Disclaimer
This handbook gives essential information on the Postgraduate Certificate in Counselling Supervision course offered in 2010-11 and more general information on the School of Psychology’s facilities and those of the University.

The information in this Handbook is as accurate and up-to-date as we can make it. It does not, however, replace the entries in the University Prospectus and Calendar, which are authoritative statements. In case of conflict, university regulations take priority. The statements of School policy in this Handbook are made in good faith. It may however be necessary from time to time to vary courses, procedures and other arrangements. The web version of this Handbook will incorporate any updates and should be seen as the definitive version.
CONTENTS

1. Counselling Programmes - The School of Psychology 1

2. Counselling Programmes at Keele – Philosophy 1

3. Health & Safety Issues 1

4. Staff Team 2

5. Contacting staff 4

6. Programme Timetable 4

7. Student Support 4

8. Learning Resources, Student Facilities and Relevant University Policies
   Programme Structure 5

9. Student Representation and Evaluation of Teaching 5

10. After the programme – publication of results and references 6

11. Programme Structure 6

12. Programme Learning Objectives and how they are assessed 7

13. Teaching, Learning and Assessment Strategies 8

14. Attendance Requirements 8

15. Assessment and Assignment Submission 8
   15.1 Assessment 8
   15.2 Written Assignments 9
   15.3 Assessment descriptions, weighting and handing in dates 9
   15.4 Procedures for submitting an assignment 9
   15.5 Assessment criteria – general 10
   15.6 Assessment criteria – written work 11
   15.7 Assessment criteria – practicum 12

16. Guidelines for assessed work 14
   16.1 Guidelines for the essay 14
   16.2 Guidelines for the supervised practice file 14
   16.3 Guidelines for the DVD/audio tape and process analysis 15
   16.4 Guidelines for the consultancy report 15
17. Indicative reading

18. Information on University policies
   18.1 Absence for illness or other good cause
   18.2 Academic warnings
   18.3 Appeals procedure
   18.4 Policy on plagiarism
   18.5 Psychology student handbook

19. Fitness to Practice

Appendices:

Appendix 1: BACP Ethical guidelines

Appendix 2: Guidelines on how to write an essay

Appendix 3: Guidelines on how to cite other peoples work (short version)

Appendix 4: Guidelines on how to cite other peoples work (full version)

Appendix 5: Consultant’s questionnaire

Appendix 6: Consultancy report form

Appendix 7(a): Log of Counselling Supervision Sessions

Appendix 7(b): Log of Consultancy Supervision Hours

Appendix 8: Course work submission forms
1. Counselling Programmes in the School of Psychology at Keele University
The School of Psychology is one of Keele’s largest, with over 40 teaching, support and research staff, an annual intake of around 250 Psychology BSc undergraduates, around 75 counselling and psychotherapy studies students, and research and taught postgraduate students – plus a dynamic and enthusiastic research environment.

Keele has an unbroken record of providing counselling training since 1964, when it was one of the first universities in the UK to provide courses for school counsellors, and it enjoys an international reputation. Staff who have trained at Keele are widespread in voluntary and statutory services as well as in the independent sector. Books written by the former Professor of Counselling, Dr John McLeod, are in use worldwide on counselling programmes and many previous students and staff make major contributions to the field of counselling and counselling training and research.

A comprehensive range of counselling programmes are provided by the University, from Introductory Level (Level 1) to the MSc in Counselling Psychology (Level 4).

2. Counselling Programmes at Keele – philosophy
The philosophy of the programme is humanistic with person-centred practice.

The underlying ethos of the counselling programmes offered at Keele is to facilitate a Humanistic, integrated approach to counselling practice. The School aims to enable students to gain a firm base in the theory and practice of counselling supervision and to give practitioners an opportunity to deepen and widen their understanding of counselling, their competence as counsellors, and to develop their capacity for leadership in this professional field through research influence on policy-making, supervision and training.

All programmes operate from a belief that effective counsellors are people who are skilled in their work with clients, can draw upon a well-articulated theoretical understanding of the counselling process, and have an accurate, developed, awareness of self. Thus they offer learning in these three key areas: professional practice, theory, and personal development.

Programmes also function as learning communities, with tutors as facilitators and managers of that community, setting limits, standards and boundaries in relation to University requirements for academic awards. It is expected that members will actively use each other as sources of knowledge and skill. Regular attendance and meaningful participation and involvement in the work of the group are necessary pre-requisites for the creation of a successful learning community.

3. Health and Safety Issues
Please be sure to read the School of Psychology’s safety guidelines at http://www.keele.ac.uk/depts/ps/UGHbook.htm. Specific health and safety issues should be discussed in the first instance with your tutor and, if necessary, brought to the attention of the School Safety Committee (Chair: Dr Richard Stephens). At induction, arrangements for fire drills, and what to do in the event of fire, will be explained. See also notices posted in each room.
4. The Staff Team
The Postgraduate Certificate in Counselling Supervision is managed by a Course Committee, supported by a staff-student liaison committee (SSLC). This Committee reports to the School of Psychology’s Learning and Teaching Committee which has overall responsibility for the teaching function of the School. This committee implements quality assurance procedures as defined by the University’s codes of practice.

Members of the staff team fulfil a range of roles, consistent with the academic management and quality assurance requirements of the University. These work within, and are supported by, the wider structures of the School and the University.

Programme administrator
Beverley Davies can be contacted via the School Office. Phone: 01782 733538
Email: b.davies@psy.keele.ac.uk

Head of School
Professor Michael Murray: BSc, PhD, CPsychol, FBPsS
Originally from Belfast, he obtained a BSc Psychology from the University of Ulster followed by a PhD in Social/Health Psychology from the University of Stirling. He then held appointments at St. Thomas’ Hospital Medical School (now part of King’s College, London), the University of Ulster and Memorial University in Canada before joining Keele in 2006.

Phone 01782 733311
Email: m.murray@psy.keele.ac.uk

Director of Counselling Psychology
Maggie was formerly Director in Counselling at Durham. She has extensive experience in counselling and psychology, including extensive collaborative work with counselling organisations in Kenya. She has research interests in bereavement counselling with children using play therapy.

Phone 01782 733319:
Email: m.a.robson@psy.keele.ac.uk

Technical support
John Coleman (Video support) Office DH1.60: Phone 01782 734262
Email: j.h.coleman@psy.keele.ac.uk
Dave Smethurst (Teaching room equipment and support) Office DH0.33
Phone 01782 734263: Email d.smethurst@psy.keele.ac.uk

External Examiner
To be confirmed.

Programme Director: Dr. Jane Hunt
Dr. Jane Hunt  B.A. (Hons), M.A. in App. Soc. Studies, Dip. S.W.,  M.A. (Ed)  

Jane is an experienced counsellor and trainer. She has worked in a range of counselling settings including further and higher education, the private and voluntary sectors, and in the NHS. Jane has also trained as a Relate couple counsellor and a cognitive analytic practitioner. Jane was a Lecturer in Counselling at the University of Salford for five years before coming to Keele, and her research interests are in the area of transgender and counselling, gender theory, feminist theory, the philosophy of research methodologies, and discourse analysis.

Office: DH1.31, Phone: 01782 733583, Email: j.a.hunt@psy.keele.ac.uk

Programme Tutors

Val Harding-Davies  MA, BEd, AdvDip Transpersonal Psychotherapy, AdvDip Counselling, PGC Counselling Supervision, MBACP, UKCP & UKRC Accredited  
Principle Programme Tutor and Module Leader for Postgraduate Certificate in Counselling Supervision

Val, formerly lecturer and subsequently Director of Counselling and Psychotherapy at Keele University is now a freelance psychotherapist, trainer and consultant. She has been external examiner for many counselling and counselling supervision courses throughout the United Kingdom and has remained interested in facilitating personal development and counselling supervision groups. She is co-editor or “Experiences of Counselling Training, Challenge, Surprise & Change” and her research interests are around the integration of creative therapies within the psychotherapeutic process.

Office: DHO.67, Phone 01782 734139

Donna Thomson  Dip Counselling, PGCert in Supervision of Counselling and in the Helping Professions, MBACP  
Programme Tutor for Postgraduate Certificate in Counselling Supervision

Donna’s background is in nurse teaching and health education. She is qualified in a range of complementary therapies including acupuncture, reflexology, energy therapies and emotional release work. Since qualifying as an integrative counsellor with a strong person-centred base, she has continued to incorporate complementary approaches such as imagery, mindfulness and others into her counselling work. She has completed trainings in the 'Advanced Psychotherapy of Dissociation' with the UKSSD (now European Society for the Study of Trauma & Dissociation) Advanced Sensorimotor Psychotherapy (for complex trauma and dissociation) and Lifespan Integration. She uses these skills in her work with clients suffering psychological trauma.

Staff roles and responsibilities
The Programme Director is responsible for:
- Overseeing enquiries, recruitment and admissions.
- Giving guidance and general advice on any aspect of the programme overall.
- Giving general advice on problems or personal difficulties at any point during the programme.
- Extensions of time for assessed work in the absence of the module leader.
- Advice on future academic and career options.

The Module Leader is responsible for:
- Organisation, delivery and assessment of the module.
- Ensuring that written feedback is given on written work (and informal verbal feedback if required).
- Being available for student consultations.

Further details of staff can be found in due course on the School of Psychology website: http://www.keele.ac.uk/depts/ps. Staff can be contacted as shown. Some (part-time) staff do not have on-campus offices or telephones, and are contactable only on teaching days, or as separately notified by them.

5. Contacting staff:
We aim to maintain an ‘open door’ to our students. Please feel free to contact any member of the Programme Team at any time with queries, comments, and suggestions. If we are busy when you call, we will aim to get back to you as soon as possible. Also, please make full use of email to contact us. Since many of the counselling programme team are part-time, arrangements for contacting them will be explained at programme induction. You must use your Keele email address to contact members of staff and check your Keele email account regularly as this is how important information will be disseminated to you.

6. Programme Timetable 2011-2012

Teaching hours:
Fridays 10.00 am – 5.00 pm and Saturdays 10.00am - 3.00pm unless otherwise stated.

Dates of Classes
1) 7 & 8 October 2011
2) 4 & 5 November 2011
3) 2 & 3 December 2011
4) 13 & 14 January, 2012
5) 10 & 11 February 2012
6) 9 & 10 March 2012
7) 4 & 5 May 2012
8) 1 & 2 June 2012

7. Student Support
Principal contacts for pastoral care and academic guidance are the skills group tutor, module leaders and the Programme Director. Each student also has an Independent
Support Tutor who is not a member of the counselling teaching team.

