



## MA Counselling

### Joining Instructions

### Academic Year 2013-2014

**The Manchester Institute of Education**

Faculty of Humanities

# Welcome

*Dear Colleague,*

*Welcome to the MA Counselling at the University of Manchester!*

*You are now embarking on a programme of study, which will enable you to develop key skills and confidence in engaging in counselling practice, study and research. This will be of value to your clients, your employer, or voluntary organisation, to other practitioners and to the counselling and psychotherapy professions as a whole, as well as leading to a well-recognised professional and academic qualification.*

*We believe that the course modules outlined here provide a flexible and challenging series of learning experiences, geared to meeting your needs, both as a trainee practitioner and as a developing researcher. This Handbook contains essential information related to the MA programme and should be your first point of reference regarding any queries about the course, its requirements and opportunities.*

*We look forward to working with you!*

*On behalf of the course team,*

*Yours,*

*Peter Jenkins  
Director  
MA Counselling*

*0161 275 3307  
[Peter.Jenkins-2@manchester.ac.uk](mailto:Peter.Jenkins-2@manchester.ac.uk)  
Room A5.4, Fifth Floor  
Ellen Wilkinson Building*

This introductory booklet will help guide you through the various steps both prior to, and completion of, the registration process. Please note all students must be fully registered by **30<sup>th</sup> September**. You will not be able to access the online materials until you are fully registered. Further information is provided below in the Registration Section of this booklet.

## Section 2: Advance Reading and Preparation

### Module EDUC 62221 The Development of Reflective Practice: Suggested Reading

**How to Survive Counsellor Training: An A-Z Guide** Rowan Bayne, Gordon Jinks Palgrave, 2011

**Standards and ethics for counselling in action** - Bond, Tim, Third edition, Sage, 2010

**Medical and psychiatric issues for counsellors** - Daines, Brian, Gask, Linda, Usherwood, Tim, Second edition, Sage, 2007

**Supervision in the helping professions** - Hawkins, Peter, Shohet, Robin, Third edition, Open University, 2006

**Psychotherapy and the law: questions and answers for counsellors and therapists** - Jenkins, Peter, Keter, Vincent, Stone, Julie, Whurr/Wiley 2004

**Personal development in counsellor training** - Johns, Hazel, Second edition, Sage 2012

**Encounter groups** - Rogers, Carl R., Penguin, 1973 (Other editions also available)

**Creating the Therapeutic Relationship in Counselling and Psychotherapy** Judith Green Learning Matters/Sage, 2010

**Reflective Practice in Counselling and Psychotherapy** Counselling and Psychotherapy Practice Sofie Bager-Charleson Learning Matters/Sage 2010

**What is Counselling and Psychotherapy?** Norman Claringbull, Learning Matters/Sage 2010

#### General background reading:

Amis, K. (2011) Becoming a Counsellor: A Student Companion. Sage.

Buchanan, L. and Hughes, R. (2000) Experiences of Person-Centred Counselling Training: A Compendium of Case Studies to Assist Prospective Applicants. PCCS.

Cozzolino, L. (2004) The Making Of A Therapist: A Practical Guide for the Inner Journey. Norton.

Perry, P. and Graat, J. (2010) Couch Fiction: A Graphic Tale of Psychotherapy. Palgrave.

#### General introductions and useful resource books:

Feltham, C. and Horton, I. (eds) (2012) The SAGE Handbook of Counselling and Psychotherapy. Third edition. Sage.

