

Certificate in Counselling

Student Handbook

2011-2012

**Welcome to the Certificate in
Counselling at Staffordshire University**

This handbook should provide you with much of the information you need about your award at Staffordshire University. **You will need to read it carefully at the start of your studies**, and keep it safe to refer to.

In addition to this handbook, the University Web site (www.staffs.ac.uk) has a great deal of relevant information for you. You can access some useful information about University policies and regulations, learning materials, and useful links to a range of services in the University.

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Section One: Introduction to Certificate in Counselling

1.0. Where do I fit into the University?

The University is split into six faculties/schools: School of Business, School of Law, Faculty of Computing, Engineering & Technology, Faculty of Health, Faculty of Sciences, Faculty of Arts, Media & Design.

1.1. The Faculty of Sciences

'Sciences' is your home faculty, and Psychology and Mental Health is responsible for administering the Certificate in Counselling. This means that the majority of your contact for administrative purposes will be with the Sciences office (on the ground floor of the Mellor building) and teaching and learning will be delivered in the Mellor Building on the College Road campus.

1.2. Summary of Basic Award Details

Title of Award:	Certificate in Counselling
Field:	Psychology and Mental Health
Sponsoring Faculty:	Sciences
Mode of Study:	Part-time (1 year)
University Campus:	Stoke
Start Date:	22 September 2011

The University Certificate is one of a range of qualifications offered by the university which can be achieved after one year of part-time study. The Certificate in Counselling has a value of 60 Level 4 degree credits.

1.3 Who will I be in contact with?

The members of academic staff who have specific responsibility for managing various aspects of your award are all based in Psychology, and are as follows:

Programme Area Manager: Judy David is the Head of Psychology

Psychology Undergraduate Awards Leader: Emily Buckley is the person who has overall responsibility for the management of all undergraduate awards.

Award Leader:	Bev Meakin
Award Tutors:	Jim Zacune Julie Faulkner Anja Rutten
Personal Development Facilitators:	Bev Meakin Julie Faulkner

Additional staff may be involved in facilitation of award

For administrative purposes, you may need to see **Cynthia Adam, the Psychology secretary** or **Karen Simpson / Anne Marie Thorley-Walchester Psychology administrators** on the ground floor of the Mellor building.

One of your award tutors will also be your personal tutor. It is your personal tutor who is the most important person for you to keep in regular touch with.

1.4 Personal Tutors

Every student is allocated a personal tutor. They should be your first point of contact at all times if you have any difficulty or questions.

For this award your personal tutor will also be one of the course tutors, who you will be seeing on a weekly basis during class time. Outside of these sessions, you will be able to arrange a meeting with your Personal Tutor by signing up for an appointment slot on the notice board outside their office.

It is important that you feel comfortable with your Personal Tutor, since their role is an important one. Your Personal Tutor is responsible for offering information and advice about the award and is also there to help if you have any problems of a more personal nature.

Your Personal Tutor may refer you to a source of more expert advice, including for example, the Student Counselling service, for problems of a personal nature, and the Student Union Advice Centre for financial problems. Section 6 of this handbook, Student Support, provides you with more details of some of these services.

Your relationship with your Personal Tutor is a two-way one, involving a commitment from you as well as from the tutor. You will be expected, in particular, to make the following commitments:-

- Respecting office hours.
- Responding to communications from your Personal Tutor – for example, requests for information to support reference writing.

- Understanding that the role and time of the Personal Tutor has its boundaries and that tutors will need to make a judgement about the reasonable use of their time for any single individual.
- Keeping the Personal Tutor fully informed regarding personal information.

Personal Tutors also offer academic guidance and it is a good idea to discuss issues such as assignment grades and feedback with them.

1.4.1 Personal Tutorials

Students will be offered a personal tutorial in each learning block. These are designed to:

- Provide you with supervision of some of the independent learning components of these modules.
- Facilitate the process of Personal Development.

This is consistent with Staffordshire University's Personal Tutor Code of Practice.

Staffordshire University also has a Personal Development Planning (PDP) Policy.

1.4.2 References

Many students apply for part-time jobs or placements during their course; this often means that formal applications need to be made. It is usual for potential employers to request a reference from an academic member of staff who knows you on a professional and personal level. Usually this is your Personal Tutor, but if you feel another member of staff knows you better, it could be another person on your award.

It is very important (and common courtesy) to approach the person you wish to be your referee and ask them if they are prepared to provide a reference for you before you write their name on an application form. You should provide your referee with a copy of your current C.V. and a description of the job or course you are applying for.

1.5 Members of staff on your award

This section lists the key course tutors, indicating their qualifications, teaching roles and experience within counselling. Other members of staff will be involved in the delivery and facilitation of the award

Award Leader: **Bev Meakin; Room S212b, Mellor**
 Email: b.j.meakin@staffs.ac.uk

Qualifications

- PGCE Post Compulsory Education, UCLAN
- MA Couples Therapy (Relate/University of East London)
- Postgraduate Diploma Couples Therapy (Relate/University of East London)
- Supervision training (Relate)
- Certificate in Marital and Couples Counselling (Relate)
- Certificate in Counselling Skills (Stockport College/Manchester University, 1993-1995)
- BSc Hons Biological Sciences (Manchester Metropolitan University, 1979)

Present Teaching Posts

2007 – present Senior Lecturer, Staffordshire University;
Introduction to Counselling Theories, Certificate in Counselling, Professional and Postgraduate Diploma and MSc in Counselling

2009 – present Reflective Practice Group Facilitator, Clinical Psychology
Staffordshire University

2005 - present Course tutor, Relationship Counselling courses, Relate
Institute

Other responsibilities

Award Leader Certificate in Counselling

Previous/other posts

2003 – Present Supervisor and Counsellor, Relate Cheshire and
Merseyside

2005 – 2009 Infertility Counsellor, Manchester Fertility Services

1994 – 2003 Counsellor, Relate Greater Manchester South

1995 – 2000 Lab Technician, Stockport Grammar School

1992 – 1995 Bacteriologist, MLSO Bacteriology

Research Interests

Women's experience of their fathers' death in childhood and links with adult intimate couple relationships. This was a heuristic qualitative study linking with Attachment, Systemic and Narrative Theories.

Action research on introducing reflective writing as a tool for reflexivity in personal professional development groups.

Tutor: **Jim Zacune; Room S244, Mellor**
Email: j.zacune@staffs.ac.uk

Qualifications

1967 M.Sc. Social Psychology, London School of Economics
1966 B.A. Psychology and Politics, Ili (equiv.), Tufts University

Present post

2005 – Present Part time Principal Lecturer in Counselling Psychology

Teaching

Psychology of Counselling Theories
Introduction to Counselling
Certificate in Counselling

Other responsibilities

Development of Diploma/MSc in Counselling

Previous posts

2003 – 2005 Head of Psychology and Mental Health
1972 – 2003 Lecturer/ Senior Lecturer/ Principal Lecturer in Psychology
1990 – 1991 Access Coordinator, Staffordshire Polytechnic (Half-time
secondment)
1974 – 1991 Lecturer, Dept. of Adult and Continuing Education, Keele
University (Part-time)
1975 – 1976 Open University, Tutor (Part-time)
1969 – 1972 University of London, Lecturer, Dept. of Extra-Mural
Studies
(Part-time)
1971 - 1972 Research Consultant and Editor, Macmillan Journals
1967 - 1971 Research Social Psychologist, Addiction Research Unit,
Institute of Psychiatry, University of London

Tutor: **Julie Faulkner. Room S222, Mellor**
Email: julie.faulkner@staffs.ac.uk

Qualifications

2010 MA Integrative Psychotherapy (Sherwood Psychotherapy Training
Institute)
2009 PostGraduate Diploma Integrative Psychotherapy (Sherwood
Psychotherapy Training Institute)
2004 NVQ 3 Advice and Guidance (Advice & Guidance Training and
Consultancy)
1997 Certificate in Counselling Skills (Dudley College)
1996 BSc (Hons) Psychology (University of Birmingham)

Present Teaching Posts

- 2010-present Lecturer in Psychology, Staffordshire University
Teaching:-
Theoretical and Professional Perspectives in Counselling
Certificate in Counselling
- 2008-present Independent Trainer
Teaching:-
Substance Misuse Awareness programmes for workers in
the youth and health sector in Dudley

Previous and Other Posts

- 2009-2010 Counsellor in private practice
2002-2010 Deputy Chief Officer and Counsellor, The What? Centre, Dudley
1997-2002 Job Coach, Beacon Employment, Worcestershire
1997-1999 Assistant Psychologist, North Warwickshire NHS Trust
1992-1993 Volunteer Residential Social Worker, Greenwoods Therapeutic
Community, Essex

Professional Membership

- British Association for Counselling and Psychotherapy (full member)
United Kingdom Council for Psychotherapy (UKCP).

Research Interests

The transmission of adoption trauma from mother to daughter in the next
generation

The use of metaphor in counselling and psychotherapy

Tutor: Anja Rutten. Room S526, Mellor
Email: a.h.rutten@staffs.ac.uk

Qualifications

- On-going PhD in Counselling, University of Strathclyde
2008 PgCHPE, Staffordshire University (teaching qualification)
2003 MA in Counselling and Psychotherapy, Nottingham Trent
University
2001 BSc Hons Psychology (First class) - Open University
1999 Post-graduate Diploma in Counselling and Psychotherapy
Nottingham Trent University (with commendation)
1997 Advanced Certificate Counselling Skills II, Clarendon College,
Nottingham
1997 Advanced Certificate in Counselling Skills I, People's College,
Nottingham
1996 Introduction to Counselling, People's College, Nottingham

Present post

2006 – present Senior Lecturer in Psychology, Staffordshire University

Teaching

MSc Psychotherapeutic Counselling
Certificate in Counselling
Autistic Spectrum Conditions
Psychological Interventions
Exploring Psychology

Other responsibilities

Director, MSc Psychotherapeutic Counselling
Award Leader, BSc Psychology and Counselling
Project Module leader
Faculty Ethics committee

Professional activities

Freelance work for Midlands Psychology (autism diagnostic and intervention service for children and young people)

Professional membership

British Psychological Society
British Association for Counselling and Psychotherapy
The National Autistic Society

Previous Posts

2004 – 2007 Head of Social Programmes and Befriending, The National Autistic Society
2002 – 2003 Research Assistant, Nottingham University, Virtual Reality Applications Research Team
2003 - 2003 Lecturer in Counselling and Psychology, People's College Nottingham

Section Two: Philosophy, Aims and Objectives of the Award

2.0 Rationale for the award

The one year part-time Certificate provides students with an opportunity to acquire both the practical experience and the theoretical understanding required to use counselling skills competently. It is intended for those who want to improve their counselling skills in a work-related context or in a voluntary helping capacity, as well as those whose work includes a specific counselling type role.