Students are entitled and encouraged to make use of all the central University services, including the Keele Postgraduate Association (Tel: 01782 734228). Full details of all the University services can be found on the internet at:
http://www.keele.ac.uk/admin/

Students will join a tutor group (formed at the start of the programme), led by a tutor. These meet regularly for counselling supervision skills development, personal development, peer support and mutual reflection. Additionally, Individual tutorials maybe arranged with the programme tutors.

Other resources in the School and the University include:
- The Learning Support division of the Department of Academic Affairs which can offer helpful guidance beyond the support of the programme team and the School of Psychology.
- The Learning Support website with many useful resources, accessed via the University website

8. Learning Resources, Student Facilities and Relevant University Policies
The programme typically uses a large classroom for whole group work and a number of smaller rooms for personal development and skills work. We also use DVD recording and playback equipment. In addition, Keele has an excellent library and you are also able to access electronic resources.

Student facilities
Counselling students enjoy full access to the full range of university facilities enjoyed by other undergraduate and postgraduate students. Information about these is available on the Keele University web site, for example at http://www.keele.ac.uk/university/students.htm

Relevant University Policies:
University Policy on Disability
A statement of the university’s policy can be found at http://www.keele.ac.uk/depts/aa/class/disabilityservices/disabilitystatement.htm

University’s Complaints Procedure
A statement of the university’s complaints procedures can be found in the Academic Regulations and Guidance for Students and Staff 2003-04 at http://www.keele.ac.uk/admin/ps/governance/acts/Regulations/Reg%2026.htm

University’s Codes of Practice
The University’s Codes of Practice can be found at http://www.keele.ac.uk/depts/aa/regulationshandbook/section5.htm

9. Student Representation and Evaluation of Teaching
Students are given both formal and informal opportunities to give feedback on the programme to staff. Two formal staff/student liaison meetings are held each year, attended by students and core staff representatives and chaired by students. These are followed by formal programme committee meetings, attended by students and all core staff, and chaired by staff.
There are two elected programme representatives, who are members of the Postgraduate Certificate in Counselling Supervision Staff-Student Liaison Committee (SSLC). As soon as student representatives have been elected for the group, we will communicate their names to you and you should direct any problems to them. The SSLC usually meets twice a year for about an hour and comprises the student representatives and the programme teaching staff.

The Postgraduate Certificate in Counselling Supervision Course Committee receives SSLC reports and considers action based on them. SSLC representatives also sit on the Course Committee. The team evaluates the module and the programme as a whole on a regular basis with anonymous feedback forms. We also welcome informal feedback on the programme at any stage.

Postgraduate Certificate in Counselling Supervision staff-student liaison committee (SSLC) meetings

November 2011 & February 2012 (provisional)

Postgraduate Certificate in Counselling Supervision course committee meetings

December 2011 & March 2012 (provisional)

10. After the Programme - publication of results and references
On completion of the programme your results (subject to confirmation by Senate) will be conveyed to you in writing. After confirmation by Senate you will receive official written university confirmation of your award.

You are welcome to ask any programme tutor who has been involved with your assessed work to write you an academic reference.

11. Programme Structure
This part-time programme lasts for one academic year (two semesters) involving 8, two-day sessions of attendance at Keele University plus private study time. A minimum of 12 hours supervision work with 2 counsellors must be completed, as well as a minimum of 8 sessions of Consultancy Supervision - supervision of supervisory work.

The programme consists of one 60 credit M level module.

The primary objective of the programme is to familiarise students with the theory and practice of supervision and to develop their skills in this area. The model of teaching will be a mixture of theoretical input and experiential participation.

12. Programme Learning Outcomes and how they are assessed

<table>
<thead>
<tr>
<th>Learning Objectives: Teaching/learning Assessment Methods to satisfy</th>
<th>A. Knowledge and methods and strategies Learning Outcome understanding:</th>
</tr>
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6
<table>
<thead>
<tr>
<th>Learning Objectives: B. Communication and Personal Development:</th>
<th>Teaching/learning methods and strategies</th>
<th>Assessment Methods to satisfy Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to sustain a supervision session with a supervisee at a professionally competent level of supervisory effectiveness</td>
<td>Acquisition of B1-B3 is through a combination of lectures, counselling skills development, personal development groups and coursework</td>
<td>1. Supervisory Placement Report 2. Audiotape 3. Critique and process report</td>
</tr>
<tr>
<td>The ability to offer a range of interventions taking into account the stage of the supervisory relationship and the stage of the supervisee’s development</td>
<td></td>
<td>1. Supervisory Placement Report 2. Audiotape 3. Critique and process report</td>
</tr>
<tr>
<td>Read and critically assess published research, understanding the need to provide an evidence-base for counselling supervision practice</td>
<td></td>
<td>1. Counselling Supervision Theory Essay 2. Supervisory Placement Report</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Objectives: C. Transferable skills:</th>
<th>Teaching/learning methods and strategies</th>
<th>Assessment Methods to satisfy Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be aware of the importance of ongoing support and consultation for the supervisor</td>
<td>Acquisition of C1 is through a combination of lectures, counselling skills development, personal development groups and coursework</td>
<td>1. Critique and process report 2. Supervisory Placement Report</td>
</tr>
</tbody>
</table>

13. Teaching, Learning and Assessment Strategies
The above learning outcomes are achieved through:
- Class attendance – 100% attendance is expected, 80% minimum attendance per semester is necessary to pass.
- Private study and reflection.
• Active engagement in counselling supervision practice.
• Active engagement in supervision of counselling supervision practice
• Completion of essay assignments, with consideration of tutor feedback.
• Active participation in group sessions.
• Completion of a learning journal (portfolio) including sections on academic issues, professional issues, personal development issues.
• Completion of supervision process reports (audio or video tape plus a written peer critique)
• Completion of 12 sessions of supervision with a minimum of 2 supervisees
• Completion of 8 sessions of consultancy supervision.

The above list shows that there will be a varied provision of learning methods emphasising the fact that supervision is an experiential process grounded in a theoretic framework. There will be small group and large group experiences and reviews encouraging students to reflect on their practice and learning. Live supervision will be used to develop and sharpen supervisory skills thus giving opportunities to observe each other in live supervision. There will be use of audio/visual equipment in both the teaching input and in the experiential element of the programme through listening practice and feedback skills.

Assessment is through tutor assessment, using a variety of formats, including essays, and audio taped transcripts of sessions. There are no examinations.

14. Attendance Requirements:
Attendance is expected to be 100% in all programme components. Unavoidable absence should be notified, preferably in advance, to the module tutor(s). A minimum 80% attendance is required to pass the programme. If you are unavoidably absent, through illness or other good cause, please make sure you discuss this with your tutor

15. Assessments, Assignment Submission

15.1 Assessment:
You should be aware of the general regulations of the University. Examinations and Assessments’ can be found in the Academic Regulations and Guidance for Students and Staff at
http://www.keele.ac.uk/admin/ps/governance/acts/Regulations/Reg%208.htm

A statement of the University’s assessment procedures, and procedures when students fail assessments, can be found in the Academic Regulations and Guidance for Students and Staff at
http://www.keele.ac.uk/admin/ps/governance/acts/Regulations/Reg%208.htm

15.2 Written assignments:
Must be word-processed and submitted (two copies, one of which will be retained by the School for quality assurance and examination procedures), with a completed declaration sheet, by the deadlines set for handing in course work for each module. The word count allows 10% differential each way and reference lists and appendices do not count in the word count. All written work should demonstrate that the writer
has referred to a minimum of 10 books/articles/journals.

15.3 Assignment description, weighting and handing-in dates:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Weighting</th>
<th>Hand in Date</th>
<th>Return Date</th>
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<tbody>
<tr>
<td>1. Counselling Supervision Theory Essay: 3,000 words to demonstrate understanding of the purpose, nature and process of supervision and to demonstrate links between theory and practice.</td>
<td>25%</td>
<td>13th Jan 2012</td>
<td>11 Feb 2011</td>
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<tr>
<td>2. Supervision (Practice File) Report (5,000 words)</td>
<td>25%</td>
<td>1st June 2012</td>
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<td>3. DVD/Audio tape (20 mins)</td>
<td>25%</td>
<td>4/5th May 2012</td>
<td></td>
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<tr>
<td>4. Critique and process report (5,000 words)**</td>
<td>25%</td>
<td>4/5th May 2012</td>
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<tr>
<td>5. Consultative Supervisor’s Report plus log giving evidence of completion of 12 hours of supervision practice with a minimum of 2 supervisees. Also log giving evidence of 8 hours of Consultative supervision. <strong>NB Both logs must be signed by Consultative Supervisor</strong></td>
<td>Must be present</td>
<td></td>
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<tr>
<td></td>
<td>100%</td>
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** The video/audio tape plus transcript for your tutor and each member of your practice group will be presented over two Units and the evaluation will be based upon written and verbal feedback given by the group and tutor. This feedback will then be written up by the presenter and handed in on the final Unit of the Module.

15.4 Procedures for submitting assignments
Two copies of all course work need to be submitted by 12 noon on the required deadline with a submission form attached. You can find copies of the submission form in appendices of this handbook. After you’ve filled in and attached the submission form to your work, please post your work in the assignment box located in the reception area of the School of Psychology (DH 0.35).

One copy of your work will be returned to you, via your tutor, with comments and a provisional mark. This should then be kept in your Final Box File for submission at the end of the year so it can be available to the External Examiner. The second, unmarked copy is retained in the School.

**Note:** All work submitted in the final box file will be kept for 5 years. It is then available for collection or it will be destroyed. You need to be aware of this when negotiating contracts with supervisees.

Students must retain an electronic copy of all assignments. Please note that the deadlines are adhered to absolutely. Work submitted up to 1 week late without
permission will be capped at 50%. Work not submitted by this time will receive a mark of zero. Please see Appendix 2 for further essay writing guidelines, and additional guidance will be given by the programme team. Occasionally, circumstances arise when late submission is unavoidable. In such cases, you should complete an "Extenuating Circumstances Form" Information is given at http://www.keele.ac.uk/depts/aa/regulationshandbook/reg8.htm/extenuating.

Paper copies of the form are also available from Beverley Davies, the Programme Administrator. This form needs to be signed by the Programme Director, module leader or your tutor. Work that is handed in late without prior permission from the tutor will fail by non-submission and the re-submission mark will be capped at 50%

All written assignments (essays) on the programme are tutor assessed.
It is important that each piece of work completed demonstrates a student's ability to relate theory to practice. There needs to be evidence of reading having taken place in support of discussion and generally we would be looking for something of the student themselves as well as their practice experience in each piece of work. All written work must contain reference to published literature and a reference section listing literature/journals etc. referred to in the text must be included at the end of each assignment using the APA standard system (see Appendices). The criterion by which work is marked is shown below:

15.5 Assessment Criteria: General
All elements of written assessment must be judged to have passed at 50%. Students who are judged not to have met the criteria for a pass in any assessed work have a right of resubmission but the mark, if the work passes, will be capped at 50%. Marks given during the programme are recommendations to the Board of Examiners which meets in June/July and October. Therefore recommendations for fails are just that – recommendations- until agreed by the Board. In order to allow students to finish the programme by September, the programme team will advise students of any work that they judge not to have met the criteria and a re-submission date can be negotiated on the assumption that the Board of Examiners will support the mark recommended by the tutor. The fail mark will then be recommended to the Board and after that has been registered on SCIMS, the new mark entered. Please note that students who have outstanding work after September may be required to pay a continuation fee.