McLeod, J. (2009) An Introduction to Counselling. Fourth edition. Open University/Brunner (Fifth edition to be published August 2013)

Woolfe, R. et al (2011) Handbook of Counselling Psychology. Third edition. Sage

### **Section 3: Course Dates**

#### **Year 1 (Thursdays): 12.20pm – 7.30pm**

##### **Autumn term:**

**Introductory weekend:** Saturday 7<sup>th</sup> – Sunday 8<sup>th</sup> September 2013

Thursday 12<sup>th</sup> September - 12th December 2013

(Reading week 31<sup>st</sup> October):

**Spring term:** Thursday 9<sup>th</sup> January 2014 – 10th April 2014

(Reading Week 13<sup>th</sup> February)

**Year 1 PD Weekend:** Saturday 22nd – Sunday 23rd February

**Summer Term:** Thursday 1<sup>st</sup> May 2014 – 15th May 2014

**Summer school:** Monday 16<sup>th</sup> – Wednesday 18<sup>th</sup> June 2014.

## Section 4: Registration

You should by now have received communication from the University about the on-line registration process and what is required of you. This is therefore designed as guidance to reiterate the importance of completing all aspects of registration via the online system.

If you haven't yet received any communication from the University inviting you to register then please make sure you have completed the following



IT sign up [www.iam.manchester.ac.uk](http://www.iam.manchester.ac.uk)



Confirm your attendance

### MyManchester

Once you have completed the IT sign up you will have access to the following prior to September.



Early Payment - Available until 31<sup>st</sup> August 2012



You can upload a photo for your student card



Access the crucial guide pages [www.studentnet.manchester.ac.uk/crucial-guide](http://www.studentnet.manchester.ac.uk/crucial-guide)

### Registration

This will open from 1<sup>st</sup> September 2013, however as this is a weekend we recommend that you try to register from **2<sup>nd</sup> September 2013**. Ideally you should complete all sections of the registration process prior to arriving at the University to access the University's online registration facility go to [MyManchester](http://MyManchester).

**Registration Hotline**

**+44(0)161 306 5544**

9.00am - 5.00pm and the weekends in September except 14<sup>th</sup>-15<sup>th</sup> September 2013.

If you do not register by 30<sup>th</sup> September 2013 the University Finance Office will impose a late registration fee. This fee will rise from £50 to £200 if you still haven't registered by 31<sup>st</sup> October 2013.

## International Students

Orientation will run between Thursday 12<sup>th</sup> – Sunday 15<sup>th</sup> September.

Contact: [orientation@manchester.ac.uk](mailto:orientation@manchester.ac.uk)

Website: [Orientation pages](#)

There will also be support available for students who arrive after this date, referrals will be made from the School to a team known as Purple People.

## Course Unit Selection

Mandatory course units should appear automatically onto your student profile so please contact the PGT office if this isn't the case.

Core/Optional course units will need to be selected by yourself, using the student center (Self Service) section of My Manchester.

When searching please ensure the course subject is Education and the course number is the course unit code i.e. EDUC 71000 (dissertation) enter 71000. You should see the 2013-14 course unit and be able to select class.

If you experience any problems please contact the PGT Office.

## Teaching

Semester 1 course units start from **Thursday 9<sup>th</sup> September 2013** and it is important that you check you are enrolled on your course units during your on-line registration. This is particularly important if your course unit is run via Blackboard as you will not gain access until your registration is complete and you have selected your course units. The deadline for students to enrol on course units is the third week of teaching.

Please do not hesitate to contact a member of the Postgraduate Taught Office team if you have any questions.

Christine Chadwick  
Jonathan Herbert

## **Section 5: Introductory Weekend**

**7<sup>th</sup> - 8<sup>th</sup> 2013**

**Fifth floor, Ellen Wilkinson Building**

### **Day 1: Saturday 7<sup>th</sup> September 2013**

**Facilitators: Kevin Fletcher and Peter Jenkins**

9.30-9.45	Coffee
9.45-11.00	Getting to know each other: Introductions
11.00 – 11.15	Break
11.15-12.30	Building a learning community: Hopes and fears exercise
12.30 – 1.30	Lunch
1.30- 2.45	What is counselling? Groupwork
2.45- 3.00	Break
3.00 – 4.00	Looking to the future. Individual and pair work
4.00 – 4.30	Plenary and closing session