The award integrates several different counselling perspectives but centres on the Person-Centred framework, other theories will include the Cognitive Behavioural and Interpersonal perspectives on counselling theory and practice.

Prospective students should normally have completed an introductory counselling skills course, have access to an appropriate setting in which to practice their counselling skills and be prepared to spend a substantial number of hours in private study, reading, completing assignments and keeping a reflective journal. Each course involves weekly attendance, one weekend day session and a residential weekend.

For students who have been out of education for some time, evidence of the ability to study at an appropriate level will be necessary.

2.1 Philosophy

The roots of counselling itself can be traced back as far as Socratic dialogue. In the 19th and 20th century developments in psychiatry, psychology and philosophy have resulted in a number of different theoretical approaches. This course integrates the core skills of the person-centred approach which is widely accepted as an appropriate basis for developing counselling skills alongside more specific skills and techniques of other counselling philosophies. It is probably helpful here to utilise a British Association of Counselling and Psychotherapy's definition of counselling:

“Counselling involves a deliberately undertaken contract with clearly agreed boundaries and commitment to privacy and confidentiality. It requires explicit and informed agreement. The counsellor's role is to facilitate the client's work in ways which respect the client's values, personal resources and capacity for choice within his or her cultural context” (BACP 1998).

The philosophy of the certificate in counselling course is integrative and is the first step for those individuals who wish to pursue a career in counselling. Whilst this course introduces several major approaches to counselling the

basis for skills training will be that of the Person-Centred approach, based upon the work of Carl Rogers. Rogers suggested that there were six conditions or qualities which have to exist within a helping relationship before positive growth could take place. It has become popular to condense these into the three core or attitudinal conditions, i.e., congruence or genuineness, unconditional positive regard or acceptance and empathic understanding. If these conditions are present within a helping relationship then healing and growth will occur because of the self-actualising tendency of the individual. In other words, if the helper is able to provide these conditions people are able to heal and to take responsibility for their lives. Rogers believed these core conditions are both necessary and sufficient for positive change. They are applicable in any context where one person is attempting to form a helping relationship with another.

2.2 Aims

The award aims to help students to achieve, at Certificate level, a preliminary grasp of the theoretical, practical and personal ingredients in effective use of counselling skills. Specifically, it aims to help students to:

- Develop a firm foundation in counselling rooted in a person centred theoretical model;
- Develop an awareness of their own values and attitudes and the personal characteristics that they bring to counselling work;
- Widen their understanding of counselling theory and their ability to relate this to their own practice;
- Become aware of the implications of using counselling within the context of their occupational settings and the potential ethical, professional and legal issues which may arise there from.

2.3 What could I achieve through studying for this award?

Learning Outcomes

The University has identified a set of general learning outcomes which any student can expect to achieve as a result of studying at the University. These were identified by the University from the National Framework for Higher Education Qualifications, and these types of learning outcome are common to all degrees across the university, and to all levels of study. They vary in specific content depending on field and level of study.

The learning outcomes we expect you to achieve for the counselling certificate are:

- **Knowledge and Understanding.** You will know and understand a body of knowledge about counselling.

- **Learning.** You will be able to distinguish different approaches within the counselling field and to participate in debates about the validity of these approaches.
- **Enquiry.** You will be aware of a number of ethical considerations associated with counselling, and be able to use these methods, supported by a range of information sources.
- **Analysis.** You will be able to analyse and evaluate theories and concepts in the field of counselling and to use different research methods for this purpose.
- **Problem Solving.** You will be able to analyse problems in terms of your field of study and to express different approaches for their solution.
- **Communication.** You will be able to communicate in a range of different ways about ideas in counselling, supported by theory, using conceptual analysis and empirical evidence, and to use information technology appropriately to do so.
- **Application.** You will be able to apply your knowledge and understanding of the field to real life issues using the skills itemised above.
- **Reflection.** You will be able to work independently and responsibly in the field, and have acquired general skills valued in employment or future learning.

Learning Outcomes Related To Modules

	Counselling Theory	Counselling Skills	Professional & Ethical Issues	Personal Development
Knowledge & Understanding	Yes	Yes	Yes	
Learning				Yes
Enquiry	Yes			
Analysis.	Yes			
Problem Solving		Yes		
Communication	Yes	Yes		Yes
Application	Yes	Yes		
Reflection			Yes	Yes

Section Three: Structure of the Award

3.0 Award Calendar

	Commences	Ends
Learning Block 1 (13 weeks)	Thurs 22 Sept 2011	Thurs 15 Dec 2011
Residential weekend	Fri 21 October 2011	Sun 23 October 2011
Learning Block 2 (11 weeks)	Thurs 12 Jan 2012	Thurs 22 March 2012
One-day Workshop	Saturday 21 January 2012(10.00-16.00)	
Learning Block 3 (3 weeks)	Thurs 19 April 2012	Thurs 3 May 2012
Assignment 1 submission	Ethical & Professional Issues	4pm Fri 11 Nov 2011
Submit Journal for Review		Thurs 19 Jan 2012
Assignment 2 submission	Counselling Theory	4pm Fri 10 Feb 2012
Assignment 3 submission	Counselling Skills (video & critique)	4 pm Fri 23 March 2012
Assignment 4 submission	Personal Development Summary	4pm Fri 4 May 2012

3.1 Award Structure

The Certificate in Counselling will entail part-time study for 27 weeks involving a total of 108 hours class contact time. The course will be offered as an evening programme running on Thursdays from 5pm until 9pm. In addition there will be a residential weekend and a one-day workshop (usually Saturday but this is negotiable). The workshop will allow students to practice and develop their counselling skills and reflective practice. The residential weekend will enable, encourage and support students in the development of a group identity through intensive personal development work, counselling skills and experiential exercises.

There are four modules that run throughout the Certificate:

- Counselling Theory
- Counselling Skills
- Professional and Ethical Issues
- Personal Development

The modules for this award are each 15 credits at Level 4. While each module within the award is given equal weighting, sessions will not necessarily be divided into equal parts. The intention is to use sessions in a flexible and creative way, emphasising the integration of theory, practice and personal development. Tutors and students will be involved in the process of negotiating how sessions are to be used.

The indicative content of each module is set out below (full module descriptors are contained in Appendix 1):

Counselling Theory

This module provides an introduction to the main theoretical approaches used in counselling. These include Humanistic, Psychodynamic, Attachment, Cognitive-Behavioural and Systemic approaches. These will be grounded in a historical context and the similarities and differences between the approaches explored and evaluated. The applications of the theories within a therapeutic setting will be considered.

Counselling Skills

This provides an opportunity for students to practice the counselling skills relating to counselling theory. The module will initially focus on the core skills of the person centred model which help to establish an appropriate, safe and supporting relationship within the counselling setting. The module will also make a distinction between the skills used within different theoretical frameworks, for example, the ABCD approach of Rational Emotive Behaviour Therapy

Professional and Ethical Issues

The Professional and Ethical Issues module provides an opportunity for students to develop their understanding of the importance of ethics, professional and legal issues both within a counselling (using BACP ethical framework) and work setting. The issues covered within this module include confidentiality, boundary setting, ethical dilemmas and supervision

Personal Development

The Personal Development module provides students with an opportunity to reflect on their professional and personal development, through development of self knowledge and self acceptance. The module involves no taught material but the weekly group/s is facilitated by a staff member. There will however be guidance on the construction of a personal journal. The focus of this module is on self reflection and personal learning within the group.

Personal growth and increased awareness of self are fundamental to counselling training. This process occurs throughout the course, in skills work, in exploring theory through experiential exercises and through interaction with other students. The main focus, however, is in the personal development

group. Although not a requirement of the course many students also seek counselling during the course and this can be an invaluable experience both as personal development tool and also to gain experience and knowledge of what it is like to be a client in a client-counsellor situation. The award in itself should not be used as therapy.

Section Four: Progression and Employability

4.0 Employability

One of our fundamental aims is to provide you with the opportunity to develop your employability while at University - by gaining qualifications which are recognised by employers, and by developing your skills, work-related experience and ability to manage your career. In the words of a recent survey of employer attitudes Employability involves having:

- The ability to make and implement realistic and well-informed career choices
- Quality experience gained in a work-based and/or volunteering context, or through work-related projects
- A set of transferable and professional/specialist skills which meet the needs of the employment market. (Transferable skills to include: analysis, communication, problem-solving, teamwork, self-management, numeracy and IT.)
- The ability to set personal goals and continuously reflect on one's learning and personal development, and to articulate that learning (for example, to employers)

The focus of the Certificate in Counselling is on theory and the practice of counselling skills which may be used within the workplace. Following successful completion of the course students will have improved their knowledge, self awareness and range of interpersonal skills, to respond with confidence and effectiveness in a variety of helping situations. This will significantly enhance their opportunities in current and future employment.