All assessed work must provide evidence of having met the learning objectives of the module for the assessment.
### 15.6 Assessment criteria for written work

**NB:** The programme has **not** been approved as offering distinction and merit awards following the University guidelines.

<table>
<thead>
<tr>
<th>Class</th>
<th>Marks</th>
<th>ILOs</th>
<th>Guideline Criteria</th>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<td></td>
<td>90 - 100</td>
<td>Threshold intended learning outcomes attained</td>
<td>Outstanding work showing an excellent understanding of complex issues and methodologies at the forefront of counselling theory and/or professional practice; the work is informed by original, independent critical thinking and is based upon rigorous argument accurately supported by evidence derived from a wide range of source material including primary sources and current research; the work could not be bettered in the time available.</td>
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<td>80 - 89</td>
<td>Work demonstrating an excellent level of understanding of complex issues and methodologies at the forefront of counselling theory and/or professional practice; the work displays independent critical thought, and strongly and well organised argument, using a wide range of sources including primary sources and recent research.</td>
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<td>70 - 79</td>
<td>Work showing most of the above.</td>
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<tr>
<td></td>
<td>65 - 69</td>
<td>Work demonstrating very good understanding of issues including some complex issues, with good and well organised argument and evaluation accurately supported by a standard range of sources including primary sources.</td>
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<td></td>
<td>60 - 64</td>
<td>As above with some shortcomings but no fundamental errors</td>
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<td></td>
<td>55 - 59</td>
<td>Work showing satisfactory grasp of main issues and methodologies, familiarity with the basic reading and awareness of the subject or professional practice, faithful reproduction of material with limited critical judgement, but with a few minor errors and/or minor omissions of essential material.</td>
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<td>50 – 54</td>
<td>Work showing adequate grasp of main issues, sufficient familiarity with a proportion of the basic reading, sufficient awareness of the subject or professional practice but with minor errors and/or omissions of essential material, and with very limited critical judgement.</td>
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<td><strong>Fail</strong></td>
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<td></td>
<td>45 - 49</td>
<td>Threshold intended learning outcomes NOT attained</td>
<td>Unsatisfactory work showing understanding of only some of the issues raised by the question, limited use of relevant material, but with substantial errors or omissions or irrelevant material, weak critical judgement and weak appreciation of the subject or professional practice.</td>
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<td></td>
<td>40 - 44</td>
<td>Unsatisfactory work showing only limited grasp of some of the issues, poorly conceived and poorly directed to the question or task set, or with serious errors or omissions, or with no use of critical judgement and with limited awareness of the subject or professional practice.</td>
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<td>30 - 39</td>
<td>Unsatisfactory work, showing only skeletal grasp of some relevant issues and necessary material and/or skills, or with major errors, omissions, or misconceptions, and with very limited awareness of the subject or practice.</td>
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<td></td>
<td>20 - 29</td>
<td>An attempt to answer the question or complete the task, but with little grasp of material or appropriate skills awareness of the subject or practice, and with major errors, omissions, or misconceptions</td>
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<td>10 - 19</td>
<td>Work that shows fragmentary evidence of familiarity with course material or awareness of the subject or professional practice.</td>
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<td></td>
<td>0 – 9</td>
<td>No work offered; or work that is totally irrelevant to the question or task set, or fundamentally wrong, or plagiarised</td>
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It is important that evidence is provided in written work demonstrating that the learning outcomes of program have been met.
15.7 Assessment of Practicum:
The written component of the Practicum is examined on the criteria for written assignments, as above. In addition to the above criteria, the student will be expected to show, in their written evaluation (critique and process report) an ability to relate theory to practice by:

- Showing a capacity to report and evaluate the session
- Showing an awareness of any ethical issues surrounding the session
- Showing an ability to identify and evaluate the models utilised and the skills used in the session
- Showing an ability to relate practice to relevant theory
- Showing evidence of self exploration of values and beliefs
- Showing evidence that the work satisfies the assessment criteria for Postgraduate work shown above

The practical dimension of the Practicum is examined using the following criteria:

a. Observance of the Ethical Framework for Good Practice in Counselling and Psychotherapy of the British Association for Counselling and Psychotherapy,
b. The ability to establish an appropriate relationship, characterised by the core conditions of congruence, acceptance and empathy and including the holding of time boundaries – also including the ability to build effective challenge and feedback into the relationship
c. The ability to use counselling supervision skills and appropriate models to help the supervisee talk about, explore and develop strategies for working with their clients.
d. An awareness of the supervisee agenda and an ability to keep to that agenda as well as, and in a balanced way with, an appropriate supervisor agenda, taking account of supervisee developmental level, and ethical issues (including where appropriate the needs/values/requirements of any employing organisation).
e. An awareness of and ability to work with non-verbal communication and unconscious processes.
f. An ability to engage in immediacy and ‘you – me’ talk where appropriate
### Assessment Criteria for Practice

<table>
<thead>
<tr>
<th>Class</th>
<th>Marks</th>
<th>ILOs</th>
<th>Criteria for practice</th>
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<tbody>
<tr>
<td>Pass</td>
<td>90 - 100</td>
<td>Threshold intended learning outcomes attained</td>
<td>Outstanding work demonstrating excellent practice in all areas. The work could not be bettered in the time available.</td>
</tr>
<tr>
<td></td>
<td>80 - 89</td>
<td></td>
<td>Indications of a creative synthesis of all categories</td>
</tr>
<tr>
<td></td>
<td>70 - 79</td>
<td></td>
<td>Work showing most of the above.</td>
</tr>
<tr>
<td></td>
<td>65 - 69</td>
<td></td>
<td>Indication of expertise in all categories</td>
</tr>
<tr>
<td></td>
<td>60 - 64</td>
<td></td>
<td>Indications of expertise in most categories</td>
</tr>
<tr>
<td></td>
<td>55 - 59</td>
<td></td>
<td>Sound competence in all areas indicating an ability to work effectively with deep supervisee/client material. An awareness of the dynamics present in the counselling supervision relationship will be evident and articulated if appropriate</td>
</tr>
<tr>
<td></td>
<td>50 – 54</td>
<td></td>
<td>A basic level of competence in all categories</td>
</tr>
<tr>
<td>Fail</td>
<td>45 - 49</td>
<td>Threshold intended learning outcomes NOT attained</td>
<td>Failure in one of the a-e below. i.e.</td>
</tr>
<tr>
<td></td>
<td>40 - 44</td>
<td></td>
<td>a. Observance of the Ethical Framework for Good Practice in Counselling and Psychotherapy of the British Association for Counselling and Psychotherapy,</td>
</tr>
<tr>
<td></td>
<td>30 - 39</td>
<td></td>
<td>b. The ability to establish an appropriate relationship, characterised by the core conditions of congruence, acceptance and empathy and including the holding of time boundaries – also including the ability to build effective challenge and feedback into the relationship.</td>
</tr>
<tr>
<td></td>
<td>20 - 29</td>
<td></td>
<td>c. The ability to use counselling supervision skills to help the supervisee talk about and explore issues and processes relating to their client work.</td>
</tr>
<tr>
<td></td>
<td>10 - 19</td>
<td></td>
<td>d. An awareness of and ability to work with non-verbal communication</td>
</tr>
<tr>
<td></td>
<td>0 – 9</td>
<td></td>
<td>e. An ability to engage in immediacy and ‘you – me’ talk where appropriate</td>
</tr>
<tr>
<td></td>
<td>40 - 44</td>
<td></td>
<td>Failure in two of the a-e above</td>
</tr>
<tr>
<td></td>
<td>30 - 39</td>
<td></td>
<td>Failure in three or more of the a-e above</td>
</tr>
<tr>
<td></td>
<td>20 - 29</td>
<td></td>
<td>An attempt to complete the task, but with little grasp of appropriate skills and with major errors, omissions, or misconceptions</td>
</tr>
<tr>
<td></td>
<td>10 - 19</td>
<td></td>
<td>Work that shows fragmentary evidence appropriate skills</td>
</tr>
<tr>
<td></td>
<td>0 – 9</td>
<td></td>
<td>No work offered; or work that is totally irrelevant to task set, or fundamentally wrong</td>
</tr>
</tbody>
</table>

Students are encouraged to submit a full draft of the first assignment for discussion with tutors prior to students writing the final document. Subsequently an A4 draft of ideas regarding written assignments may be submitted and discussed with tutors prior to students writing the final document, if students feel this would be helpful.

**16. Guidelines for assessed work:**
16.1 Guidelines for Essay: (3,000 words maximum)
You will be able to choose the title for your essay which will need to be agreed with your tutor. The subject should allow you to explore your understanding of the purpose, nature and process of supervision and to demonstrate links between, (and your understanding of those links) theory and practice. You should also demonstrate your philosophical assumptions, the theory and the methodology underlying your supervisory practice.
A good essay will include the ‘golden triangle’ of personal, professional and theory. The balance of these will vary depending on your essay topic but should be appropriate to that title. It will also include primary and contemporary referencing and demonstrate your understanding of current thinking and developments in the field of supervision.
(Please see Appendix 2: Writing an essay for Psychology)

16.2 Guidelines for Supervision Practice File: (5,000 words maximum)

A Introduction


2. Description of your supervisees (preserve confidentiality). Where do they work? Their level of training and experience. The supervision agreement you have with them.

B Diary of meetings

Date of each meeting. Description of work done, what did you focus on? How did you work with this material? What did the Supervisee take away? What did you learn from the session? How did you feel? What, of this might you take to your Consultant Supervision

Include dates and account of Supervision Consultancy sessions. What did you focus on? How did this work impact upon your supervisory work?

Include in the discussion the application of theory to practice and other learning experiences (including this Programme) which have enlarged and developed your insight and understanding or impacted upon your supervision work.

C Conclusion

Discussion and summary of the learning and development you have accrued from your practice of supervision and experience of supervision consultancy this year.

16.3 Guidelines for DVD/Audio Tape and Process Analysis (5,000 words max. EXCLUDING transcript)
Process analysis of 20 minute section of taped supervision session

**Introduction**  Brief history of supervisory relationship and work done together. Background to this session. Lead into the chosen section. Why you have chosen this extract. (Setting the scene).