### **Day 2: Sunday 8<sup>th</sup> September 2013**

**Facilitators: Kevin Fletcher and Peter Jenkins**

9.30 – 10.00	Coffee / Q & A session re MA programme
10.00 -10.45	Skills workshop
10.45 – 11.00	Break
11.00 – 12.30	Why be a counsellor? Work in pairs, small and large groups
12.30 – 1.30	Lunch
1.30 – 3.00	Personal Development Groups
3.00 – 3.15	Break
3.15 – 4.00	Large group review
4.00 – 4.30	Closing session

#### **Personal Development Group Facilitators:**

Violet Baker

Allan Kidd

Pam Winter

#### **Tutors**

Kevin Fletcher

Peter Jenkins

Tutors, Year 1, MA Counselling

## **Section 5: What to expect in Year 1**

### **Course Aims of the MA Counselling**

The MA Counselling is a professional training programme, requiring three years of part-time study and the completion of a significant practice requirement, professional supervision and, where appropriate, personal therapy.

After graduation, it is normal for the course member to practice for a minimum of one more year in order to attain sufficient practice experience to apply for individual accreditation by the British Association for Counselling and Psychotherapy.

The course provides opportunities for its members to gain knowledge and understanding of a range of counselling theories, which are drawn together into an effective integrative framework. It is intended that the course will enable members to become reflective, i.e. self-aware, counselling practitioners. They will be able to critically evaluate theory and practice-related issues, to apply theory to their work with clients and also to apply their learning within the differing counselling fields and settings. For those organisations which require specialist training, it will provide a solid foundation of professional training on which further professional development may be built.

For some members, their major working role is not that of counsellor. They may use counselling skills within their main role as, for example, health visitors, social workers, personal tutors, or human resource professionals. For these members, the programme will enable the transfer of key counselling skills, such as assessment, interviewing, mediating, mentoring, training and negotiating, to other areas of their professional work

The course incorporates a wide range of teaching and learning methods, such as formal lectures, open discussion, small group work, case discussion groups and student-led presentations. There will be extensive use of a wide variety of skills practice methods and experiential learning in small groups, using the 'learning community' of course members and staff as a major resource.

The assessment methods also are characterised by diversity. Knowledge and understanding and practice are assessed in a range of ways: via formal written essays; case studies; projects; by joint statements between supervisor and course member; and by assessment of video skills work. Personal awareness, a key factor in the successful counsellor, is assessed by self, peer and tutor review and by extensive use of a personal journal.

### **BACP Course Accreditation**

The Post-Graduate Diploma has British Association for Counselling and Psychotherapy Accredited Course status. In order to achieve accredited status, courses go through a rigorous assessment process, during which they are required to demonstrate that they meet a comprehensive range of general and specific criteria. They are also subject to an ongoing monitoring process, to ensure that quality standards continue to be maintained.

The general criteria include:



- A core theoretical model, informing all aspects of the training programme
- Comparisons with other approaches
- An integrated mix of differing training elements
- The development of reflective practice and research awareness
- Appropriate ongoing assessment processes
- Accountable management structures
- Professionally trained, qualified and experienced staff team
- Equal opportunities policies
- Adherence to the BACP Ethical Framework.
- Appeals and complaints procedures
- Adequate facilities.

Specific issues focus down on areas such as admission procedures, the incorporation of self-development, the arrangements for client work and supervision, course evaluation procedures and so forth.

Accredited status is granted for a five year period and successful reaccreditation is dependent on a continued meeting of the accreditation criteria. We have now been through 3 successful reaccreditations, demonstrating the continuing quality of our provision.

### **Key Themes on the MA Counselling**

There are two major themes, which underpin the MA during years 1 & 2:

1. The course follows the large body of research that directs the practitioner to the client/counsellor relationship as a major vehicle for change *and*
2. Because of the wide range of professional backgrounds represented by its members, the course has the transferability of skills and knowledge as a major focus.

