.com
www.mindtools.com
www.elderabuse.org.uk
www.helptheaged.org.uk
www.dh.gov.uk
www.publications.doh.gov.uk
www.hpc-uk.org/
www.panic_attacks.co.uk
www.eating_disorders.org.uk
www.fypeb_eat.co.uk
www.phobics_society.org.uk
www.hse.gov.uk/stress/
www.depression.org.uk
www.mentalhealth.org.uk
www.doh.gov.ukwww.niace.org.uk
www.mind.org.uk
www.counsellingresource.com
www.holisticpartnerships.com
www.madpride.org.uk
www.nmhct.nhs.uk/pharmacy
www.nurturingpotential.net

www.psychoconsult.co.uk
www.epilepsy.org.uk
www.infomationcommissioner.gov.uk
www.counsellinginfo.bizland.com
www.Radicalpsychologytv.org
<http://tinyurl.com/4oj73>
www.thecalmzone.net
www.there4me.com
www.alzheimers.org.uk
www.ahimsa.org.uk (violent behaviour in men)
www.addaction.org.uk
www.childline.org.uk
[www.cpt@globnet.co.uk](mailto:cpt@globnet.co.uk) (child psychotherapy trust)
www.childmentalhealthcentre.org
www.connexions-cd.org.uk
www.y-smart.org.uk Under 19 drug and alcohol service
www.talktofrank.com drug and alcohol for young people
www.intercomtrust.org.uk gay community info and help
www.respectlgbu@yahoo.co.uk Gender issues meet weekly Barnstaple
www.shoutlgbt.org.uk lesbian, gay, bi and transgender
www.ftm.org.uk Trans gender support female to male
www.gendertrust.org.uk
www.sda.uk.net Sexual dysfunction information
www.saa-recovery.org sex addicts anonymous
www.marriagecare@btinternet.com
www.relateinstitute.ac.uk
jo@smaritans.org Samaritans email service

pals@ndevon.swest.nhs.uk patient advice and liaison service
roadusers@hotmail.com road accident trauma/panic driving
rusin@btinternet.com rural stress information network

www.verity-pcos.org.uk infertility links
www.ukdonorlink.org.uk
www.bica.net
www.britishfertilitysociety.org.uk/
www.daisynetwork.org.uk
www.hfea.gov.uk
www.ivf.net

www.coriems.co.uk outcome measures
www.counsellingbooks.com
www.pccs-books.co.uk