**Transcript**  Accurate transcript of 20 minute section. Choose a minimum of four interventions that worked well and four that could have been improved. Critical analysis of interventions and responses - what were you responding to and why?

What was helpful and why? What could you have done differently? Comment on any unconscious and parallel processes.

**Discussion**  Reflect upon your work in the session. How has Supervision Consultancy impacted on your work? What have you learnt? What do you need to be working on? What will your next steps be? Include feedback received from peers and tutors in class

Please remember to refer to the marking criteria; for example, you will need to make links between theory and practice.

**16.4 Guidelines for Consultancy Report**

We expect this report to be a collaborative piece of work between the supervisor and the supervisor’s consultant. Consultants and supervisors may adopt their own format for the report. However, the logs of meetings – a) with supervisees and b) with Consultancy supervisors must be in accordance with those shown in Appendix 7a and 7b respectively

An adequate report would include the following:-

- Summary of the supervisor’s supervision work (number of sessions, focus of the work, number of consultative sessions etc).
- Comments on supervisor’s understanding of the dynamics of the supervisory relationship and ability to sustain an effective supervisory relationship over a period of time.
- Observations of supervisor’s ability to set up, maintain and terminate an effective supervisory contract.
- Reflections on the supervisor’s awareness of the tasks of supervision (supporting, developing, monitoring) and her/his ability to incorporate all three into supervision sessions.
- Discussion of the supervisor’s range of supervisory interventions, taking into account her awareness of the supervisee’s stage of counselling development.
- Comments on her/his awareness of the Process Model of supervision and
her/his ability to recognise and use parallel process.

- Evaluation of supervisor’s awareness of ethical and professional issues relevant to counselling and her/his ability to work with them in supervision.

*Observations on the supervisor’s awareness of the impact that organisational and managerial issues can have on both the counselling and supervisory processes.

The pro-forma appended may be used for this purpose.

17. Indicative Reading

**Developmental Model for Supervising Counsellors & Psychotherapists**  
San Francisco: Jossey-Bass


Ross-on-Wye: PCCS Books

*Self & Society: European Journal of Humanistic Psychology, X111 (2), 86-92*

24. Woskett, V. (1999) *The Therapeutic Use of Self: Counselling Practice, Supervision & Research*  
London: Routledge
18. Information on University Policies and Procedures
You will find many helpful university policies and procedures on the university web-pages, particularly under the umbrella of Academic Affairs and the Student Handbook:
http://www.keele.ac.uk/depts/aa/regulationshandbook/

In particular your attention is drawn to the following important policies and procedures:

18.1 Absence for illness and other good cause
A statement of university policy on absence for illness and other good cause can be found in the Academic Regulations and Guidance for Students and Staff at:
http://www.keele.ac.uk/admin/ps/governance/acts/Regulations/Reg%2010.htm

18.2 Academic warnings
A statement of university procedures for issuing academic warnings can be found in the Academic Regulations and Guidance for Students and Staff at http://www.keele.ac.uk/depts/aa/regulationshandbook/warnings.htm

18.3 Appeals procedure
A statement of the university appeals procedure can be found in the Academic Regulations and Guidance for Students and Staff at http://www.keele.ac.uk/admin/ps/governance/acts/Regulations/Reg%207.htm

18.4 Policy on Plagiarism
In accordance with the university policy on plagiarism and academic misconduct (see School Student Handbook available on the School of Psychology web page), any work found to contain material copied directly from any source (including the internet), another student’s work or your own previously submitted work could be returned with a mark of zero. Students who are believed to have committed academic misconduct will also be required to discuss the matter with the School’s Academic Conduct Officer. At this level of study the most common instances of plagiarism refer not to duplication of other students work but to undue borrowing from published sources. This usually results from a student not understanding the requirements of a particular assignment, and can also be a consequence of lack of confidence. The School takes the problem of plagiarism very seriously and the university exacts strong penalties. Always make sure that you give appropriate references. The university webpage listed below gives very precise examples of what is acceptable and what is not. http://www.keele.ac.uk/depts/aa/landt/docs/guidetoregs.pdf

18.5 Psychology student handbook
The School of Psychology undergraduate handbook also contains much relevant information and is available on the web at http://www.keele.ac.uk/depts/ps/currentstudents/UGHandbook-2008-2009(5).pdf
19. Fitness to Practice: Procedures for withholding the award.

The Board of Examiners reserves the right to withhold an award if it judges that a student is unfit, at the present time, to practice. If this is thought to be the case, the following procedure will normally be followed:

Tutor/s will discuss with the student their concerns and explore any possible ways forward.

The Programme Director, Director of Counselling Psychology and Head of School will be informed formally and the student notified that this has happened.

If there is no obvious resolution to the issue, a panel will be formed to make recommendations to the Board of Examiners. The panel will normally consist of:
- Chair of the Board of Examiners
- Director of Counselling Psychology
- Student’s Tutor and/or Programme Director
- A representative from the School (usually the Head of School)

Evidence will be presented by the tutor and the student with the aim of being as supportive as possible to the student and to protect potential clients and supervisees. The panel will then make a recommendation as to a course of action to the Board of Examiners and the student will be informed throughout this process. If deemed possible, the panel will recommend a course of action to be followed by the student in order to allow him/her to become ‘fit to practice’. He/she will be given a period of time to pursue this course of action and then be required to present evidence of their change of circumstance to the panel. The panel will then recommend to the Board of Examiners that either:

- The student has satisfied the panel and the award can be made or
- Extra time is judged to be needed to satisfy the panel and the extra time will be identified or
- The student is unable to provide evidence and no award will be made.

The Board of Examiners will make the final decision, which will be communicated to the student.
Appendix 1: BACP ethical framework, and guidance on good practice, in counselling and psychotherapy

(reprinted from BACP website
(http://www.bacp.co.uk/printable/ethical_framework.html)

1. Ethics for counselling and psychotherapy

This statement, Ethics for Counselling and Psychotherapy, unifies and replaces all the earlier codes for counsellors, trainers and supervisors and is also applicable to counselling research, the use of counselling skills and the management of these services within organisations. It is intended to inform the practice of each member of the British Association for Counselling and Psychotherapy.

In this statement the term ‘practitioner’ is used generically to refer to anyone with responsibility for the provision of counselling- or psychotherapy-related services. ‘Practitioner’ includes anyone undertaking the role(s) of counsellor, psychotherapist, trainer, educator, supervisor, researcher, provider of counselling skills or manager of any of these services. The term ‘client’ is used as a generic term to refer to the recipient of any of these services. The client may be an individual, couple, family, group, organisation or other specifiable social unit. Alternative names may be substituted for ‘practitioner’ and ‘client’ in the practice setting, according to custom and context.

This statement indicates an important development in approach to ethics within the Association. One of the characteristics of contemporary society is the coexistence of different approaches to ethics. This statement reflects this ethical diversity by considering:

- Values
- Principles
- Personal moral qualities

This selection of ways of expressing ethical commitments does not seek to invalidate other approaches. The presentation of different ways of conceiving ethics alongside each other in this statement is intended to draw attention to the limitations of relying too heavily on any single ethical approach. Ethical principles are well suited to examining the justification for particular decisions and actions. However, reliance on principles alone may detract from the importance of the practitioner’s personal qualities and their ethical significance in the counselling or therapeutic relationship. The provision of culturally sensitive and appropriate services is also a fundamental ethical concern. Cultural factors are often more easily understood and responded to in terms of values. Therefore, professional values are becoming an increasingly significant way of expressing ethical commitment.

Values of counselling and psychotherapy
The fundamental values of counselling and psychotherapy include a commitment to:

Respecting human rights and dignity
- Ensuring the integrity of practitioner-client relationships
- Enhancing the quality of professional knowledge and its application
- Alleviating personal distress and suffering
- Fostering a sense of self that is meaningful to the person(s) concerned
- Increasing personal effectiveness
- Enhancing the quality of relationships between people
- Appreciating the variety of human experience and culture
- Striving for the fair and adequate provision of counselling and psychotherapy services
- Values inform principles. They represent an important way of expressing a general ethical commitment that becomes more precisely defined and action-orientated when expressed as a principle.

Ethical principles of counselling and psychotherapy

Principles direct attention to important ethical responsibilities. Each principle is described below and is followed by examples of good practice that have been developed in response to that principle.

Ethical decisions that are strongly supported by one or more of these principles without any contradiction from others may be regarded as reasonably well founded. However, practitioners will encounter circumstances in which it is impossible to reconcile all the applicable principles and choosing between principles may be required. A decision or course of action does not necessarily become unethical merely because it is contentious or other practitioners would have reached different conclusions in similar circumstances. A practitioner’s obligation is to consider all the relevant circumstances with as much care as is reasonably possible and to be appropriately accountable for decisions made.

- **Fidelity: honouring the trust placed in the practitioner**
  Being trustworthy is regarded as fundamental to understanding and resolving ethical issues. Practitioners who adopt this principle: act in accordance with the trust placed in them; regard confidentiality as an obligation arising from the client’s trust; restrict any disclosure of confidential information about clients to furthering the purposes for which it was originally disclosed.

- **Autonomy: respect for the client’s right to be self-governing**
  This principle emphasises the importance of the client’s commitment to participating in counselling or psychotherapy, usually on a voluntary basis. Practitioners who respect their clients’ autonomy: ensure
accuracy in any advertising or information given in advance of services offered; seek freely given and adequately informed consent; engage in explicit contracting in advance of any commitment by the client; protect privacy; protect confidentiality; normally make any disclosures of confidential information conditional on the consent of the person concerned; and inform the client in advance of foreseeable conflicts of interest or as soon as possible after such conflicts become apparent. The principle of autonomy opposes the manipulation of clients against their will, even for beneficial social ends.

- **Beneficence: a commitment to promoting the client's well-being**
The principle of beneficence means acting in the best interests of the client based on professional assessment. It directs attention to working strictly within one’s limits of competence and providing services on the basis of adequate training or experience. Ensuring that the client’s best interests are achieved requires systematic monitoring of practice and outcomes by the best available means. It is considered important that research and systematic reflection inform practice. There is an obligation to use regular and on-going supervision to enhance the quality of the services provided and to commit to updating practice by continuing professional development. An obligation to act in the best interests of a client may become paramount when working with clients whose capacity for autonomy is diminished because of immaturity, lack of understanding, extreme distress, serious disturbance or other significant personal constraints.

