



Eastern Tree

Training & Therapy

Personal and professional learning,
creative training

Direct Entry into Year 2 (Jan 2008) of the Diploma in Counselling

Eastern Tree Training and Therapy offer a two-year part-time diploma training in counselling, which will qualify you to practice as a counsellor in an agency setting. There are also options for an Advanced Certificate and an Advanced Diploma.

The next full run starts January 2007. We would normally expect applicants to have completed a Certificate in Counselling Skills before applying, however we can take a few people directly into the second year of the current run of the course (starting January 2008) if they have sufficient training or experience in counselling or related fields to enable them to start a counselling placement immediately.

What should I do? (nb all information sheets are on the website)

- Is this course for me?
Read the Diploma information sheet carefully, to understand what the course is about, and the type of commitments you will need to make (including study, attendance and costs).
- Further information
The Pathways into the Diploma document shows how the course is structured, and entry points into the course.
- Wanting to join direct into year two of the Diploma course?
 - ✓ Read this information sheet, which will give you details of what we are looking for and the evidence you will need to supply through our APL procedure to demonstrate that you have sufficient counselling skills and clinical awareness to start a counselling placement straight away.
 - ✓ Complete the Diploma Application form and enclose your documents, tape and payment for the APL application process.
 - ✓ To prepare for year 2, read as widely as possible from both the Year One and Year Two booklists.
- Any questions? Ring Bee on 01603 434400 or Jacky on 0845 456 0985 to discuss the most appropriate pathway for you into our counselling training.

7 Rosebay Close, Norwich, Norfolk NR6 6DX

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The APL application process in detail

Would I be eligible?

It may be appropriate to consider joining direct into the second year of the diploma if you already have enough of a background in counselling or a related field to be able to pick up the training at the same level as our existing second year students, with perhaps just a little extra support and orientation from the separate APL group tuition.

This is likely to mean that you have done some training in counselling, certainly at least to certificate level but more probably to diploma level in some measure. Alternatively you may have trained in a related field, such as psychology, social work, youthwork and so on. You may have a significant amount of experience of offering counselling, counselling skills, or being in a helping role which involves a fair degree of psychological involvement or thinking on your part. You may well have had experience of personal therapy, or groupwork, or other personal development activities, and/or read widely about counselling and counselling approaches.

It is less likely to mean that you have had an extensive experience of personal therapy combined with wide reading in the field, but no formal training in a helping role or practical experience in a helping role, but we would always look at each individual application on its merits.

You will need to have developed your clinical awareness sufficiently to be aware of such things as:

- A developing ability to be present in the relationship with a client
- awareness of what is coming from your own frame of reference and what is from your client's
- a reasonable range of counselling interactions and interventions (not just using only questions or basic empathic reflection)
- an awareness of process, themes and patterns rather than content in your client sessions
- an overview of the main schools of counselling
- a basic familiarity with a counselling theory model (ideally one from the humanistic field) sufficient to guide your thinking about how you are working with a client and why
- awareness of key stages of emotional and social development throughout life
- considerations for assessing a client's presenting issues and relating patterns in the first sessions
- some awareness of the ethical and legal context in which we work as counsellors
- an awareness of recognised counselling 'boundaries' and why these are normally considered to be useful in client work

Obviously we would not expect you to have developed all of these to the same competency as a qualified counsellor, only to a first year level!

Because our course is notable for including the soul and the spiritual levels of the therapeutic work as core concepts within the counselling model we work with, it perhaps goes without saying that an interest in, or affinity to, this level of the work needs to be present.

Finally, you will need a degree of self awareness, plus a reasonable level of academic skills to enable you to tackle essays and other formal, referenced assignments.

What will I need to demonstrate and how?

As an APL (Accreditation of Prior Learning) applicant, you will need to satisfy the normal requirements for entry into the first year of the course. This is done through the items listed on the Diploma Application form, such as an account of your training, experience and personal development activities, plus a short essay to demonstrate your current grasp of a theoretical model and your academic and formal referencing skills.