The course modules collectively provide a full professional training focussing on:

- a critical and broad understanding of counselling theory
- personal development and enhanced self-awareness
- working in differing counselling settings, both long-term and short-term, with a range of presenting client issues.
- an understanding of the impact of lifespan issues and social context on the counselling relationship
- an advanced understanding of the demands of effective and ethical practice
- research awareness

On successful completion of the professional training element of the MA, course members will have acquired understanding, knowledge, skills and transferable skills in a number of broad areas. They will have:

- acquired knowledge of the particular aspects of a range of different theories of counselling,

their underpinning research bases and will have experienced opportunities to demonstrate them in their practice and in their wider working roles

- developed a life span perspective on human development and will have shown evidence of an ability to allow this life span perspective to inform their practice
- formed an insight into the impact of social context on lifestyle, life chances and intrapersonal and interpersonal relating and be able to incorporate this into their practice
- completed 150 of logged, face to face individual client counselling hours, covering a wide spectrum of client issues
- made a satisfactory and effective relationship with a counselling supervisor and will have undergone more than 30 hours individual supervision
- learned how to draw up and work to formal counselling contracts with a variety of clients, with a variety of issues, potentially in more than one counselling setting
- shown evidence of understanding and applying a wide variety of counselling skills in their counselling practice
- learned and applied several major theories of group work in a range of settings
- appreciated the factors in the establishment of the therapeutic relationship and will have learned some of the requirements of counselling practitioners in some of the major settings in which it is practised
- developed the awareness to judge when they are counselling competently and safely, and to make effective use of supervision and collegial assistance
- developed the ability to transfer the above knowledge and skills to other aspects of their working roles, such as supervising, consulting, teaching, evaluating and assessing the competence of themselves and others.

## Section 5: Overview of Course Content

The MA Years 1 & 2 consist of 6 course modules. These are:

- The Theories of Counselling
- The Development of Reflective Practice
- Lifespan & Social Context
- Research & Evaluation
- The Reflexive Practitioner
- Counselling Practice and Counselling Supervision.

### Overview of Years 1 & 2 Structure

The course is delivered on a weekly basis in 6 teaching blocks over the course of two academic years. Course members are also required to attend four course weekends and a summer school. There will be an introductory weekend at the start of the course and a second group weekend in February/March of year 1. The third and fourth course weekends will be held in September/October and January of year 2. A summer school will be held between years 1 and 2.

### Year 1

#### The Induction Programme

The programme will commence with an **introductory weekend**. The main aim of this weekend is to bring members together in a social and working situation, so that they and the staff may start to get to know each other and begin to build working relationships. The wide variety of teaching methods will be modelled, i.e. lecturing, group discussion, informal input, group discussions, case discussions, skills work and personal development work. Course members will also be introduced to relevant course and university policies and procedures.

#### Course Curriculum

The course consists of several complementary threads, each focusing on a key area of counsellor training and development. These threads include:

- Counselling Theory
- Professional Practice
- Skills
- Personal Development Groups
- Case Discussion Groups; Community Meetings; Group Tutorials

### Term 1

During the first teaching block, from September to December, we will start with general issues in relation to counselling and integration, followed by an exploration of the work of Carl Rogers and

the Person Centred Approach, together with the Skilled Helper approach of Gerard Egan. This input runs alongside Professional Practice aspects of counselling, such as personal and professional values and ethics. Skills practice will revisit the use of key counselling skills, such as reflecting content and feelings

## **Term 2**

This block runs from January-March. It begins with the Psychodynamic approach. This major approach provides valuable insight into ways in which new perspectives may be developed, such as the use of defence mechanisms. The aim during this term is to gain, both theoretically and experientially, a working understanding of how such insights can be used appropriately within the Egan model. Professional Practice focuses on preparation for placement, and on beginning therapeutic work with clients on placement. Skills practice includes the development of approaches such as goal setting, and the appropriate use of challenging skills, using the Egan model.