- **Non-maleficence: a commitment to avoiding harm to the client**
Non-maleficence involves: avoiding sexual, financial, emotional or any other form of client exploitation; avoiding incompetence or malpractice; not providing services when unfit to do so due to illness, personal circumstances or intoxication. The practitioner has an ethical responsibility to strive to mitigate any harm caused to a client even when the harm is unavoidable or unintended. Holding appropriate insurance may assist in restitution. Practitioners have a personal responsibility to challenge, where appropriate, the incompetence or malpractice of others; and to contribute to any investigation and/or adjudication concerning professional practice which falls below that of a reasonably competent practitioner and/or risks bringing discredit upon the profession.

- **Justice: the fair and impartial treatment of all clients and the provision of adequate services**
The principle of justice requires being just and fair to all clients and respecting their human rights and dignity. It directs attention to considering conscientiously any legal requirements and obligations, and remaining alert to potential conflicts between legal and ethical obligations. Justice in the distribution of services requires the ability to determine impartially the provision of services for clients and the allocation of services between clients. A commitment to fairness requires the ability to appreciate differences between people and to be committed to equality of opportunity, and avoiding discrimination.
against people or groups contrary to their legitimate personal or social characteristics. Practitioners have a duty to strive to ensure a fair provision of counselling and psychotherapy services, accessible and appropriate to the needs of potential clients.

- **Self-respect: fostering the practitioner’s self-knowledge and care for self**

The principle of self-respect means that the practitioner appropriately applies all the above principles as entitlements for self. This includes seeking counselling or therapy and other opportunities for personal development as required. There is an ethical responsibility to use supervision for appropriate personal and professional support and development, and to seek training and other opportunities for continuing professional development. Guarding against financial liabilities arising from work undertaken usually requires obtaining appropriate insurance. The principle of self-respect encourages active engagement in life-enhancing activities and relationships that are independent of relationships in counselling or psychotherapy.

**Personal moral qualities**

The practitioner’s personal moral qualities are of the utmost importance to clients. Many of the personal qualities considered important in the provision of services have an ethical or moral component and are therefore considered as virtues or good personal qualities. It is inappropriate to prescribe that all practitioners possess these qualities, since it is fundamental that these personal qualities are deeply rooted in the person concerned and developed out of personal commitment rather than the requirement of an external authority. Personal qualities to which counsellors and psychotherapists are strongly encouraged to aspire include:

- **Empathy**: the ability to communicate understanding of another person’s experience from that person’s perspective.
- **Sincerity**: a personal commitment to consistency between what is professed and what is done.
- **Integrity**: commitment to being moral in dealings with others, personal straightforwardness, honesty and coherence.
- **Resilience**: the capacity to work with the client’s concerns without being personally diminished.
- **Respect**: showing appropriate esteem to others and their understanding of themselves.
- **Humility**: the ability to assess accurately and acknowledge one’s own strengths and weaknesses.
- **Competence**: the effective deployment of the skills and knowledge
needed to do what is required.

- Fairness: the consistent application of appropriate criteria to inform decisions and actions.
- Wisdom: possession of sound judgement that informs practice.
- Courage: the capacity to act in spite of known fears, risks and uncertainty.

**Conclusion**
The challenge of working ethically means that practitioners will inevitably encounter situations where there are competing obligations. In such situations it is tempting to retreat from all ethical analysis in order to escape a sense of what may appear to be unresolvable ethical tension. These ethics are intended to be of assistance in such circumstances by directing attention to the variety of ethical factors that may need to be taken into consideration and to alternative ways of approaching ethics that may prove more useful. No statement of ethics can totally alleviate the difficulty of making professional judgements in circumstances that may be constantly changing and full of uncertainties. By accepting this statement of ethics, members of the British Association for Counselling and Psychotherapy are committing themselves to engaging with the challenge of striving to be ethical, even when doing so involves making difficult decisions or acting courageously.

**2. Guidance on good practice in counselling and psychotherapy**

The British Association for Counselling and Psychotherapy is committed to sustaining and advancing good practice. This guidance on the essential elements of good practice has been written to take into account the changing circumstances in which counselling and psychotherapy are now being delivered, in particular:

- changes in the range of issues and levels of need presented by clients
- the growth in levels of expertise available from practitioners with the expansion in the availability of training and consultative support/supervision
- the accumulated experience of this Association over nearly three decades.

The diversity of settings within which counselling and psychotherapy services are delivered has also been carefully considered. These services may be provided by the independent practitioner working alone, one or more practitioners working to provide a service within an agency or large organisation, specialists working in multidisciplinary teams, and by specialist teams of counsellors and psychotherapists. Most work is undertaken face to face but there are also a growing
number of telephone and online services. Some practitioners are moving between these different settings and modes of delivery during the course of their work and are therefore required to consider what constitutes good practice in different settings. All practitioners encounter the challenge of responding to the diversity of their clients and finding ways of working effectively with them. This statement therefore responds to the complexity of delivering counselling and psychotherapy services in contemporary society by directing attention to essential issues that practitioners ought to consider and resolve in the specific circumstances of their work.

The term ‘practitioner’ is used generically to refer to anyone with responsibility for the provision of counselling- or psychotherapy-related services. ‘Practitioner’ includes anyone undertaking the role(s) of counsellor, psychotherapist, trainer, educator, supervisor, researcher, provider of counselling skills or manager of any of these services. The term ‘client’ is used as a generic term to refer to the recipient of any of these services. The client may be an individual, couple, family, group, organisation or other specifiable social unit. Alternative names may be substituted for ‘practitioner’ and ‘client’ in the practice setting as the terminology varies according to custom and context.

Providing a good standard of practice and care
All clients are entitled to good standards of practice and care from their practitioners in counselling and psychotherapy. Good standards of practice and care require professional competence; good relationships with clients and colleagues; and commitment to and observance of professional ethics.

Good quality of care

Good quality of care requires competently delivered services that meet the client’s needs by practitioners who are appropriately supported and accountable. Practitioners should give careful consideration to the limitations of their training and experience and work within these limits, taking advantage of available professional support. If work with clients requires the provision of additional services operating in parallel with counselling or psychotherapy, the availability of such services ought to be taken into account, as their absence may constitute a significant limitation. Good practice involves clarifying and agreeing the rights and responsibilities of both the practitioner and client at appropriate points in their working relationship. Dual relationships arise when the practitioner has two or more kinds of relationship concurrently with a client, for example client and trainee, acquaintance and client, colleague and supervisee. The existence of a dual relationship with a client is seldom neutral and can have a powerful beneficial or detrimental impact that may not always be easily foreseeable. For these reasons practitioners are required to consider the implications of entering into dual relationships with clients, to avoid
Practitioners are encouraged to keep appropriate records of their work with clients unless there are adequate reasons for not keeping any records. All records should be accurate, respectful of clients and colleagues and protected from unauthorised disclosure. Practitioners should take into account their responsibilities and their clients’ rights under data protection legislation and any other legal requirements. Clients are entitled to competently delivered services that are periodically reviewed by the practitioner. These reviews may be conducted, when appropriate, in consultation with clients, supervisors, managers or other practitioners with relevant expertise.

**Maintaining competent practice**
All counsellors, psychotherapists, trainers and supervisors are required to have regular and on-going formal supervision/consultative support for their work in accordance with professional requirements. Managers, researchers and providers of counselling skills are strongly encouraged to review their need for professional and personal support and to obtain appropriate services for themselves. Regularly monitoring and reviewing one’s work is essential to maintaining good practice. It is important to be open to, and conscientious in considering, feedback from colleagues, appraisals and assessments. Responding constructively to feedback helps to advance practice.

A commitment to good practice requires practitioners to keep up to date with the latest knowledge and respond to changing circumstances. They should consider carefully their own need for continuing professional development and engage in appropriate educational activities. Practitioners should be aware of and understand any legal requirements concerning their work, consider these conscientiously and be legally accountable for their practice.

**Keeping trust**
The practice of counselling and psychotherapy depends on gaining and honouring the trust of clients. Keeping trust requires:

- attentiveness to the quality of listening and respect offered to clients
- culturally appropriate ways of communicating that are courteous and clear
- respect for privacy and dignity
- careful attention to client consent and confidentiality

Clients should be adequately informed about the nature of the services being offered. Practitioners should obtain adequately informed consent from their clients and respect a client’s right to choose whether to continue or withdraw.
Practitioners should ensure that services are normally delivered on the basis of the client’s explicit consent. Reliance on implicit consent is more vulnerable to misunderstandings and is best avoided unless there are sound reasons for doing so. Overriding a client’s known wishes or consent is a serious matter that requires commensurate justification. Practitioners should be prepared to be readily accountable to clients, colleagues and professional body if they override a client’s known wishes.

Situations in which clients pose a risk of causing serious harm to themselves or others are particularly challenging for the practitioner. These are situations in which the practitioner should be alert to the possibility of conflicting responsibilities between those concerning their client, other people who may be significantly affected, and society generally. Resolving conflicting responsibilities may require due consideration of the context in which the service is being provided. Consultation with a supervisor or experienced practitioner is strongly recommended, whenever this would not cause undue delay. In all cases, the aim should be to ensure for the client a good quality of care that is as respectful of the client’s capacity for self-determination and their trust as circumstances permit.

Working with young people requires specific ethical awareness and competence. The practitioner is required to consider and assess the balance between young people’s dependence on adults and carers and their progressive development towards acting independently. Working with children and young people requires careful consideration of issues concerning their capacity to give consent to receiving any service independently of someone with parental responsibilities and the management of confidences disclosed by clients.

Respecting client confidentiality is a fundamental requirement for keeping trust. The professional management of confidentiality concerns the protection of personally identifiable and sensitive information from unauthorised disclosure. Disclosure may be authorised by client consent or the law. Any disclosures should be undertaken in ways that best protect the client’s trust. Practitioners should be willing to be accountable to their clients and to their profession for their management of confidentiality in general and particularly for any disclosures made without their client’s consent. Practitioners should normally be willing to respond to their client’s requests for information about the way that they are working and any assessment that they may have made. This professional requirement does not apply if it is considered that imparting this information would be detrimental to the client or inconsistent with the counselling or psychotherapeutic approach previously agreed with the client. Clients may have legal rights to this information and these need to be taken into account. Practitioners must not abuse their client’s trust in order to gain sexual,
emotional, financial or any other kind of personal advantage. Sexual relations with clients are prohibited. 'Sexual relations' include intercourse, any other type of sexual activity or sexualised behaviour. Practitioners should think carefully about, and exercise considerable caution before, entering into personal or business relationships with former clients and should expect to be professionally accountable if the relationship becomes detrimental to the client or the standing of the profession. Practitioners should not allow their professional relationships with clients to be prejudiced by any personal views they may hold about lifestyle, gender, age, disability, race, sexual orientation, beliefs or culture. Practitioners should be clear about any commitment to be available to clients and colleagues and honour these commitments.