4.1 Progression

The Certificate in counselling course is a suitable preparation for advanced training in counselling and provides a stepping stone towards a Diploma in Counselling.

As part of this you will need to develop **the ability to take responsibility for your own learning and personal development.**

Section Five: Teaching, Learning and Assessment Strategies

5.0 Class Attendance

100% attendance is expected. A minimum of 80% attendance is required for all modules. Full attendance at the Residential is required to pass the award. This is a standard requirement across the counselling sector. Due to the practical aspects of this award an attendance level below 80% would mean that the award could not be completed successfully.

5.1 Teaching and Learning

The Teaching, Learning and Assessment strategy adopted by Psychology aims to enable a responsible, reflective and progressive learning experience for students studying on Psychology awards. In the light of national, professional and university concerns we aim to provide learning, teaching and assessment experience which is:

1. Is part of an overall high quality educational experience
2. Is informed by a sound pedagogical principles and shared good practice
3. Is appropriate for students from a range of backgrounds who possess different skills
4. Is varied and interesting
5. Combines innovation and development with more traditional methods
6. Facilitates personal development and progression
7. Enables ongoing and continuous reflection and improvement in learners.

Students undertaking the award must have access to an appropriate setting in which to practice their counselling skills. Utilising and developing your experience will constitute a major ingredient in both teaching and learning. One of the key objectives in the award is the development of reflective practitioners: thus a major theme will be guided personal reflection on practice together with the development of a crucial awareness of key theoretical and professional issues in counselling. Emphasis will be placed on personal development and an awareness of the self in the counselling context. A reflective stance will be emphasised throughout the award and it will primarily concern the utilisation of skills, theory and their integration in practice within a structured counselling setting.

Within this context, the four modules emphasise particular teaching and learning strategies. Thus the modules on Counselling Theory and Professional and Ethical Issues will make use of tutor led discussion and groupwork. You will be expected to work in small groups where discussions will focus on prepared reading and simulations which reflect upon theory,

ethical and professional problems and dilemmas. The Counselling Skills module utilises a combination of student-led and tutor-led strategies. These will include small group exercises, demonstrations, tutor-directed instruction and audio and video recordings. The Personal Development module will principally use peer group discussions, experiential exercises and the personal development group.

Tutors on the award are concerned in developing good practice in teaching and learning which combines student/teacher interaction with a variety of student-centred self and group-directed study initiatives.

5.2 Assessment

In line with Psychology's strategy for learning and teaching we also recognise the importance of enabling students to benefit from a range of different forms of assessment.

For the Certificate in Counselling assessment comprises written assignments, a tape of counselling skills practice (audio or video) and transcripts that include a description and evaluation of published literature, course input and personal experience and reflection through a personal journal.

Dates for handing in work are issued at the commencement of the course, it is essential to keep to the dates. Course tutors cannot give extensions.

Formative Feedback

Students will be both peer and tutor assessed in their practice of counselling skills during sessions, as well as through personal reflection and peer group discussion

Summative Assessment and Feedback

In line with current university strategy Psychology regards this as a key aspect of student learning. Psychology's policy is to:

1. Return submitted coursework to students within a maximum of 20 working days from the date of submission.
2. Provide written commentary on a feedback sheet attached to the coursework with additional comments on the text where appropriate
3. Allow opportunity for students to seek further verbal feedback from tutors if they choose to.

All assessed work will be marked on a **pass/fail** basis. This is in accordance with marking criteria for this level of counselling award. In order to provide further feedback, you will receive an indicative grade as below:

Indicative Grade Point Criteria

Grade Point	Knowledge	Communication	Analysis
15, 14, 13 'First Class'	subject/discipline-specific knowledge is used to illuminate the task and to make links with related issues/tasks i.e. a capability of extending particular analysis to other issues/tasks; where appropriate discipline/ paradigm boundaries are recognised and critical awareness demonstrated.	the structure is clear; the form of communication/medium selected is appropriate to the task; the argument is clear and coherently developed; appropriate technical and/or conceptual language or set of skills is used with confidence.	the focus of the question/problem/task is understood; related issues identified; theory and concepts are deployed in a manner which is critically self-aware; ability to deploy competing/ alternative/ analyses/ perspectives/ solutions is apparent
12, 11, 10 'Upper Second Class'	subject/discipline specific knowledge is used to illuminate the task	structure is clear; the form of communication/medium selected is appropriate to the task, overall the argument is concise and coherently developed; an appropriate technical and/or conceptual language is used with reasonable confidence.	the focus of the question/problem/task is understood and one or two related issues identified; analytical techniques/ methods are theoretically informed; some awareness of competing/alternative analyses/perspectives/ solutions is apparent.
9, 8, 7 'Lower Second Class'	there is evidence that subject specific knowledge related to the core issues or tasks has been selected	the structure is broadly appropriate, elements of development/progression and basic concepts are correctly used.	the focus of the question/ problem/ task is understood and key issues identified.
6, 5, 4 'Third Class'	there is evidence of subject/ discipline/specific knowledge	one or two elements of an appropriate structure are present.	the focus of the question/problem/task is understood and one or two issues identified.
3, 2, 1 Fail	subject/discipline specific knowledge is present but is anecdotal, scant and/or confused.	elements of an appropriate structure are present but overall the structure is partial and/or confused. Appropriate concepts are referred to but are poorly expressed.	the question/ problem/task is understood, but the key issues are ignored and there is no evidence of understanding concepts.

5.2.1 Assessment Criteria

Professional and Ethical Issues

Assessment will consist of one written assignment of 2000 words integrating learning from all elements of the course and demonstrating the application of such learning to the student's occupational setting.

Assessment criteria:

- Demonstrate an understanding of the relationship and potential conflicts between the use of counselling skills and other helping processes with particular reference to the students own context and practice and to the BACP code of ethics
- Ability to reflect on the personal impact of their counselling skills practice
- Quality of style, structure, coherence and presentation of the assignment

Counselling Theory and Counselling Skills

Assessment of these two modules are closely related and will consist of:

- i. A 2000 word essay demonstrating an understanding of counselling theory and;
- ii. A 1500 word critique of a short audio or video recording made with another student (no more than 20 minutes) demonstrating counselling skills, including a transcript of the audio/video which must be included as an Appendix.

Assessment criteria:

- Evidence of theoretical understanding of the main counselling approaches
- Ability to apply theoretical knowledge to practice and to evaluate their ability as a practitioner
- Ability to communicate the core conditions
- Ability to demonstrate the appropriate use of counselling skills within the BACP ethical framework for good practice
- Ability to evaluate the use of skills
- Ability to give and to receive and use constructive feedback
- Ability to reflect on personal process
- Quality of style, structure, coherence and presentation of the assignment

Personal Development

Assessment will be based on a *Personal Development Journal* in which students will record and reflect on their personal learning throughout the course, in words, pictures or other media. This will be submitted once per

teaching block for tutors to read. A 1500 word summary will be submitted at the end of the year.

The summary will be seen by the module tutors; students can be assured that only the information which they have selected will be seen by someone outside their personal development group. The relationship between students and tutors will therefore remain as confidential in this respect.

Assessment criteria:

- Ability to make a personal response to course content and methodology
- Ability to listen to the self and develop self knowledge and self acceptance
- The ability to reflect on self in relation to others in the context of the course and outside and to develop congruence
- An awareness of personal values and material and how these may impact on the self and others
- An assessment of their individual personal development and the ways in which they are applying the theories to themselves
- An understanding of their personal approaches and attributes within a helping relationship
- Quality of style, structure, coherence and presentation of the assignment

5.2.2 Assessment Regulations

A schedule of required summative assessments, assessment criteria and assignment deadlines are given in this Handbook at the beginning of each year.

Each assessment will be marked on a Pass/Fail basis.

Students will be required to pass each of the summative assessments to qualify for the Certificate in Counselling. Equal weighting will be given to each element of the award.

If a module, or any element of the assessment of that module, is failed, students will be permitted only one opportunity for referral.

No compensation is allowed within or across modules. All assessments must be passed.

Because of the integrated nature of counselling training, all modules required for the Certificate must be studied concurrently and it will therefore not be possible for students to retake individual modules after their referral opportunity if they fail.

In exceptional circumstances where an individual has not been able to complete the certificate year, they may, with the approval of the Board of Examiners be allowed to retake the whole year with all the required modules.

If you have medical or family circumstances that mean you cannot submit on time some coursework it is sensible that you tell the Award Leader what has happened. Then get a copy of an extenuating circumstances form, either from the Sciences office on the Ground floor of the Mellor Building or from the university website www.staffs.ac.uk. Complete it and get the endorsement of an appropriate corroborator (e.g., doctor/counsellor/personal tutor). Make sure that the completed form is returned to the Sciences Office by the due dates for your assignment and certainly before the Assessment Boards meet. No form means no claim.

N.B. Attempting ALL Assessments

It is important that you attempt ALL assessments for all your modules. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended. The University has changed its regulations to minimise the number of students who do not complete modules. Now, your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s). What does that mean?

It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, will therefore fail the module and fail the award!

Attempting all assessments is therefore ESSENTIAL.

This re-enforces the fact that it is always better to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend – you may gain sufficient marks to pass the module or at least allow the possibility for compensation between modules (if allowed by your award).

If there are extenuating circumstances that prevent you from submitting / attending assessments then ensure you gather evidence to support an extenuating claim. Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a timed-assessment due to an extenuating circumstance you should also inform the Faculty at the earliest opportunity and then make an extenuation claim.

5.2.3. Draft Assessments

At University, you are expected to be able to demonstrate your ability to produce work independently. **We are therefore unable to comment on full drafts of assessed coursework in advance of a deadline date.** However, all modules provide opportunities for formative learning and often you will be invited to submit plans or outlines of coursework for comment. The vast majority of modules will also allocate class time specifically to discuss the assessments and assessment criteria. Although we can't read full drafts of

your work, we will, wherever possible, be happy to discuss your assignment with you in advance of the deadline.