During this teaching block, **course weekend 2** will take place in February/March. The theme of this weekend will be “What Happens in Groups?” Here members will study and experience different types of groups, work with the processes that go on in groups, and consider some of the issues raised by counselling in groups. The focus is on participating in *experiential* learning, rather than simply developing a theoretical understanding of the nature of groups.

The personal development groups will be changed at the end of this teaching block. New groups will be formed at the beginning of term 3

## **Term 3**

The third teaching block runs from April-June. In the weekly skills sessions, the focus turns to stages 2 & 3 of the Egan model, the ‘Preferred Scenario’ and ways of ‘Getting There’. The particular emphasis this term is on how the application of specific techniques can play a part in helping clients change. The Cognitive – Behavioural approach is explored as a valuable component of integrative practice. Professional Practice includes working with specific client issues, such as anxiety and depression. Skills practice includes the exploration of more advanced skills, such as immediacy, self-disclosure and advanced accurate empathy.

A **Summer School** will follow in June, acting as a bridge between Years 1 and 2 and also offering opportunities for student-led input and coverage of specific topics negotiated with the tutors.

## Section 5: Year 1 Timetable & Submission Dates

**Modules:** EDUC 62200 The Theories of Counselling  
EDUC 62210 The Development of Reflective Practice  
EDUC 72221 Counselling Practice and Supervision

**Days:** Thursday 2013-2014

Date	12.20-1.50	2.10-3.40	4.00-5.30	6.00-7.30
<b>Term 1</b>				
12.9.13	Community Meeting: Introduction/ Weekend feedback	Group tutorials	Skills: Introduction to recording equipment	P.D. groups
19.9.13	Counselling Theory: Overview of counselling approaches	Counselling Theory: Overview of counselling and integration	Skills: Giving and receiving feedback	P.D. groups
26.9.13	Counselling Theory: Introduction/recap on PCA	Counselling Theory: PCA and model of personality	Skills: Reflecting content	P.D. groups
3.10.13	Professional practice: Personal values	Professional practice: Professional values	Skills	P.D. groups
10.10.13	Counselling Theory: PCA: 3 core conditions?	Counselling Theory: PCA: Empathy	Skills: Reflecting emotions	P.D. groups
17.10.13	Professional practice: Confidentiality	Professional practice: BACP Ethical Framework	Skills	P.D. groups
24.10.13	Counselling Theory: PCA: Congruence	Counselling Theory: PCA: Unconditional positive regard	Skills: Use of questions	P.D. groups
31.10.13	<b>Reading Week</b>			
7.11.13	Counselling Theory: PCA after Rogers	Counselling Theory: PCA and brief therapy	Skills	P.D. groups
14.11.13	Professional practice: Personal learning styles	Professional practice: Expectations of supervision	Skills: Non verbal communication	P.D. groups

21.11.13	Counselling Theory: PCA and the new pluralism	Counselling Theory: Integrative approaches	Skills	P.D. groups
28.11.13	Counselling Theory: Research and PCA in practice	Counselling Theory: Egan model & integrative approaches	Skills: Feeling or thinking?	P.D. groups
5.12.13	Counselling Theory: Egan Stage 1	Counselling Theory: Egan Stage 2	Skills	P.D. groups
12.12.13 *Integration Essay due in	Counselling Theory: Egan Stage 3	Group tutorials	Community meeting	P.D. groups