All applicants will need to supply two referees, which ideally would be a former counselling tutor plus someone who has known you in a working capacity and has some direct experience of you in this.

All applicants will need to attend an interview in Norwich.

In addition, as an APL student you will need to demonstrate that you have enough of a counselling foundation to enter into year two, and specifically to be at a level where you can go straight into a counselling placement. [Placements, by the way, are down to individual students to find and arrange, though we give copious guidance on what to look for as a safe and appropriately supported placement set-up, and ideas of organisations to approach.] NB Fully qualified and practising counsellors may be able to demonstrate these skills through earlier course work.

You will demonstrate your current clinical and theoretical skills through an audio tape of yourself in a counselling role. The tape needs to be 40 minutes long (the session itself can be a little longer if you want), and it is fine to specially arrange a counselling 'session' with someone (perhaps a friend of a friend that you don't know too well) in order to make your tape. The tape needs to be audible, so do check equipment and sound levels before starting.

Then we would ask you to select a 20 minute section from that tape that seems to offer something of interest and transcribe it word for word. Be warned, if you haven't done this before, that this takes a long time to do. It is helpful to number each speech segment, such as counsellor 1, client 2 and so on, so that particular exchanges can be referred to clearly.

Finally, you need to do an analysis of this session, in particular the transcribed section of the session. We give you a list of what kind of things to think about which will demonstrate your awareness and understanding of the session. This list (the criteria) follows in the next section.

This piece of work, incidentally, is the final piece of work that all students do in the first year of the course, in order to demonstrate that they are ready (competent enough and safe enough) to work with real clients in a well-supervised context. If the student's counselling skills (what they do and say) and counselling awareness (how they understand what happened, why this might be, how this might influence what needs to happen next) are sufficient, then the course will issue a 'Licence to Practice as a Trainee Counsellor' which allows the student to begin a counselling placement.

Finally, send all of this (application form, tape, transcript and analysis) plus your payment of £40 for the APL process (cheques payable to Jacky Walker please). The APL fee covers the time needed to listen to the tape and read your transcript and analysis, so it is not refundable in the case of an unsuccessful application but you will get specific feedback from us.

Finally, you will need to attend an interview with us in Norwich. We will want to hear details about your prior learning and experience, to help us evaluate how much of the first year ground you will already have covered, and how much you would need to make up during an APL group (chargeable in addition to the course) which runs concurrently alongside year 2.

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Assessment Criteria for the Audio Tape and Analysis

Students will be required to submit one audio tape of a 40 minute peer counselling session with a transcript of 20 minutes of that session and a 3000-3500 word analysis

This assignment is your chance to show that you are ready to receive a Licence to Practise, which will then allow you to begin your counselling placement. So please do yourself justice here! [APL applicants, do feel free to ask for clarification of these criteria if needed].

The analysis must:

- a) Be within the range of 3000-3500 words

On the session as a whole:

- (b) Give some account of the session prior to, and after, the extract; a description of the conditions under which the session took place; and the contract with the client

On the extract itself:

- (c) Consider issues to do with developing and managing an appropriate counselling relationship and offering a facilitative presence. Using feedback from your client, comment on how accurately you managed to track your client's meanings, feelings and experiencing plus the quality of the presence you were able to offer
- (d) Reflect on the extract using the frameworks nominated by the course for this assignment. Specifically, analyse your interactions using your own counsellor competency framework [APL applicants please use the given competency framework which follows in appendix 1], the client assessment handout [appendix 2] and the levels of work handout [appendix 3].
- (e) Apply your theoretical understanding to the extract by commenting on your understanding of the client, their history and presenting issues, the nature of the counselling relationship and your rationale for how you worked, using a selection of the theoretical inputs from the course, eg presence of soul, personality, Body Emotions Mind Spirit, developmental issues, defences, working alliance, attachment issues, change processes, etc. [APL applicants will have to use whatever theoretical concepts they already know].
- (f) Show an awareness of, and ability to describe, the process observed in both yourself and the client during the extract, including the supervisory process where relevant. Comment on the process of the session, including any movement or change or defensive processes during the extract, and what was happening between you and the client, eg transference, countertransference, or other significant moments in the relationship
- (g) Comment on any legal, ethical or boundary issues raised by the extract.