5.2.4 Anonymous Marking

The University has an anonymous marking policy for all examinations, class tests and appropriate forms of coursework assessment. This means that these assessments will be marked without tutors knowing whose script they are marking. We believe this procedure ensures that all students are treated in exactly the same way, and must therefore result in fairer judgments of the quality of work produced.

In practice the main thing to remember is that you should not put your name on these assignments but should identify yourself only by your student number.

5.2.5 Moderation of Marks

A second way that we ensure our marking procedures are fair is by having a set procedure of sample double marking for all assessed work. Each module tutor arranges for a 10-15% sample of work to be double marked by another member of the counselling team. This sample would include all failed scripts. In addition there is an External Examiner who is responsible for monitoring marking processes and standards.

5.2.6. Disagreements about marks for assessed work

The mark you receive for your assessed work comes at the end of a rigorous marking and moderation system. Some of you, but not all of you, will notice that your work has been marked by more than one person. This is because, in accordance with University policy, we double mark a proportion of all assessments to ensure that the standard is consistent across the module. In assessment boards, we also compare marks across modules to make sure that no one module is seriously out of line in terms of marks with others. Samples of all marked work from Level 2 and Level 3 are also sent to a team of external examiners (academics in other Universities) who will confirm that marking and standards are appropriate and comparable to those in other Universities.

If you are not happy with the mark you receive for assessed work, you should first ensure that you read the feedback for that work. If you then want to talk more about it, you should contact the module tutor and request an appointment. **Because of the rigorous system we have in place to ensure standards, unfortunately it is not possible for you to appeal against the academic judgement that has led to you being awarded a particular mark.** If however, you believe a genuine error has been made with your mark, you should contact the module leader in the first instance.

5.2.7 Submission of Assignments (see guide in Appendix 3 for full details)

You must hand in one copy of all your work to the Sciences Office. Make sure that you complete the appropriate form and attach it to your assignment. Be sure to keep the part of the form that serves as a receipt to confirm that your work has been handed in.

5.2.8. Extenuating Circumstances

If you have medical or family circumstances that mean you cannot submit some course work on time, or attend an exam, it is sensible if you can, to tell your personal tutor about what has happened. Then get a copy of the Extenuating Circumstances claim form (see http://www.staffs.ac.uk/images/extenuating_cir_tcm68-15855.pdf for a downloadable version) from the Sciences office on the ground floor of the Mellor Building. Complete it and get the endorsement of an appropriate corroborator (nurse/doctor/counsellor/PT). Make sure that the completed form is returned to the Sciences Office by the due dates – and certainly, for work in Semester 2, before any of the assessment boards meet. **No form means no claim.** This claim form will then be considered by a panel which meets at regular times throughout the year. Rest assured that the information which you supply is regarded as confidential by the Chair of the panel. If your claim is upheld by the panel, assessment and award boards will take decisions on the affected pieces of assessment which ensure that you are not penalised – for example, you will be offered ‘sit as if for the first time’ rather than ‘resit’ if you failed a module. It is not up to any individual member of staff to decide whether or not you should have an extension for assessed work; in each case, the panel assesses your claim.

If your extenuating circumstances are continuing, you must submit a new claim form for each period of assessment which has been affected, including resubmission if circumstances carry over into both semesters.

If you have a chronic and/or declared disability, speak to the Disability Services in the University to find out how the University can support you. See Section 6 of this handbook for more details about whom to contact.

5.2.9 Breaches of Assessment Regulations – Academic Dishonesty

Cheating and/or plagiarism of any kind will not be tolerated at Staffordshire University and will be dealt with very seriously. Cheating is defined as any attempt to complete an examination or assessment by unfair means. Plagiarism is defined as submitting the work of others as your own for the purposes of satisfying assessment requirements. Plagiarism also includes allowing your work to be copied by another student.

The University’s “Procedure for Dealing with Breaches of Assessment Regulations: Academic Dishonesty” will give you more detail about what constitutes cheating and plagiarism and about what happens if you are suspected of cheating plagiarism.

We take attempts to cheat very seriously indeed, and you should note particularly that, from this year, the University will be using software to assess a sample of all coursework. This software is capable of detecting similarities between student's work, as well as finding the original print or internet sources of copied text.

The University has regulations concerning cheating in any form of assessment. **If you have not already done so, you are strongly advised to familiarise yourselves with these.** These are detailed in the University's Academic Award Regulations. These University regulations can be found under the Student Information section of the University Web site.

5.2.10 Progress Review and Assessment Boards

The Progress Review Board and Assessment Board monitor students' progression. The Progress Review Board meets at the end of Learning Block 1 and the Assessment Board at the end of Learning Block 3. These Boards review individual student's progress on the Award and identify any student who may be in need of guidance and academic counselling. It is the responsibility of the Assessment Board to make all decisions regarding assessment of modules.

5.2.11 Psychology and Mental Health Award Board

Once you reach the end of your award the Award Board will consider whether you have met the requirements for successful completion of the award and make the appropriate recommendations. This Award Board is normally held in late June.

5.2.12 Student Behaviour

Staffordshire University has a Student Behaviour Policy which outlines the behaviours considered unacceptable by the University. These include any forms of bullying or harassment, or anything that disturbs the learning experience for other students, including turning up late for meetings and classes, talking in classes (unless as part of a staff instigated discussion!), using mobiles and MP3 players in class. Breaches of the student behaviour policy may mean you are asked to leave a class, and ultimately can mean disciplinary action being taken against you. You can see the full policy and associated Disciplinary Procedure on the University website at www.staffs.ac.uk

5.3 Recommended Reading for Counselling Certificate

- Bond T (2000). Standards and Ethics for Counselling in Action. Sage
- Colledge R ((2002). Mastering Counselling Theory. Palgrave
- Culley S and Bond T (2011) Integrative Counselling Skills in Action. Sage
- Davies D, Neil C (1996) (Ed). Pink Therapy: a guide for counsellors and therapists working with lesbian, gay and bisexual clients. OU Press
- Davies D, Neil C (2000) (Ed). Therapeutic perspectives in working with lesbian, gay and bisexual clients , OU Press.
- Dallos R, Draper R. (2010). An Introduction to Family Therapy (3rd Ed); systemic theory and practice. Open University Press
- Dryden, W. & Reeves, A. (2008) Key Issues for Counselling in Action. London: Sage.
- Grant A, Mills J, Mulhern R, Short N (2004). Cognitive Behavioural Therapy in Mental Health Care. Sage.
- Green, J. (2010). Creating the Therapeutic Relationship in Counselling and Psychotherapy. Exeter: Learning Matters.
- Hedges, F. (2010). Reflexivity in Therapeutic Practice. Palgrave Macmillan
- Hedges F. (2005) Working Systemically with Individuals. Palgrave Macmillan
- Holmes J. (2001) The Search for a Secure Base; Attachment Theory and Psychotherapy Routledge
- Holmes J. (1993) John Bowlby and Attachment Theory. Routledge
- Howard, S. (2010). Skills in Psychodynamic Counselling and Psychotherapy. London: Sage
- Jenkins P (2002) Legal Issues in Counselling & Psychotherapy, Sage.
- Kirschenbaum, H, Henderson V (eds) (1994). The Carl Rogers Reader, Constable.
- Lyll D (1994) Counselling in the Pastoral and Spiritual Context, OU Press.
- McLeod J (2009). Introduction to Counselling (4th Edn). OU Press
- McLeod J (2009). The Counsellor's Workbook: Developing a Personal Approach. OU Press.
- Mearns D, Thorne B (2007). Person Centred Counselling in Action. Sage.
- Mearns D (2002). Developing Person-Centred Counselling, Sage
- Merry, T (2002) Learning and Being in Person Centred Counselling, PCCS
- Merry, T (2006) Introduction to Person Centred Psychology, PCCS
- Nelson-Jones, R. (2004). Introduction to Counselling Skills: Text and Activities. Sage.
- Palmer S, Wolfe R. (eds) (2000). Integrative & Eclectic counselling & Psychotherapy. Sage
- Rogers, C R (1991). A Way of Being, Houghton.
- Rogers, C R (1990). A Therapists View of Psychotherapy, Constable.
- Rogers C R (1991). Client Centred Therapy, Constable.
- Rogers, C. R. (1961). On Becoming a Person: A Therapist's View of Psychotherapy. London: Constable.
- Stedmon, J. & Dallos, R. (2009). Reflective Practice in Psychotherapy and Counselling. Maidenhead, Berks: McGraw Hill
- Thorne B (2003). Carl Rogers, Sage.
- Tolan J (2003). Skills in Person-Centred Counselling & Psychotherapy. Sage
- Tyndall N (1993). Counselling in the Voluntary Sector, OU Press.

Section Six: Support for Students

6.0

This section describes support for students in general and support for students with special needs. It also describes the process for student representation for the award.

6.1 General Support Services.

Remember, if you are experiencing difficulties, be they academic or personal, your Personal Tutor should be your first port of call. However, there may be things which your tutor feels that they cannot deal with. Or it may be that you do not wish to discuss certain problems with your Personal Tutor. In such cases, there are a wide variety of student support services which can provide expert advice. The University's policy on student support is stated below, followed by details of three of the main services available. For full details of these services visit the Student Support website at:

http://www.staffs.ac.uk/undergraduate/student_services/index.php
or via the University Website – www.staffs.ac.uk. Click on 'undergraduate' then on 'student services'.

There is also the very useful 'A2Z4U' which provides a mine of information about university and local organisations which can be accessed through the University website and then the 'quick links' pull down menu to 'A2Z4U'

Note, though, that even if you decide you would prefer to approach one of these services directly, it is important that you keep your Personal Tutor informed at all times of the general nature of the problem (for example, that you are seeing the counselling service, or have been ill, or have had financial problems).