<b>Term 2</b>	<b>12.20-1.50</b>	<b>2.10-3.40</b>	<b>4.00-5.30</b>	<b>6.00-7.30</b>
9.1.14	Community Meeting: Reconnecting and course information	Professional practice: Prep'n for placement	Group tutorials	P.D. groups
16.1.14	Counselling Theory: Psychodynamic approach: Origins	Professional practice: Initial contact with clients	Skills	P.D. groups
23.1.14	Professional practice: Contracting with clients	Professional practice: Assessment and referral	Skills: Goal setting	P.D. groups
30.1.14 <b>(End of Semester 1)</b>	Counselling Theory: Psychodynamic approach: Transference	Counselling Theory: Psychodynamic approach: Defence mechanisms	Skills	P.D. groups
6.2.14	Counselling Theory: Psychodynamic approach in practice	Professional practice: Record keeping and data protection	Skills: Evaluation	P.D. groups
13.2.14	<b>Reading Week</b>			
20.2.14 * Skills Analysis due	Counselling Theory: Psychodynamic	Professional practice: Using a personal journal	Skills	P.D. groups

in	approach: Attachment styles			
27.2.14	Counselling Theory: Psychodynamic approaches and integration	Counselling Theory: Psychodynamic – integrative models	Skills: Self disclosure	P.D. groups
6.3.14	Professional practice: Using supervision effectively	Professional practice: Using CORE	Case discussion groups	P.D. groups
13.3.14	Professional practice: Anxiety	Professional practice: Depression	Skills	P.D. groups
20.3.14	Counselling Theory: Integrative approaches and CBT	Counselling Theory: CBT: Origins	Skills: Challenging	P.D. groups
27.3.14	Counselling Theory: CBT: Thinking, feeling and doing	Counselling Theory: CBT: Collaborative work with clients	Skills:	P.D. groups
3.4.14 *Counselling Theory Essay 1 due in	Counselling Theory: CBT: Identifying thinking patterns	Counselling Theory: CBT and research	Skills: Advanced accurate empathy	P.D. groups
10.4.14	Professional practice: Evaluating personal and professional development	Group tutorials	Community meeting:	P.D. groups

<b>Term 3</b>	<b>12.20-1.50</b>	<b>2.10-3.40</b>	<b>4.00-5.30</b>	<b>6.00-7.30</b>
8.5.14 * Personal Learning Summary due in	Community Meeting: Reconnecting and course information	Group tutorials	Skills: Immediacy	P.D. groups
15.5.14 *Counselling Theory Essay 2 due in	Counselling Theory: Review of integrative models	Professional practice: Transitions and life changes	Case discussion groups	P.D. groups

22.5.14 * Practice Portfolio (Interim) due in <b>(End of Semester 2)</b>	Personal skills/learning/development review	Group tutorial	Community Meeting: Reviewing Year 1 and planning for Year 2	PD groups
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**Other key dates:**

Introductory weekend: Saturday 7<sup>th</sup> – Sunday 8<sup>th</sup> September 2013  
Weekend 2 Saturday 22<sup>nd</sup> - Sunday 23<sup>rd</sup> February 2014  
Summer School Monday 16<sup>th</sup> – Wednesday 18<sup>th</sup> June 2014

NB: This teaching programme is provisional and may be subject to change.

**Assignment submission schedule:**

12.12.13 Integration Essay or End Semester 1 (30.1.13)  
20.2.14 Skills Analysis or End Semester 2 (22.5.14)  
3.4.14 Counselling Theory Essay 1 or End Semester 2  
8.5.14 Personal Learning Summary or End Semester 2  
15.5.14 Counselling Theory Essay 2 or End Semester 2  
22.5.13 Practice Portfolio (Interim) due in

**Personal Mitigating Circumstances (PMC) Boards:**

PMC Panel Semester 1 Tuesday 28<sup>th</sup> January 2014  
PMC Panel Semester 2 Thursday 29<sup>th</sup> May 2014

**Exam Boards:**

MA Exam Board (Graduation) Week beginning 2nd June 2014 Date TBC  
PGT MA Exam Board (Graduation) Wednesday 11<sup>th</sup> June 2014  
MA Exam Board (Progression) Week beginning 16<sup>th</sup> June 2014 Date TBC  
PGT MA Exam Board (Progression) Wednesday 25<sup>th</sup> June 2014