Teaching and training
All practitioners are encouraged to share their professional knowledge and practice in order to benefit their clients and the public. Practitioners who provide education and training should acquire the skills, attitudes and knowledge required to be competent teachers and facilitators of learning. Practitioners are required to be fair, accurate and honest in their assessments of their students. Prior consent is required from clients if they are to be observed, recorded or if their personally identifiable disclosures are to be used for training purposes.

Supervising and managing
Practitioners are responsible for clarifying who holds responsibility for the work with the client. There is a general obligation for all counsellors, psychotherapists, supervisors and trainers to receive supervision/consultative support independently of any managerial relationships. Supervisors and managers have a responsibility to maintain and enhance good practice by practitioners, to protect clients from poor practice and to acquire the attitudes, skills and knowledge required by their role.

Researching
The Association is committed to fostering research that will inform and develop practice. All practitioners are encouraged to support research undertaken on behalf of the profession and to participate actively in research work. All research should be undertaken with rigorous attentiveness to the quality and integrity both of the research itself and of the dissemination of the results of the research. The rights of all research participants should be carefully considered and protected. The minimum rights include the right to freely given and informed consent, and the right to withdraw at any point. The research methods used should comply with the standards of good
practice in counselling and psychotherapy and must not adversely affect clients.

**Fitness to practice**
Practitioners have a responsibility to monitor and maintain their fitness to practice at a level that enables them to provide an effective service. If their effectiveness becomes impaired for any reason, including health or personal circumstances, they should seek the advice of their supervisor, experienced colleagues or line manager and, if necessary, withdraw from practice until their fitness to practice returns. Suitable arrangements should be made for clients who are adversely affected.

**If things go wrong with own clients**
Practitioners should respond promptly and appropriately to any complaint received from their clients. An appropriate response in agency-based services would take account of any agency policy and procedures. Practitioners should endeavour to remedy any harm they may have caused to their clients and to prevent any further harm. An apology may be the appropriate response. Practitioners should discuss, with their supervisor, manager or other experienced practitioner(s), the circumstances in which they may have harmed a client in order to ensure that the appropriate steps have been taken to mitigate any harm and to prevent any repetition. Practitioners are strongly encouraged to ensure that their work is adequately covered by insurance for professional indemnity and liability.

If practitioners consider that they have acted in accordance with good practice but their client is not satisfied that this is the case, they may wish to use independent dispute resolution, for example: seeking a second professional opinion, mediation, or conciliation where this is both appropriate and practical. Clients should be informed about the existence of the Professional Conduct Procedure of this Association and any other applicable complaints or disciplinary procedures. If requested to do so, practitioners should inform their clients about how they may obtain further information concerning these procedures.

**Responsibilities to all clients**
Practitioners have a responsibility to protect clients when they have good reason for believing that other practitioners are placing them at risk of harm. They should raise their concerns with the practitioner concerned in the first instance, unless it is inappropriate to do so. If the matter cannot be resolved, they should review the grounds for their concern and the evidence available to them and, when appropriate, raise their concerns with the practitioner’s manager, agency or professional body. If they are uncertain what to do, their concerns should be discussed with an experienced colleague, a supervisor or raised with this Association.
All members of this Association share a responsibility to take part in its professional conduct procedures whether as the person complained against or as the provider of relevant information.

**Working with colleagues**
The increasing availability of counselling and psychotherapy means that most practitioners have other practitioners working in their locality, or may be working closely with colleagues within specialised or multidisciplinary teams. The quality of the interactions between practitioners can enhance or undermine the claim that counselling and psychotherapy enable clients to increase their insight and expertise in personal relationships. This is particularly true for practitioners who work in agencies or teams.

**Working in teams**
Professional relationships should be conducted in a spirit of mutual respect. Practitioners should endeavour to attain good working relationships and systems of communication that enhance services to clients at all times. Practitioners should treat all colleagues fairly and foster equality opportunity. They should not allow their professional relationships with colleagues to be prejudiced by their own personal views about a colleague’s lifestyle, gender, age, disability, race, sexual orientation, beliefs or culture. It is unacceptable and unethical to discriminate against colleagues on any of these grounds. Practitioners must not undermine a colleague’s relationships with clients by making unjustified or unsustainable comments. All communications between colleagues about clients should be on a professional basis and thus purposeful, respectful and consistent with the management of confidences as declared to clients.

**Awareness of context**
The practitioner is responsible for learning about and taking account of the different protocols, conventions and customs that can pertain to different working contexts and cultures.
Making and receiving referrals
All routine referrals to colleagues and other services should be discussed with the client in advance and the client’s consent obtained both to making the referral and also to disclosing information to accompany the referral. Reasonable care should be taken to ensure that:

- the recipient of the referral is able to provide the required service;
- any confidential information disclosed during the referral process will be adequately protected;
- the referral will be likely to benefit the client.

Prior to accepting a referral the practitioner should give careful consideration to:
- the appropriateness of the referral;
- the likelihood that the referral will be beneficial to the client;
- the adequacy of the client’s consent for the referral.

If the referrer is professionally required to retain overall responsibility for the work with the client, it is considered to be professionally appropriate to provide the referrer with brief progress reports. Such reports should be made in consultation with clients and not normally against their explicit wishes.

Probit in professional practice
Ensuring the probity of practice is important both to those who are directly affected but also to the standing of the profession as a whole.

Providing clients with adequate information
Practitioners are responsible for clarifying the terms on which their services are being offered in advance of the client incurring any financial obligation or other reasonably foreseeable costs or liabilities. All information about services should be honest, accurate, avoid unjustifiable claims, and be consistent with maintaining the good standing of the profession.

Particular care should be taken over the integrity of presenting qualifications, accreditation and professional standing.

Financial arrangements
Practitioners are required to be honest, straightforward and accountable in all financial matters concerning their clients and other professional relationships.

Conflicts of interest
Conflicts of interest are best avoided, provided they can be reasonably foreseen in the first instance and prevented from arising. In deciding how to respond to conflicts of interest, the protection of the client’s interests and maintaining trust in the practitioner should be paramount.

Care of self as a practitioner
Attending to the practitioner’s well-being is essential to sustaining good practice. Practitioners have a responsibility to themselves to ensure
that their work does not become detrimental to their health or well-being by ensuring that the way that they undertake their work is as safe as possible and that they seek appropriate professional support and services as the need arises. Practitioners are entitled to be treated with proper consideration and respect that is consistent with this Guidance.
Appendix 2: Writing an Essay for Psychology:

A Guide for Students

Department of Psychology, Keele University (October 2002)

Adapted Version August 2004

Please note that this was originally written for Psychology students. This adapted version is here as a general guide that students on counselling courses may find useful. Tutors will give additional guidance on request.

Writing an Essay for Counselling

What will this guide help me with?

Some aspects of essay writing are common across several subject disciplines; however, some additional skills are required in the study of Counselling. This guide is designed to help you to understand exactly what is required, and to give some examples of good and bad practice. You may find it helpful to refer to books on study skills which can contain some useful information: for example, see Cottrell, S. (1999) The study skills handbook. Basingstoke: Palgrave. If you still have concerns at the end, consult your personal tutor for further advice.

Where to begin?

The first step to success in any assessed essay is the choice of an appropriate title. Read the titles offered in the module booklet, and think about which general subject areas interest you. Do some preliminary reading for each title – use lecture notes and the recommended text books for the course – and choose the title which interests you most, or about which you already have most knowledge.

What does it mean?

Having chosen your title, check that you understand what it asks you to do. A frequent mistake made by students is to write down everything they know about the topic mentioned in the title, without ever answering the question asked. Of course you should look at the Counselling terms in the title, but don’t forget the “instructions” that are also found there. Counselling essays almost NEVER ask for simple descriptions! The following list of key “instruction” terms may help you to understand what you are being asked to do:

Account for – explain the cause of
Analyse – separate the issue into its component parts and show how they inter-relate
Assess – estimate the value of, looking at both positive and negative attributes
Cite – give evidence to support a point of view
Comment – make critical or explanatory notes
Compare – point out the differences and similarities in a logical way
Contrast – point out the differences in a logical way
Describe – write down relevant information
Discuss – present arguments for and against the topic in question
Distinguish – identify differences between listed topics
Evaluate – estimate the value of, looking at both the negative and positive attributes
Explain – give reasons, not just a definition or description
Justify – present a valid argument to support a given theory or conclusion
Outline – give main features and general principles, but no detail
Review – a critical survey of theories/literature
Suggest – often used when there is no “right” answer; try to cover a range of possibilities
Summarise – state only the main features of an argument
To what extent…? – Justify the validity of an argument, without the need to accept the argument completely

“Critical evaluation” is a term that is often used with regard to Counselling essays. This does not mean that you should only discuss the “bad” points of all the theories and studies you mention in your essay, but rather that you should consider their value constructively. Give supporting evidence for your views, and discuss both positive and negative aspects before reaching a carefully considered, well balanced conclusion.
Sources of information

Once you are sure that you understand the title, it is time to start thinking about how to answer the question. To do this, you need to obtain more information about the topic, and to have clear understanding of the associated theories, methodologies and arguments. Some information may have been provided in lectures and/or seminars, but regurgitating this will not allow you to achieve good marks – you need to use a range of sources.

The most sensible place to begin your reading is the recommended reading list – you are required to be familiar with this, and your tutors will expect to see some evidence that you have read some of these texts.

It is not sufficient to rely on a single text book when writing an essay – a wide range of reading is necessary for a good mark. Usually, lecturers will suggest a selection of references, which they believe offer a good insight into their area of Counselling. These should be used wherever possible – but remember that if you wait until the week before the deadline, the books will be difficult to obtain from the library, due to
competition with other members of your course. If you cannot obtain these sources, be flexible, and look for others. Even if you do obtain all the recommended texts, a really good essay will use additional sources. One way of finding these is to look for the most relevant references cited in your text books, or to do an electronic literature search, to find original research papers.

**Suitable sources** include text books, journal articles, lecture notes, electronic databases and the internet. As you progress through your course, you will be expected increasingly to rely on journal articles, and other sources will become less important. The importance of choosing good, reliable, academic sources cannot be over-emphasised. Think about:

**Who** has written it? Are they experts in the field? If so, their names will be mentioned in other sources, such as your recommended texts or Counselling journals. Alternatively, look at their qualifications and their employment.

- **When** was it written? Make sure your source is up-to-date, as ideas and opinions change over time and as more scientific evidence is gathered. Older sources may, however, be useful to provide a historical perspective.

- **Where/why** was it published? Internet sites are acceptable sources if they meet the “who” and “when” criteria, but you should avoid “popular psychology” sites, sites which are trying to make a political point, or sites which are selling something related to the topic – the views presented there may be biased or oversimplified. The same may apply to some books, leaflets, etc. Try to use sources which are "peer reviewed" – these are checked by others working in the field before they are published. This practice is common for most journal articles.