6.1.1. Staffordshire University's Mental Health Policy.

According to a report published by the World Health Organisation (2001) it is estimated that one in four people will experience mental health difficulties at some point in their lives. Despite such a significant number of people experiencing these difficulties there is still much stigma attached to these issues and those affected by them. Staffordshire University is keen to reduce this stigma and to create an environment for study in which students feel free to access support wherever it is needed. With this in mind the University has produced a Student Mental Health Policy, which it hopes will help raise awareness and understanding of these issues as well as providing a reference guide for staff and students who may be supporting students experiencing mental health difficulties. To complement this policy, the University offers ongoing training to its staff around the issues of mental

health and also runs various promotions, such as World Mental Health Day, in order to raise awareness of these issues throughout the University community.

The Student Mental Health Policy can also be accessed on the web at: http://www.staffs.ac.uk/assets/student_mental_health_tcm44-26793.pdf

6.1.2 Counselling Service.

The Counselling Service offers support to all students and staff of the university. It provides individual counselling of short to medium term duration for any issue or difficulty that students or staff may be experiencing. At the Stoke campus, the service is available 9am-5pm Monday to Thursday (Friday 4.30pm), all year round excluding public holidays and the week between Christmas and New Year. Telephone: Stoke - (01782) 294977.

If you are having personal difficulties that may be affecting your academic work, it is advisable to at least inform your personal tutor that you are having problems without necessarily going into the detail of the difficulties. A student consulting a counsellor should ensure that they are not involved in the delivery of the Certificate in Counselling award.

6.1.3 Healthcare and Accommodation Services

The University also offers medical services and accommodation services. Given that all or most students for the Certificate in Counselling are going to be part-time students, such services may be little used, but they are available if you should wish to use them

6.1.4 The Students Advice Centre (SAC) and Information Centre.

The Students' Union operates both a Students Advice Centre and Information Centre at Stoke and Stafford. Advice and Information is one of the core services provided by the Students Union. The Centre offers advice and information on a wide range of issues from immigration to grants as well as offering representation for students. Appointments can be made through the SAC reception, open Monday to Friday 9:30am - 4pm.

The SAC can be contacted at: Stoke - Staffordshire University Students Union, College Road, Stoke-on-Trent, ST4 2DE. Tel: (01782) 294469.

The Information Centre can be contacted during the following hours: Stoke - 9am – 7pm, Monday to Friday, Tel: (01782) 294629.

6.1.5 Money Doctors

Money Doctors is a facility within the Students' Union Advice Centre. It provides free, independent, impartial and confidential advice to help you to keep your finances healthy. They can:

- Provide up to date and relevant information on student finance.

- Check you are receiving everything you are entitled to financially.
- Assess if you can reduce your expenditure or increase your income.
- Show you key skills to help avoid pitfalls and keep track with cash.
- Assist you with looking at how your attitudes and beliefs about money can affect how you use it.
- Generally help you to become smarter with your money.

Visit: www.staffsunion.com/moneydoctors;
 email: moneydoctors@staffs.ac.uk or call in to the SAC above the
 Ember Lounge.

6.2 Arrangements and support for students with special needs.

6.2.1 Disability Discrimination Act 2006

This Act is an amendment to the Special Educational Needs and Disability Act (2001) and can be viewed at:

<http://www.opsi.gov.uk/acts/acts2006/20060013.htm>

6.2.2 Disability Services

Within Student Support Services, Disability Services provide help, support and information for students and prospective students with special needs.

To make an appointment to discuss your needs or for general queries, please contact them using our details below.

They are open 9am - 5pm Monday to Friday and there is an answer machine service outside these hours.

Disabled Student Support
 Cadman Courtyard
 Cadman Building
 College Road
 Stoke-on-Trent
 ST4 2DE

t: 01782 294977

e: disability@staffs.ac.uk

6.2.3 Access in the University

The University has invested considerable resources into a rolling programme of improvements to physical access, so that you will find easy lift or ramp access to almost all University buildings. Where the existence of some older buildings has presented access problems, positive steps are being taken to improve things. Talking lifts with low level Braille controls and accessible toilet

facilities serve main buildings and dropped kerbs and controlled pedestrian crossings make sure each site is user-friendly.

There are induction loops in main lecture theatres and there is a portable loop system available from Disability Services. Internal stair lifts have been installed in split level areas and fixed seating removed in some areas to allow easier access.

Marked car-parking spaces for disabled drivers are numerous and there is a large minibus with lift access for wheelchair users, which can be booked for a small charge to cover fuel costs through Disability Services.

Disability Services are always keen to hear comments about access to the University and will make every effort to address any difficulties the university environment presents.

6.2.4. Support for Studies

Disability Services may be able to support your studies in a variety of ways. The University is home to the Staffordshire Regional ACCESS Centre, which provides professional assessments of students' learning support and assistive technology needs, and enables you to establish entitlement to additional funding from the Disabled Students' Allowances.

For academic and/or non-academic support, Disability Services can act on your behalf in liaising with LEAs and Social Services departments, who provide support workers. They also provide a management service for the payment of support workers.

They can also provide communication support for deaf and hearing impaired students, specialist dyslexia tuition and academic liaison.

Please note there may be a waiting list for some of these services.

6.3 Complaints

Please refer to Staffordshire University's complaints procedure which can be found at:

http://www.staffs.ac.uk/assets/complaints_procedure_tcm44-26818.pdf

6.4 Appeals Procedure

If you are unclear why you have not passed an assignment, you should discuss your assignment with one of the award tutors in the first instance. They will be able to explain why you have not reached the required standard. All work is moderated by the External Examiner, and the award tutors can alert them to specific cases when necessary. If you want to make a complaint, you may follow the University Appeals Procedure on the Website above (6.3).

6.5 Study Skills

The use of study skills is an explicit part of the modules that make up your award. The university can help you develop key skills through their 'Key Skills Initiative'

This is an initiative which aims to gather together a range of resources for staff and for students and to provide support for the learning and teaching of a wide range of key skills.

www.staffs.ac.uk/keyskills

Information Services deliver learning opportunities in IT and Information Literacy skills, which equip learners with the ability to locate, critically evaluate and use information wisely.

www.staffs.ac.uk/uniservices/infoservices/infozone/training

6.6 Resources

The Faculty possesses video cameras and monitors. Additional audio and video equipment is available from Media Services

6.7 Information Services

6.7.1 Where to go for help

Subject guides, periodical lists plus links to major websites and other university pages are available from the Information Services web page. If you need any further help please contact Geoff Walton on ext. 4448 or via the electronic help desk.

www.staffs.ac.uk/uniservices/infoservices/library

6.7.2 Information Services for the Certificate in Counselling

The Certificate will call particularly upon resources in the areas of Counselling and of Psychology, both of which are currently housed in the recently extended and refurbished Thomson Library, situated in College Road. This library also houses the main collections of other social sciences and humanities (providing a valuable related resource), and of sciences and arts.

The Library stocks a substantial amount of items concerning psychology, mental health and counselling. The Library has long established subscriptions to the relevant abstracting and indexing services, either in print form, on CD-ROM, or on-line.

The library collection is accessed through the on-line catalogue, which can be consulted on every site, and also via the University network. All books and periodicals in stock at any site are listed. An inter-site loan service is operated, and items not available within the University can be requested on inter-library loan.

During term-time the libraries are open 24hrs a day and 7 days a week. The following times are staffed opening hours;

Monday to Thursday - 9am - 8pm

Friday - 9am - 5pm

Saturday and Sunday - 1pm - 6pm

If the University does not hold a title you may request an Interlibrary Loan (ILL). The inter-library lending service provides access to information resources throughout the rest of the country and the rest of the world, making available material that the LIS does not hold itself. There is a cost for this service. In addition an increasing amount of information is now available through internationally available on-line databases.

Further information regarding Information Services can be found at:

<http://www.staffs.ac.uk/uniservices/infoservices/library/>

6.7.3 Information Technology Facilities

Information Services Student IT Learning Centres are fully accessible by wheelchair users. Centres have PCs designated for exclusive use by those students with sight/dyslexia problems. These PCs are equipped with 15" or 17" LCD screens and have specialist software installed. The PCs may be used any time that the IT Learning Centre is open and do not have to be booked. The IT Support Desk staff will provide any assistance needed.

There is specialist software available for dyslexic users and for blind or visually impaired users. The most popular user guides are available in large text format, and other guides can be produced in large text if required. Guides in Braille can be produced on request.

<http://www.staffs.ac.uk/uniservices/infoservices/it/index.php>

6.8 How can I make my views on the course heard?

As students you can make your voice heard in the affairs of your award in a number of ways.

6.8.1 Course Monitoring

All modules are formally evaluated. You will be asked to provide feedback to course tutors on various aspects of the teaching (content and delivery) of each module that you attend and on the course as a whole. This information will be provided anonymously via some form of questionnaire.

Feedback from course monitoring exercises as well as the comments made by the students through their elected representatives will always be included in the Award's annual monitoring report. This is scrutinised in detail throughout the university to ensure that student opinion is responded to both responsibly and promptly, and that the content and delivery of modules is reviewed in the light of student feedback.

In a very real sense, therefore, this Award belongs to its students, and the university takes very seriously its responsibility to develop it to the highest standards of academic quality and professional relevance.

6.8.2 Psychology and Mental Health Programme Board

The award is managed by the Psychology and Mental Health Programme Board, comprising the key staff involved with the delivery of the teaching, the Programme Area Manager for Psychology and Mental Health, the Psychology Undergraduate Awards Leader and student representatives from all psychology awards. The Board meets twice a year to discuss student issues and course management. A representative may be elected from the Certificate in Counselling.

Summary feedback from course monitoring exercises will be used to create an Annual Monitoring Report, which will be discussed at a Psychology and Mental Health Board attended by your Student Representative(s).