In conclusion:

- (h) Note any insights into yourself as a counsellor that this exercise has given you, in particular your current readiness to work with clients and the areas where you need to develop further
- (i) State whether, in your own judgement
 - you are ready for a License to Practise as a trainee

- or whether you should defer and why, and how you will recognise when you are ready

- (j) State whether, in your own judgement, you have met the assessment criteria and should take a pass, defer or fail for this piece of work

Pass: Well-presented, eg tape is audible / visible. Transcript is complete and analysis meets all or most of the criteria (a)-(j) above

Defer: As above, but missing some of criteria (a)-(j)

Fail: Poorly presented, eg tape is inaudible or not visible. Most of criteria (a)-(j) are missing and/or the analysis is inadequate or concerned mainly with the content of the session

Appendix 1 Possible Areas of Competence as a Counsellor

Adapted from Gaie Houston 'Integrative Therapy'

Assessment Skills

Ability to assess the client's presenting problems and the underlying issues, and whether it is appropriate to work with that client

Therapeutic Contract

Awareness of the role of the participants, and boundaries of time, space and financial arrangements, Clear agreements around confidentiality.

Working Focus

Ability to set appropriate working focus in co-operation with client and to monitor and evaluate own interventions in relation to the overall purpose of the contract

Working Alliance

Ability to engage the client in a co-operative endeavour and to monitor the development of the working alliance

General Listening Skills

Counsellor able to use a range of skills (such as paying attention, clarifying, summarising) to enable client to explore and clarify their inner world, thoughts and feelings

Empathic Responding and Understanding

Counsellor: May use any of the above skills in a way which accurately reflects the inner and sometimes out of awareness thoughts and feelings the client is experiencing

Client: Evidence that the client feels understood and enabled to stay with painful feelings or thoughts as well as to further explore what may have hitherto been avoided or denied

Working with the Therapeutic Relationship

The counsellor monitors what is going on in the relationship in the here-and-now with regard to the unspoken, under-the-surface thoughts/feelings and the roles which he/she assumes to the client. When appropriate he/she can verbalise this by either saying directly what he/she thinks or feels (congruence/authenticity) or uses this information (countertransference) to understand and verbalise what may be the client's experience in that moment

Conceptualising the Work

Shows awareness of own value systems and theoretical orientation. Ability to understand and describe the work with a client in terms of his/her theoretical model.

Counsellor's Effectiveness with Specific Interventions

Counsellor: Uses specific interventions according to his/her theoretical model. These may be, for instance, noticing and verbalising:

- the discrepancy between different aspects of a client's communication (challenge)
- the client's angry and frustrated feelings or thoughts and the destructive patterns in themselves and their life (confrontation)
- the connections between the client's behaviour in the session, in their life outside, and in the past (identifying links)
- non verbal methods of working

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Client: enabled to gain a new perspective about themselves and their life story, both past, present and future

Personal Awareness

Counsellor's self appraisal in relation to:

- the client work presented
- their use of supervision
- their general development as a counsellor, including areas for further development
- their personal development as a human being

Working with Difference

Shows awareness of the way that differences in gender, social class, culture or race (etc) may influence people's experience of being a client

Context of Counselling

Shows awareness of the way that the counsellor's specific context (eg counselling placement) influences the work with clients (eg assessment process, contract, process, outcome).