- **Who** was it written for?. Introductory or Certificate Level texts may not be appropriate for a Graduate Diploma Level assignment– they may be useful to provide a simple overview of the general topic before you start your research, but you should not include them in your reference section, or discuss them in your essay.

If you are in doubt regarding the suitability of a source, please consult your tutor.

**Reading**

As you read, **focus on your essay title**. How will the material help you to answer the question? If you find that some of your sources are irrelevant, be prepared to discard them – there is no credit for citing information which is not central to your argument.
• **Be active** – seek out relevant sections and skim past others. Take notes, referring constantly to your title. Look for recurring themes and areas of controversy within the subject. Form an opinion of your own, and find key studies to support your views. If other studies contradict you, think about why, do not ignore them.

• **Read widely** – it is better to read a text and not use it than to read just a few texts and be less well informed about your chosen topic.

• **Set a deadline** – plan to finish your reading well in advance of your essay deadline, leaving plenty of time to write the essay, edit it, deal with printer problems….etc! All your careful preparation will only be worthwhile if the essay is completed to your satisfaction and handed in on time; last minute panics seldom produce high quality work.

**Planning your essay**

Many students make the mistake of thinking that, having read around their subject, they can immediately start writing. Essays written in this way are sometimes poorly structured and poorly organised, resulting in lower marks. You will ultimately save time and effort, as well as maximise your chances of success, if you write a good essay plan. Your plan could be made in note form, or take the form of a spider diagram or flow chart if you prefer.

One way to write a plan is to begin by brainstorming, and searching out key themes from your notes. Once you have all the ideas on paper, think about how they relate to each other – can you put them into **groups**? It is sensible to discuss related ideas in the same general part of your essay. Question the relevance of the topics you have thought of – only include them if they are **directly relevant** to your **title**. What point will they make?

Then think about whether your topics need to be discussed in a particular **order** – does the understanding of one topic require prior knowledge of another? Was one piece of work conducted as an extension of another? What structure does your **title** suggest?

While you are planning, you can use **headings and subheadings** for different sections of your essay if this helps – although it is better not to use these in the essay itself, as they can stop the essay from “flowing”. Try to think about how many words you might want to devote to each section, to help you to manage the **word limit**. Your plan can be flexible - you can always make changes as your essay progresses.

**Essay structure**

All essays should have a beginning, middle and end! This section will help you to decide what to put in each part of your essay.
Your essay will **begin** with an introduction, rather than leaping straight into a discussion of the topic. You may wish to define key terms from the title, and to “signpost” the rest of the essay – to tell the reader how you intend to answer the question set. For example, “this essay will argue that…” or “this essay will consider evidence from studies on … to show that…”.

The “**middle**” of the essay contains all the arguments you will make. List the topics you found in your reading, and think about a logical way to organise them. Does one argument lead naturally to another? Which studies will you use to support your arguments? You might want to list the references you will use for each point on your plan.

The “**end**” of your essay should always be a conclusion. This will usually be one or two paragraphs, summarising the main arguments of your essay. You should only discuss issues that are central to the theme of the essay, and you should never use information in the conclusion that has not been mentioned previously. Make sure that your conclusion includes a direct answer to the essay question, and closes the essay smoothly.

**Should I word process my essay?**

When writing an essay in any subject, a word processor is invaluable, and computers are easily available on campus if you do not have one of your own. If you do not know how to use a computer, visit the help desk at the library and ask for information on training courses.

There are lots of reasons for using a word processor whenever possible for assignments:

- it is a **transferable** skill, valued by employers
- your work will be clear and **easy to read** for markers
- your work can **easily be edited** for spelling mistakes
- you can easily **add or remove** information later
- you can easily **change the structure** of your work by moving paragraphs around within a document
- you can keep an **electronic copy** of your work
- you can ensure neat **presentation** – use a clear font (such as Arial or Times New Roman), in size 12, which is easy to read. Leave a 2.5 cm margin, and double space (or at least 1.5 space) your work to leave plenty of room for constructive comments by the marker. Do not use footnotes.

**Assessing and editing your essay**

Try not to worry about getting it right first time. Write a rough draft, remembering that you can change it later. When you have finished this, go back and read your essay through carefully. Think about:
- The **structure** – is the essay organised? Does the essay flow naturally from one topic to the next? Could it be improved by dealing with the issues in a different order? Are paragraphs of an appropriate length?

- The **grammar** – check punctuation and sentence structure by reading aloud, ask a friend to read and comment and do the same for them.

- The **spelling** – remember that computer spell checkers will not pick up all spelling mistakes – for example, if you write ‘it’ instead of ‘if’, your computer will recognise the word and will not identify a mistake.

- The **content** – Have you supported your arguments with appropriate material? Is there any irrelevant material which needs to be removed? Are there any key points which you have forgotten to include? And, most importantly, does it answer the title question? Your entire essay should be directed towards the title, and a full answer should be contained within the conclusion.

- The **clarity** – does it make sense? Are key terms explained? One way to check is to ask a friend who does not study Psychology to read your essay – they should be able to understand it!

- The **length** – does your essay obey the set word limit? Essays which are too short can sometimes lack depth and detail; essays which are too long can be “waffly”. A key skill required in Psychology is the ability to write concisely and clearly, and to express detailed scientific information in an efficient way. Include a note of the word count (not including the reference section) at the end of your essay.

- The **style** – have you written in an appropriate style? Check that your essay does not sound too “chatty”, and that it does not include politically incorrect or gender biased expressions.

- The **references** – check that all the sources you have cited are listed, and that this section is correctly formatted (see Appendix 3 for more information). Ensure that a minimum of 10 relevant sources are cited.

Once you are happy with your essay, leave it somewhere safe for a day or two. Then look at the **marking criteria** that will be used to assess it, and use them to evaluate your own work. What mark would you award to yourself? Are you happy with this? Make any necessary corrections, print off your final version, and **hand it in**. Remember that the deadline is the latest time at which you can hand in your work (and the department will not accept late work), so try to hand it in a few days before. This means that if your car/printer/health/friend lets you down
at the last minute, it won’t matter, as you will still have time to find a solution. And if everything goes to plan, then you’ll have a little bit of time to celebrate before you start again on the next assignment!

Feedback

When your essay is marked, the marker will provide feedback and comments, probably both on the front sheet and in the text itself. These should help you to identify the strengths and weaknesses of your essay. Make sure you read the comments carefully, and think about how your essay could be improved. If you don’t understand a comment, or if you feel that you need more feedback, contact the person who marked your work and ask for an explanation, and advice on how to improve. Finally, remember to use the advice and feedback given when you write your next essay – don’t make the same mistakes twice!
Appendix 3: Citations and reference lists (short guide)  
(see Appendix 4 for full guide)

Most assignments require your own work to be set in the context of published literature. This includes academic books, and professional journal articles. This is done by making reference to published works ("citations") in the body of your essay, which refer in turn to full (minimum 10) “reference lists” at the end of the essay. It is ESSENTIAL you include these.

There are international standards for citations and reference lists. We prefer to follow the “American Psychological Association” (APA) standard. Briefly, this means that you give the author’s surname and the date of publication of the source in brackets and then put the full, bibliographic reference in the reference list at the end of your essay. There are specific conventions for this, which you should follow slavishly. The example below illustrates this. It is from an article of staff responses to violence from children with learning disabilities.

Extract from text of article, showing citation method

Staff facing violence or challenging behaviour have an increased risk of stress (Male and May, 1997; Balloch et al., 1998). The research literature points to stress having a major impact upon the services provided to people with learning disabilities. The experience of stress may account for the high staff turnover seen in learning disability services, although Rose (1995) points out that high staff turnover may actually be a positive way of losing less functional members. Staff experiencing stress are far less likely to interact with clients (Rose et al., 1993). Violent behaviour may also be viewed as one of a number of stressors in care work, along with other elements of the support role such as role clarity, workload, or experience. If violence is a stressor, then supporting those staff who face violence becomes even more important.

Extract from reference list (in the complete list, each article cited in the text would be found in full) showing full bibliographic details of each citation, and the format to be used. Note slightly different layout of articles and books. It is the journal TITLE and the book TITLE that is italicised. Observe use of commas, semi-
colons etc.


Appendix 4: Constructing and citing references: full guide

1. Introduction
2. How to construct references (APA system)
   1. To books
   2. To journal articles
   3. To on-line material
   4. To other sources
3. How to cite references and use quotations in the text (APA system)
4. Organising a reference list (APA system)
5. Helpful tips

1. Introduction

For essays, assignments and research reports, students are expected to:

- make references to specific sources to justify their statements or arguments in the text.
- provide a reference list at the end of the text. This list should contain all (and only) those specific references used in the text. This reference list is different from a bibliography, where all material that has been read is listed but where that material may not be specifically referenced in the text. In psychology research reports you should not include a bibliography; only include a reference section.

The following notes are to help you acquire the basic skills of:

- constructing references;
- citing references in the text;
- compiling a reference list at the end of the text.

Once you are proficient in these basic skills, more detailed information can be found in various publications, of which the most important is the publications manual of the American Psychological Association (APA, 2001. Publication manual of the American Psychological Association 5th Ed Washington: APA . Copies in library.)

**Purposes of referencing**

The main purposes of referencing are:

- to acknowledge the sources of information which you have used.
- to indicate to the reader the range and scope of your literature review.
- to enable the reader to find the sources referred to easily and quickly.

The reference section must therefore contain enough information for the item to be quickly traced in a library catalogue, that is, the “full,
Sources
Information may be obtained from a primary or a secondary source. A primary source refers to written work by original author whereas a secondary source is what someone else says about the original author. It is wise to get into the habit of using primary sources (journal articles and monographs, as well as key books) in every literature review you do for an essay or assignment. Secondary sources, such as textbooks are useful as more general guides but they are rarely enough in themselves to do a serious literature review. These notes on the citation and listing of references are based on the APA system, which is the Department’s standard. The APA standard allows all psychologists who are using it to communicate with each other in the same way. You must adopt this system.

2. How to construct references (APA system)

1. References to Books

The essential publication details are listed for each reference in the reference list at the end. They are listed in the following order and in the following format:

Author, A. A. (year of publication). Title of book. Location: Publisher.

Note that the title of the book is written in italics (but only the first word of the title is capitalised). Also note the punctuation (e.g., full stops and commas) and spacing throughout. It is very important that you adhere to this specific format. The examples below will help you learn this format for the different types of references to books. These are not the only types of references to books but are the ones you are most likely to come across.