The duties of the Psychology and Mental Health Board will include:-

- Monitoring the implementation of academic policy, the maintenance of standards and administration of the award including recruitment, teaching and learning, academic and personal support to students and assessment.
- Reviewing the operation of the award and to consider proposals for its improvement including resource issues.
- Discussing any student issues that may be raised.

APPENDICES

- Appendix 1 Module Descriptors
- Appendix 2 Guide for Essay writing for Certificate in Counselling
- Appendix 3 Submission of Assignments in Psychology

Appendix 1 Module Descriptors

03/08/2011



Module Descriptor

Code: SHS85111-4

Version: 2

Approval Status: Valid Current

Title: COUNSELLING THEORY

Section: Science

Field: SCS-PS

Level: 4

Contact	E-mail Address	VLE
BEVERLEY MEAKIN	B.J.MEAKIN@STAFFS.AC.UK	Blackboard

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	37	110	147	Pattern 1, study 50% in period 1
				Pattern 1, study 50% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment	An ASSIGMT length 2000 WORDS weighted at 100%.

Details	<p>Summative Assessment One 2,000 word written assignment integrating learning from different areas of counselling theory. (Learning outcomes 1-3). Assessment will be made using Pass/Fail criteria.</p> <p>This will ask students to:</p> <ol style="list-style-type: none"> 1. Provide evidence of an understanding and wider reading in terms of the module content 2. Demonstrate their knowledge and understanding through evaluating the issues that are raised 3. Demonstrate their ability to engage with some of the fundamental theoretical issues. <p>Formative Assessment Continual assessment through individual and peer group discussion. Students will have the opportunity to submit an essay plan relating to the topic area, which will be reviewed by peers and tutors.</p>
Indicative Content	<p>The counselling theory module provides an introduction to the main theoretical approaches used in counselling. These include Humanistic, Psychodynamic, Cognitive-Behavioural and Integrative approaches. These will be grounded in a historical context and the similarities and differences between the approaches explored and evaluated. The applications of the theories within a therapeutic setting will be considered.</p>
Learning Strategies	<p>Weekly 4 hour sessions over 27 weeks, (which incorporate elements from all modules), plus a one-day workshop and a residential weekend. The Counselling Theory module will include discussions, and exercises, working in triads and larger groups. The interactive sessions will include tutor-led presentations and allow for opportunity to discuss and study counselling theory in some depth. Students will be expected to undertake extra reading, both general and as directed by the course tutors, this is a necessary requirement to help develop and broaden knowledge of counselling theory with the purpose of accomplishing the assessed work. Developing theoretical knowledge will form an integral part of weekly sessions, workshops and the residential weekend.</p>
Resources	<p>Counselling textbooks, access to Learning Resource Centre.</p>
Special Admissions Requirements	<p>Introduction to Basic Counselling Skills, min. 24 hours. Prior experiences and/or alternative qualifications may be accepted where possible. The minimum age requirement for this course is 21+ years.</p>
Texts	<p>Frankland A & Sanders P (2003) Next Steps in Counselling, PCCS Books McLeod J (2009). The Counsellor's Workbook: Developing a</p>

	Personal Approach. Open University Press. McLeod J (2009). An Introduction to Counselling (4th Edn). Open University Press. Nelson-Jones R (Ed) (2000). Introduction to Counselling Skills Palmer S. Wolfe R (Eds) (2000). Integrative & Eclectic Counselling & Psychotherapy. Sage Publications	
Learning Outcome		
1. FAMILIARITY WITH THE APPLICATION AND LIMITATION OF THE MAIN THEORIES OF COUNSELLING.	Application	
	Knowledge & Understanding	
2. ABILITY TO ENGAGE WITH THE COUNSELLING LITERATURE RELEVANT TO THESE MAIN THEORETICAL APPROACHES.	Enquiry	
3. ABILITY TO COMMUNICATE AN UNDERSTANDING AND AWARENESS OF THE RANGE OF FACTORS THAT ENCROACH UPON THE COUNSELLING PROCESS, WITHIN THE DIVERSITY OF SETTINGS IN WHICH COUNSELLING IS PRACTICED (I.E., GROUPS, FAMILY, CROSS-CULTURAL AND GENDER).	Analysis	
	Communication	

03/08/2011



Module Descriptor

Code: SHS85112-4**Version:** 2**Approval Status:** Valid Current**Title:** COUNSELLING SKILLS**Section:** Science**Field:** SCS-PS**Level:** 4

Contact	E-mail Address	VLE
BEVERLEY MEAKIN	B.J.MEAKIN@STAFFS.AC.UK	Blackboard

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	37	110	147	Pattern 1, study 50% in period 1
				Pattern 1, study 50% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	An ASSIGMT weighted at 100%.

	<p>Summative Assessment For this assessment students will engage in a practice counselling session with another student. From this session they will produce a 20 minute audio or video recording, to be submitted with a 1500 word critique and full transcript of the session. Assessment will be made using Pass/Fail criteria. (Learning outcomes 1-3)</p> <p>This will ask students to:</p> <ol style="list-style-type: none"> 1. Provide evidence of an understanding and use of counselling skills within a counselling setting 2. Demonstrate their knowledge of counselling skills and critically evaluate their own practice. 3. Demonstrate their ability through use of counselling skills to engage with some of the fundamental theoretical issues. <p>Formative Assessment Students will be both peer and tutor assessed in their practice of counselling skills during sessions, as well as through personal reflection and peer group discussion</p>
Indicative Content	<p>The counselling skills module provides an opportunity for students to practice the counselling skills relating to counselling theory. The module will initially focus on the core skills of the person centred model which help to establish an appropriate, safe and supporting relationship within the counselling setting. The module will also make a distinction between the skills used within different theoretical frameworks, for example, the ABCD approach of Rational Emotive Behaviour Therapy.</p>
Learning Strategies	<p>Weekly 4 hour sessions over 27 weeks, (which incorporate elements from all modules), plus A one-day workshop and a residential weekend. The Counselling Skills module involves experiential work in triads and in larger groups. The interactive sessions allow for the opportunity to practice counselling skills in some depth. Counselling skills will be demonstrated and/or modelled by tutors and use of video tapes. Students will be expected to undertake extra reading, both generally and as directed by the course tutors, this is a necessary requirement to help develop and broaden knowledge of counselling theory and skills with the purpose of accomplishing the assessed work. Developing counselling skills will form an integral part of weekly sessions, workshops and the residential weekend.</p>
Resources	<p>Video/Audio taping equipment, Videos, Counselling textbooks, access to Learning Resource Centre.</p>
Special Admissions Requirements	<p>Introduction to Basic Counselling Skills, min.24 hours. Prior experiences and/or alternative qualifications may be accepted where possible.</p>
Texts	<p>Frankland A, Sanders P (2003) Next Steps in Counselling, PCCS</p>

	<p>Books.</p> <p>McLeod J (2009). The Counsellor's Workbook: Developing a Personal Approach. Open University Press.</p> <p>McLeod J (2009). An Introduction to Counselling (4th Edn). Open University Press.</p> <p>Mearns D & Thorne B, (2007), Person-Centred Counselling in Action, Sage</p> <p>Nelson-Jones R (Ed) (2000). Introduction to Counselling Skills Palmer S. Wolfe R (Eds) (2000). Integrative & Eclectic Counselling & Psychotherapy. Sage Publications</p> <p>Rogers C R (1961). On Becoming a Person. Constable, London</p>	
Learning Outcome		
<p>1. DEMONSTRATE KNOWLEDGE OF DIFFERENT COUNSELLING APPROACHES ANALYSE PROFESSIONAL PRACTICE IN RELATION TO THE USE OF COUNSELLING SKILLS ANALYSE THE USEFULNESS AND DISADVANTAGES OF DIFFERENT COUNSELLING APPROACHES.</p>	<p>Knowledge & Understanding</p>	
<p>2. SHOW COMPETENCE IN USING DIFFERENT COUNSELLING SKILLS DEVELOP SKILLS FOR WORKING ETHICALLY USING COUNSELLING SKILLS.</p>	<p>Application</p> <p>Problem Solving</p>	
<p>3. SHOW COMPETENCE IN RELATING TO OTHERS ON A ONE-TO-ONE BASIS DEMONSTRATE A PROFESSIONAL ATTITUDE TO HELPING OTHERS WHICH CAN BE APPLIED IN DIFFERENT SITUATIONS COMMUNICATE EFFECTIVELY IN ORAL AND WRITTEN FORMS REFLECT AND REVIEW WAYS OF WORKING WITH OTHERS.</p>	<p>Communication</p>	

03/08/2011



Module Descriptor

Code: SHS85113-4**Version:** 2**Approval Status:** Valid Current**Title:** PROFESSIONAL AND ETHICAL ISSUES IN COUNSELLING**Section:** Science**Field:** SCS-PS**Level:** 4

Contact	E-mail Address	VLE
BEVERLEY MEAKIN	B.J.MEAKIN@STAFFS.AC.UK	Blackboard

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	37	110	147	Pattern 1, study 50% in period 1
				Pattern 1, study 50% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	An ASSIGMT length 2000 WORDS weighted at 100%.