Shows awareness of the wider counselling context (eg BACP, society) and how this influences the work with clients (eg professional norms, pressures towards regulation of counselling)

Understanding of and Application of the relevant professional Code of Ethics and Practice / the Law

Counsellor is able to maintain professional boundaries, shows awareness of ethical and legal considerations and limits to competence. Monitors and evaluates own practice against the relevant professional Ethical Framework (eg BACP)

Appendix 2 Client Assessment Considerations

- 1) Holistic connection to this soul in front of you
- 2) Presenting Issue (s) What brings them here (in client's words), when did it start, what triggered it / what was happening around that time?
What do they think led to it / how do they understand it?
- 3) Working Alliance / Motivation Why now?
Enough motivation / reason for exploration or change?
How well do they connect with me and counselling process
- 4) Attachment History Any good key relationships ever?
Able to attach and to separate from key relationships?
- 5) Development History Any significant disruptions to key developmental stages?
Which developmental stage seems most presented here?
- 6) Adequate self managing function? Impulse control?
Able to plan, manage, decide, put plans into action?
Able to tolerate difficulties, frustrations?
Blots out feelings (alcohol, drugs, food, self harm, busyness)
Overly dependent on counsellor / key people
Too depressed or medicated to engage?
Brittleness, fragility, lack of resilience
- 7) Vulnerability / risk Adequate current support network / isolated?
Adequate resources / abilities to cope (now / ever?)
Traumatised by recent crisis, ordinarily able to cope?
Temporary crisis or long term issue
Likelihood of breakdown, loss of normal functioning
Danger of harm to self or others, suicide
GP details available, permission to contact needed?
- 8) Therapeutic history Present state (symptoms experienced at present, depression, anxiety, psychosis, current medication etc)

Past states (history of medication, any current or previous therapeutic input – counselling, psychology, CPN, psychiatric in-patient or out-patient)
- 9) Brief or longer term contract indicated? Is a brief contract appropriate?
Clearly identifiable life problem
Can be worked with in time available?
Sensitive issue won't be opened up and just left
- 10) Suitable for trainee or brief work? Possible contraindications for brief work or trainees:
History of drink, drugs, eating disorder, suicide, violence, acts out distress, unresolved sexual abuse, self harm, many unresolved losses, significant mental health issues
Lack of psychological contact in session
Loss of contact with reality
Presenting issue is about significant traumatic event(s)

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Appendix 3 Levels of Work

Level 1 - Working with current problems	
Area of work:	Present problems associated with particular current situations.
Nature of work:	Helping the client explore, clarify and work through thoughts and feelings with regard to present problems.
Level 2 - Working with recurrent difficulties	
Area of work:	Problems that relate to the person rather than to a particular situation. Problems are current but have <i>also</i> been experienced in the past.
Nature of work: that are	Helping the client to identify, explore and work through patterns a source of repeated life problems.
Level 3 - Working with deep-seated difficulties or developmental issues	
Area of work:	Problems that relate to the person rather than to a particular situation. Problems are current but have <i>often</i> been experienced in the past. Problems affect client or their lives more deeply, interfere more with daily living.
Nature of work:	When the client choses to, work at a much deeper level to identify, explore and work through the deep-seated roots of recurrent difficulties. When appropriate, helping the client to stay with 'no-go' areas that they experience as overwhelming or fundamentally unsafe.
Level 4 - Working with temporary psychological fragility	
Area of work:	Temporary but extensive loss of normal coping abilities (eg in crisis, on diagnosis of terminal illness) with possibility of disintegration of the self.
Nature of work:	Simply <i>being</i> with the client, listening to them and offering a facilitative presence. Staying with their pain, instead of trying to remove it. After this, if appropriate, offer information on practicalities such as other sources of support (eg the Samaritans).
Level 5 - Working with long-term psychological fragility	
Area of work:	Long term psychological / personality issues that significantly interfere with the client's ability to cope adequately with the tasks of living.
Nature of work:	Offering non-judgmental human contact & feedback on shared realities. Giving help, support, stability. Clarifying personal boundaries. Helping the client to contain (not explore) their feelings. Helping the client to develop life or coping skills to help them keep in contact with shared realities.