Examples

Single authored book

Book with two authors

Book with three or more authors

Edited book
Chapter in edited book – one editor

Chapter in edited book – two or more editors

Book with no author or editor (e.g., dictionary)

2. References to periodicals

As for books, essential publication details for periodicals (e.g., journal articles, magazines and newsletters) are listed for each reference in the reference list at the end. They are listed in the following order and in the following format:


Again, note the punctuation and spacing throughout. The title of the periodical is placed in capitalised italics (slightly differently to book titles as you'll notice), and the issue number also appears in italics. The examples below will help you learn this format for the different types of references to periodicals. These are not the only types of references to periodicals, but are the ones you are most likely to come across.

Examples

Single authored journal article

Journal article with two authors

Journal article with three or more authors

Journal articles in press (i.e., accepted for publication but not yet in print)
Magazine article

Newspaper article

3. References to on-line material

Often, you will need to reference material that you have retrieved from on-line sources. These can be on-line periodicals (e.g., journals, on-line magazines, newsletters), or other documents. The format for referencing these types of material is presented below, and some common examples follow.

**On-line periodical**

**On-line document**
Author, A. A. (year of publication). *Title of work*. Retrieved month day, year, from source.

*Examples*

**Article in on-line journal**

**Stand-alone document (e.g., survey or report)**

**Government report**

4 References to other sources

From time to time, you may need to cite other sources such as television programmes and technical reports. Some examples are presented below to help you do so.

*Examples*

**Technical and research reports**
3. How to cite references and use quotations in the text of your report (APA system)

The system allows for the author’s name and year of publication in brackets to be inserted in the text. If the author’s name occurs naturally in a sentence, then the year of publication can follow in brackets without repeating the surname. If there is more than one author, link their names with commas but use the word “and” before the final author.

Examples

“Sloboda (2000) studied individual difference in music performance.”
“As Sutton and McClure’s (2001) results demonstrate…”
“In a recent study, Robinson, Champion and Mitchell (1999) showed that…”

If the authors’ name does not occur naturally in a sentence, then the whole reference is placed in brackets. In the case of more than one author, names are linked with commas as above, but the symbol “&” appears before the final author.

Examples

“Individual differences in music performance has been a topic of recent research interest (e.g., Sloboda, 2000). “
“Some results demonstrate that … (Sutton & McClure, 2001).”
“Recent research suggests that … (Robinson, Champion & Mitchell, 1999). “

Note that the first time you cite a reference with three or more authors, you should name all authors as shown above. However, when making subsequent references to this work, you should cite it using the words et al. (italicised) after the name of the first author.

Examples
“Robinson et al. (1999) showed that …”
“As previously stated, research suggests that … (Robinson et al., 1999).”
Occasionally, you will need to cite multiple authors in your work in order to support the point you are making. This is usually done by placing the citations together in brackets and separating them in alphabetical order by the use of semi-colons. If the works are by the same author(s), only write the year the second time around, and use a comma to separate the dates.

Example

“The linguistic intergroup bias is a robust phenomenon (e.g., Arcuri, Maass & Portelli, 1993; Franco & Maass, 1996, 1999; Karpinski & von Hippel, 1996; Maass & Arcuri, 1992, 1996; Maass, Ceccarelli & Rudin, 1996; Maass, Milesi, Zabbini & Stahlberg, 1995; Maass, Montalcini & Bicotti, 1998).”

Works with no authors adhere to the same principles as above, but the name of the organisation is presented as the author.

Example

“… in a recent annual report (Australian Bureau of Statistics, 2000).”

When citing more than one work by an author published in the same year, add lower case letters after the year to distinguish the various references.

Example

“This point was made by Brown (1980a), but in a more recent study Brown (1980b) showed that…”

If there is a need to be more specific, then you should include page numbers.

Example

Specific reference
“The tables listing the various diagnoses appear in Stewart (1984, p.234)”

It is usual to include the page number as well as the reference when using quotations. You should incorporate short quotations (less than 40 words) in the text, and enclose the quotation in double quotation marks. Quotations of greater that 40 words should be set apart from the text on a new line indented from the left margin and be without quotation marks. The quotation should be spaced as the rest of the document.
Examples

Short quotation
“Brown (1986) stated that “UK hospitals ......”. (p.456).”

Long quotation
“Maass, Montalcini and Bicotti (1998) stated:
Considering all traits in a given lexicon, does any single entry
have the same chance of becoming part of a stereotype? The
answer is clearly ‘no’. There are some attributes that are
particularly likely to be part of an outgroup stereotype: namely
those that are negative, abstract, easy to acquire and difficult to
lose (p. 395).”

If a secondary source is used, refer to both the primary and secondary
sources in the text, but you need only give details of the secondary
source in the reference list.

Examples

In the text:
“Leishaman and Spender (1952) as cited in Hudson (1979, p. 136)
stated that “...”.” or
“Leishaman and Spender (1952, as cited in Hudson, 1979) stated that
“...”.”
(note also that the page number can go before the quote as displayed
in the examples above, or after the quote as shown earlier. Both are
perfectly acceptable).

In the reference list:

4. Organising a reference section (APA format)

A list of all references used for an essay or a report should be
given at the end of the text. Entries should be listed in
alphabetical order and subdivided chronologically, with the
earliest publication for a particular author listed first.

Example

References
Macmillan.
Bax, M., Hart, M., & Jenkins, R. (1980). The health needs of the pre-
school child.
London: Thomas Coram Research Unit: HMSO.
Sheridan, M. D. (1962). Infants at risk of handicapping conditions.
Check that:
- all articles cited in the text are in the reference section.
- there are no references cited in the reference section that are not cited in the text.

5. Helpful referencing tips

1. **Keep a card index or electronic record of your references**
   It can be very helpful and it will save endless time when writing your report, to keep a card index or electronic record, giving the exact bibliographic reference (as above) of every article or book chapter you read whilst doing a literature review. You can include brief notes about the article on this, such as whether you have a photocopy of it, whether it was got from interlibrary loan and so on, should you need to go back to the article or book at a later date. This will save the agony of frustration when you are compiling your reference list and you cannot find the original article and its reference.
   This also helps when putting the reference list into alphabetical order, and checking whether you have all the references cited in the text actually in the reference list.

2. **Always write the full bibliographic reference down when making notes on an article or book**
   How annoying when you come later to write up your essay or dissertation to find you have forgotten where you found that pithy quotation or important study! So, whenever you are making notes from a book, article or even a handout, write down the full bibliographic reference (yes, in the APA format!) at the top of your note pad or newly-opened file on the computer.

3. **Whilst writing your essay or report – start the reference list and add to it as you go along**
   Just because the reference list is at the end, don’t leave it until the last minute, but start compiling it very early on when drafting the essay out. That way, every time you cite something in the text, you will get into the habit of putting an appropriate entry in the reference list.
Appendix 5: Supervisor’s Questionnaire

NB The following is based on the Supervisors Report form from the BACP Individual Accreditation Pack.

It is necessary that you have read the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy with the student, satisfying yourself that these have been fully understood and will be adhered to.

1. Counselling Supervisor’s Name: ...........................................................
   Address ..................................................................................................
   ....................................................................................................
   ....................................................................................................
   ....................................................................................................
   Tel. No: ...................................................................................................
   Email address………………………………………………………………
   ……

2. Relationship (if any) with supervisee. [It is not normally acceptable for relatives/partners to act as supervisor.]

4. Supervisor’s qualifications and experience in counselling:

5. Date accredited by BACP as a supervisor or supervisor’s qualifications and experience in counselling supervision:

6. Main area of supervisor’s work:
7. Please give details of your model/method of supervision, describing the process:

8. Please state the nature of the supervisory contract and by whom you are paid:

9. Have you any formal or statutory responsibility for the counselling work?

10. Do you (or did you) act as line manager to the applicant as well as supervisor?

11. Have you discussed with the student how they would monitor the limits of their competence?

12. Have you discussed with the student what action you and the student would take if either of you were concerned that the work might exceed the limits of competence?

13. Are you satisfied that the student is (or was) aware of when they should seek specialist consultation, e.g. in relation to medical, psychiatric or similar issues?

14. Please state what action you would take to protect clients/supervisee’s if the standard of work was at any time poor.

15. Have you studied the BACP *Ethical Framework for Good Practice in Counselling and Psychotherapy* with the student?
Have the issues been understood?

Do you consider the student will adhere to this Code?

16. Are you satisfied that the setting in which supervision takes place is appropriate?

17. Please give the length of time that you have contracted to supervise this student’s supervision work:

Dates: From ............................. to ...........................

18. **Individual Supervision of supervision:**

   How often have you contracted to meet?

   How long will the sessions be?

   ...................................................................................

   Supervisor's signature: ...........................................  Date:  ..............................

   Please attach a current CV
Appendix 6: Consultancy Supervisors Report Form

Date:

Supervisor’s name:

Agency: (If appropriate)

Students name:

Frequency of attendance for supervision of supervision:

Number of supervision sessions to date:

Please give an outline of the type of work presented for supervision (e.g. types of supervisee e.g. trainee/experience, areas supervisees operate in)

Please evaluate the student’s use of supervision (e.g. willingness to accept, use and learn from supervision, to be guided, to be challenged, to be supported etc.)

Please comment on the student’s ability in the following areas:
Ability to form a supervisory relationship:
Awareness of theoretical base and ability to integrate theory into practice:

Awareness and maintenance of boundaries:

Degree of self-awareness:

Use of self in supervision:

Understanding of professional ethics:

Awareness of Organisational/Agency issues:

Please evaluate the student’s ability to work responsibly, ethically and independently:

Please say a little about what you perceive to be the student’s
strengths as a supervisor:

What are the areas in which you think the student needs to develop further as a practitioner?

Is there anything else you would like to add to this report? (Please use extra sheets if necessary)

Consultant Supervisor’s of supervision’s signature:  
Date: 

Student’s signature:  
Date: 
Appendix 7(a): Log of Counselling Supervision Sessions  
(Supervision with supervisee – minimum 12 sessions and two supervisees)

<table>
<thead>
<tr>
<th>Date</th>
<th>Supervisee Code</th>
<th>Supervisee Trainee or Experienced</th>
<th>Session Number</th>
<th>Session Length</th>
<th>Main Focus of Session Models employed Key Features of session</th>
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Total Hours this page

Cumulative Hours

Signed by Student; _______________________________ Date __________________

Signed by Supervisor ____________________________ Date; __________________
Appendix 7 (b): Log of Consultancy Supervision Hours (counselling supervision with consultant supervisor – minimum 8 sessions)

Student Name: 
Setting: 

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION NUMBER</th>
<th>SESSION LENGTH</th>
<th>MAIN FOCUS OF SESSION</th>
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</table>

Signed by student……………………………   Date………….

Signed by Supervisor………………………..   Date……………
Appendix 8: Coursework submission form

There are three submission forms: one for each of your assignments. (Only one copy of the submission form is required with each hand-in)