	<p>Summative Assessment Assessment will consist of one written assignment of 2000 words integrating learning from all elements of the course and demonstrating the application of such learning to counselling and/or the student's occupational setting. (Learning outcomes 1-2) Assessment will be made using Pass/Fail criteria.</p> <p>This will ask students to: 1. Provide evidence of an understanding of professional and ethical issues, relating to ethical frameworks (such as BACP) 2. Demonstrate their knowledge of using the ethical framework within their own practice.</p> <p>Formative Assessment Students will be both peer and tutor assessed in their practice of counselling skills during sessions, as well as through personal reflection and peer group discussion</p>
Indicative Content	<p>The Professional and Ethical Issues module provides an opportunity for students to develop their understanding of the importance of ethics, professional and legal issues both within a counselling (using BACP ethical framework) and work setting. The issues covered within this module include confidentiality, boundary setting, ethical dilemmas and supervision</p>
Learning Strategies	<p>Weekly 4 hour sessions over 27 weeks, (which incorporate elements from all modules), plus a one-day workshop and a residential weekend. The Professional and Ethical Issues module involves experiential work in triads and in larger groups. The interactive sessions allow for tutor-led discussion and the opportunity to consider ethical and professional issues in some depth. Students will be expected to undertake extra reading, both generally and as directed by the course tutors, this is a necessary requirement to help develop and broaden knowledge of professional and ethical issues with the purpose of accomplishing the assessed work. Developing knowledge and an understanding of these issues will form an integral part of weekly sessions, workshops and the residential weekend.</p>
Resources	<p>Video/Audio taping equipment Counselling textbooks, access to Learning Resource Centre.</p>
Special Admissions Requirements	<p>Introduction to Basic Counselling Skills, min. 24 hours. Prior experiences and/or alternative qualifications may be accepted where possible.</p>
Texts	<p>Bond T ((2000). Standards and Ethics for Counselling in Action. Sage. Frankland A, Sanders P (2003) Next Steps in Counselling, PCCS Books. McLeod J (2009). The Counsellor's Workbook: Developing a</p>

	<p>Personal Approach. Open University Press. McLeod J (2009). An Introduction to Counselling (4th Edn). Open University Press. Mearns D & Thorne B, (2007), Person-Centred Counselling in Action, Sage Nelson-Jones R (Ed) (2000). Introduction to Counselling Skills Palmer S. Wolfe R (Eds) (2000). Integrative & Eclectic Counselling & Psychotherapy. Sage Publications Rogers C R (1961). On Becoming a Person. Constable, London</p>	
Learning Outcome		
<p>1. DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE RELATIONSHIP AND POTENTIAL CONFLICTS BETWEEN THE USE OF COUNSELLING SKILLS AND OTHER HELPING PROCESSES WITH PARTICULAR REFERENCE TO THE STUDENTS OWN CONTEXT AND PRACTICE AND TO THE BACP'S ETHICAL FRAMEWORK.</p>	<p>Knowledge & Understanding</p>	
<p>2. ABILITY TO REFLECT ON THE PERSONAL IMPACT OF ETHICAL AND PROFESSIONAL ISSUES WITHIN THEIR OWN PRACTICE.</p>	<p>Reflection</p>	

03/08/2011



Module Descriptor

Code: SHS85114-4

Version: 2

Approval Status: Valid Current

Title: PERSONAL DEVELOPMENT

Section: Science

Field: SCS-PS

Level: 4

Contact	E-mail Address	VLE
BEVERLEY MEAKIN	B.J.MEAKIN@STAFFS.AC.UK	Blackboard

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	37	110	147	Pattern 1, study 50% in period 1
				Pattern 1, study 50% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	A JOURNAL weighted at 100%.

	<p>Assessment will be based on a Personal Development journal in which students will record and reflect on their personal learning throughout the course, in words, pictures or other media. The whole journal to be submitted at the end of the year together with a 1500 word summary of the journal. Assessment will be made using Pass/Fail criteria.</p> <p>This will ask students to: Reflect on their learning and development of self during the course (Learning Outcomes 1-7)</p> <p>Formative Assessment The Personal Journal will be submitted once per teaching block for tutors to read</p>
Indicative Content	<p>The Personal Development module provides students with an opportunity to reflect on their professional and personal development, through development self knowledge and self acceptance. The module involves no taught material but the weekly group is facilitated by a staff member. There will however be guidance on the construction of a personal journal. The focus of this module is on self reflection and their personal learning within the group.</p>
Learning Strategies	<p>Weekly 4 hour sessions over 27 weeks, (which incorporate elements from all modules), plus a one-day workshop and a residential weekend. The Personal Development module involves group work and self reflection. Personal Development sessions allow students the opportunity to reflect on their personal learning throughout the course, in words, pictures or other media. It allows students to have an awareness of personal values and material and how these may impact on the self and others. Students will be encouraged to assess their individual personal development and the ways in which they are applying the theories to themselves.</p>
Resources	<p>Video/Audio taping equipment Counselling textbooks, access to Learning Resource Centre.</p>
Special Admissions Requirements	<p>Introduction to Basic Counselling Skills, mi. 24 hours. Prior experiences and/or alternative qualifications may be accepted where possible.</p>
Texts	<p>Bond T (2000). Standards and Ethics for Counselling in Action. Sage. Frankland A, Sanders P (2003) Next Steps in Counselling, PCCS Books. McLeod J (2009). The Counsellor's Workbook: Developing a Personal Approach. Open University Press. McLeod J (2009). An Introduction to Counselling (4th Edn). Open University Press.</p>

	<p>Mearns D & Thorne B, (2007), Person-Centred Counselling in Action, Sage</p> <p>Nelson-Jones R (Ed) (2000). Introduction to Counselling Skills</p> <p>Palmer S. Wolfe R (Eds) (2000). Integrative & Eclectic Counselling & Psychotherapy. Sage Publications</p> <p>Rogers C R (1961). On Becoming a Person. Constable, London</p>	
Learning Outcome		
1. AN ABILITY TO MAKE A PERSONAL RESPONSE TO COURSE CONTENT AND METHODOLOGY.	Learning	
	Reflection	
2. AN ABILITY TO LISTEN TO THE SELF AND DEVELOP SELF KNOWLEDGE AND SELF ACCEPTANCE.	Learning	
	Reflection	
3. THE ABILITY TO REFLECT ON SELF IN RELATION TO OTHERS IN THE CONTEXT OF THE COURSE AND OUTSIDE AND TO DEVELOP CONGRUENCE.	Learning	
	Reflection	
4. AN AWARENESS OF PERSONAL VALUES AND MATERIAL AND HOW THESE MAY IMPACT ON THE SELF AND OTHERS.	Learning	
	Reflection	
5. AN ASSESSMENT OF THEIR INDIVIDUAL PERSONAL DEVELOPMENT AND THE WAYS IN WHICH THEY ARE APPLYING THE THEORIES TO THEMSELVES.	Learning	
	Reflection	
6. AN UNDERSTANDING OF THEIR PERSONAL APPROACHES AND ATTRIBUTES WITHIN A HELPING RELATIONSHIP.	Learning	
	Reflection	
7. DEMONSTRATE THEIR ABILITY TO COMMUNICATE THEIR PERSONAL DEVELOPMENT THROUGHOUT THE DURATION OF THE COURSE.	Communication	

Appendix 2

Guide to Essay Writing for the Certificate in Counselling

Why Ask You to Write an Essay

Many jobs require you to research information relating to particular problems, questions or issues, and to write a clear, concise and logical submission. Examples are case notes, letters of referral, and legal reports. The requirement to write a clear, concise and logical essay can then be seen as preparation for job-tasks of various kinds.

When you are asked to write an essay your tutor generally has the following aims in mind:

- a) To encourage you to think through some important issues in counselling, formulate an argument and reach a set of conclusions;
- b) To encourage you to read, in reasonable depth, books or articles bearing on a particular aspect of counselling;
- c) To give you practice in using library and other resources to locate material relating to a particular issue or topic in counselling;
- d) To give you practice, with feedback, at writing a clear, concise and logical response to an assigned task.
- e) To encourage you, where appropriate, to integrate reflections on personal and professional experience.

In the light of these five aims, doing the essay the night before it is due may get you enough marks to pass but means that the educational aims of the task are not fulfilled for you.

Steps in Preparing an Essay for Counselling

The task can best be seen as having three components:

1. Locating information relevant to the topic
2. Synthesising the information in relation to the topic
3. Writing your response in answer to the topic.

Locating Information

The Certificate in Counselling will call particularly upon resources in the areas of Counselling and of Psychology, both of which are currently housed in the Thomson Library, situated in College Road. The Library stocks a substantial amount of items concerning psychology, mental health and counselling. The library collection can be accessed through the on-line catalogue, which can be consulted on every site, and also via the University network. All books and periodicals in stock at any site are listed. An inter-site loan service is operated, and items not available within the University can be requested on inter-library loan.

NB students are expected to read more extensively than the material provided by the lecturer.

Synthesising Information

To some extent the locating and synthesising aspects occur together. As you discover new information your ideas change, and as your ideas change you look for new sources of information.

Essay topics almost always involve the analysis and discussion of issues or problems. They should NOT consist solely of the repetition of facts. The first requirement then is to understand the basic issues which are involved in the topic. For this reason it is best to begin your reading with brief, general books or articles which just sketch in the main elements. This is much better than plunging straight into detailed reading about specifics. Then, when you have formed a picture of the issues involved, begin to read in detail on the specific issues you understand to be most relevant to the topic. When reading, concentrate on noting down the main ideas being presented and exactly where they come from (the reference, plus the page[s]).

It is worthwhile keeping an on-going bibliography of the **full details** of every reference you read, including name(s) and initial(s) of author(s), date, journal, and volume, start and end page numbers of the article. If it's in a book, you also need the name(s) and initial(s) of the author(s) or editor(s), date and place of publication, and the publishing company (see below for details of how to present references). It's infuriating to find that you have a wonderful quote but you didn't write down which volume of the journal, or the date of publication, or which book the article was in, or some other necessary piece of information. Your bibliography is not included as part of your essay, only your reference list is required!

Writing the Essay

Plan the *structure* of your essay. That is, decide how you will begin, what you want to argue, what support you will advance to support your argument, how you will conclude. A poor essay lacks structure, is fragmented and has no continuity. Good essays take time to prepare. One way of doing this is to write a first rough draft, quickly, so that you have a complete piece of work to revise. Do not worry if parts of it (for example, the introductory paragraph) look shaky. Leave it for 24 hours, then re-write it more carefully, polishing up and revising. Get someone else to read the revised draft and if necessary straighten up any obscurities or aspects which are not clear. Then prepare your final essay carefully observing the format and conventions required by the university.

The Essay

The title is at the top of the page, the body of the essay should have a logical plan giving it continuity, with an introduction and a concluding statement.

Wherever possible, take a reasoned, critical, evaluative approach; do not merely describe. Usually some descriptive material is needed but it should not be excessive. Arguments and opinions must be supported. That is they must be related to experimental findings **and/or** the considered evaluation of other writers in the area. There is scope for relating your own experiences to the concepts and issues under consideration as long as these are relevant, and facilitate understanding of the argument being made.

Paraphrasing or quoting large chunks of texts or articles is **not acceptable**. Only quote something when the quote is really important for the essay. *Try to frame ideas in your own words*. If you do want to use a quote, acknowledge the source. For example, Greenberg and Paivio (1997), in an effort to clarify the nature of feelings and emotions wrote: “emotions give us information about reactions to our situations ... This organismic process of tacitly evaluating what is good or bad for us is often referred to as feeling” (p. 20). *Note*: the ... dots above indicate that portions of the original text have been omitted.

Careful attention should be paid to the quality of your English expression. What you say must make plain sense. Ensure that you use punctuation correctly to make clear the meaning you intend.

Spelling should be correct - acquire an English usage dictionary and a dictionary of psychology and use them when in doubt. NB that the spell check function of word processor packages will not detect errors such as “fro” instead of “for”, or “no” instead of “not”. Careful proof reading is essential.

Ensure that your spelling checker is set to UK English. This will assist you in avoiding unintended use of American English.

References

The reference list comes after the concluding paragraph. It begins on a new page. It should be headed “References. NB that a reference list is **NOT** a bibliography. A bibliography is a listing of references which you have consulted and is not required within your counselling essays. A reference list includes **ONLY** those works which you have actually cited in the text of your essay and must be included.

A list of references is arranged alphabetically and chronologically by author’s surname. Surnames are given first followed by the initial(s) only. The date of publication follows the surname and initials of the author. For example:
Singer, P. (1989).

- . Entries are NOT preceded by numbers or bullet points.
- . Several references by the same author are arranged by year of publication, the earlier first.

If the reference list includes more than one publication in the same year by a given author, lowercase letters a, b, c and so on are placed immediately after the year, within the parentheses.

For example: Kaufman, J. R. (1980a). Control of ...

*NB: References should follow the format described in the *Publication Manual of the American Psychological Association*, 5th edition (APA Publication Manual, 2001).*

Appended Material

Sometimes you may believe that it is appropriate to attach some material which relates to the essay as an appendix. This will not be required very often. Instances might include newspaper reports illustrating certain psychosocial phenomena.

An Appendix comes after the reference list. If there is more than one item in the Appendix, each should begin on a new page and be headed: Appendix I: (title of the item), Appendix II: (title of the item), and so on. Note the use of Roman numerals for each appendix item.

Concluding Comment: What to Avoid

The above tells you what to do; you should now note carefully what NOT to do.

Before submitting your essay, check that you have not committed any of these common errors:

- a) Use of the wrong tense. In general, essays are written in the PAST tense.
- b) Avoid Latin terms such as “op cit”, “ibid”, “viz” and so on.
- c) Point form should be avoided unless it is strictly necessary. Different points should be tied together so that the essay forms a logical, coherent whole. In particular, make sure that you have linked the introduction and the body of the essay.
- d) Use of empty generalisations such as “all counsellors say or do such and such ...” or “everyone knows that...”. **Supporting evidence is always required.** When opinions are given, they should be advanced impersonally, tentatively, and with a summary of the evidence for and against.
- e) Muddled organisation. This usually stems from failure to plan in advance. A detailed plan is a necessary starting point. One way of assessing whether there is a logical order to your essay is to list its headings then inspect the list to see whether there is a logical continuity to the headings.
- f) Typing errors. Always proof-read the final draft and correct any errors. You must proof read to see that your text makes sense.
- g) Use of reference footnotes. **DO NOT** use them in counselling essays.
- h) Avoid language constructions that might “imply bias against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age”

Use of Quotations and Reference Citations in Essay Writing for Psychology and Counselling

Here follow some guidelines to ways in which references should be cited, however, they are by no means complete. They are provided in order to facilitate your learning of these widely used conventions in publishing and academic writing.

Quotations in the Text

Short Quotations.

Quotations of less than 40 words are incorporated in the text and enclosed by **double quotation marks**. The author's name, year of publication and the page(s) from which the quote is taken must be clearly stated.

Example: Brown (1988) defined learning as “any relatively permanent change in behaviour which occurs as a result of experience or practice” (p.85).

Long Quotations.

Quotations of more than 40 words are displayed in a freestanding block of typewritten lines. The block is indented to the position of the indent for a new paragraph. They are not enclosed by quotation marks. The page number from which the quotation came is placed last, in brackets. The indented quotation begins with a capital letter even if the quotation is extracted from within a paragraph.

Example:

Bozett (1987) described families as:

Established groups of individuals who interrelate in order to satisfy their mutual needs for love and affection, both physical and emotional. They meet one another's survival needs by providing food and shelter, and by assisting each other to maintain their social, spiritual, psychological and physical health. They are interdependent economically, psychologically, and physically. They are committed to nurturing one another, they provide each other with a sense of identity, and they have a shared history, past and present, with the intention of a future. [If they have children] ... they have the additional responsibility of transmitting cultural and societal values to the next generation (p. xv).

Citation of Source.

Cite the author, year, and page number in either of two forms:

“The purpose of alternate research paradigms may be characterised by an emphasis on understanding or the illuminations of meanings” (Hoshmand, 1989, p. 13).

Or:

Hoshmand (1989) believes that “The purpose of alternate research paradigms may be characterised by an emphasis on understanding or the illuminations of meanings” (p. 13).

NB: Surnames only and *no* initials.

Reference Citations in Text.

One work, one author

Example: Strupp (1980) studied success and failure in time-limited psychotherapy. OR In a study of success and failure in time-limited psychotherapy (Strupp, 1980) ...

One work, two authors

If a reference has two authors, the citation must include the surnames of both authors each time the citation appears in the text.

Example: In their review of the literature Grey and Jones (1986) concluded that ...

NB: Names are joined by “and” when the citation occurs in running text, but “&” when authors’ names are bracketed, or in a table:

Example: In one review of the literature (Grey & Jones, 1986) it was found that ...

One work, more than two authors

If a reference has more than two authors, the citation includes the surnames of all the authors the first time the citation appears in the text. Later citations of the same reference record the surname of the senior (first) author and the abbreviation “et al.”

Example: (first citation) Hafner, Mackenzie and Costain (1990) ... (subsequent citations) Hafner et al. (1990) ...

Multiple works, one author

Multiple citations of the same author at the same point in the text are arranged in chronological order:

Example: Past research (Couper 1978, 1980, 1981) ...

Multiple works, same author(s), same publication date

Example: Several studies (Farrell & Hammond, 1977a, 1977b; Wolman 1980a, 1980b, 1980c) ... *NB* that commas separate the years, semicolons separate the authors.

Multiple works, different authors

Multiple citations, with different authors, are arranged alphabetically, according to the first author's surname:

Example: (Belsky & Cassidy, 1994; Downes, 1992; Maier, 1994).

Authors with same surname

Include the author's initials in all text citations to avoid confusion.

Example: ... a recent study (G. L. Jones, 1986) has shown.... but A. B. Jones (1987) has disagreed...

NB: This is the only occasion in which initials are included in a citation.

Personal communication

Letters, memos, telephone conversations, et cetera, may be cited in the text but not in the reference list. Cite the initials and surname of the communicator and as exact a date as possible:

Example: (C. D. Brown, personal communication, April 25, 1998)

Works in press

Works accepted for publication, but not yet published, are cited as follows:

Example: Smith (in press) or (Smith in press)

Translated works

Give the author and publication date of the original work followed by the publication date of the English translation:

Example: (Luria, 1965/1969)

Citation of monographs (books)

The entry should contain all data necessary for identification and library search, including place and date of publication, publisher's name and the edition. Book and journal titles are italicised.

Courtois, C. A. (1988). *Healing the incest wound*. New York: W. W. Norton.
Or, if a new edition

Sue, D. W., & Sue D. (1990). *Counseling the culturally different: Theory and practice*. (2nd ed.). New York: John Wiley & Sons.

An edited book

Parks, C. M., & Stevenson-Hinde, J. (Eds.). (1982). *The place of attachment in human behaviour*. New York: Basic Books.

A specific chapter in a book

Safran, J. D., Muran, C., & Wallner Samstag, L. (1994). Resolving therapeutic alliance ruptures: A task analytic investigation. In A. O. Horvath & L. S. Greenberg (Eds.), *The working alliance: Theory and practice*. (pp. 225-253). New York: Wiley Interscience.

Citation of a journal article

Bachelor, A. (1995). Clients' perception of the therapeutic alliance: A qualitative analysis. *Journal of Counseling Psychology*, 42(3), 323-337.

NB the title of the journal and the volume number are italicised and that capital letters for the beginning of words are used only for the names of journals.

Citation of an unpublished manuscript

If you have an article from someone (say from some previous course you have done), but it has never been published, this can be cited as an unpublished manuscript as follows:

Friesen, J. D. (1991). Substantive relational themes. Unpublished manuscript, Dept of Counselling Psychology, University of British Columbia, Vancouver.

If you don't know the date, use (no date).

If the manuscript is a thesis, then the word "manuscript" is replaced with the kind of thesis, eg Unpublished master's thesis or unpublished doctoral thesis.

Citation of web-based articles

As the amount of academic material published on the world wide web increases, the need for a standard method of citing such material is becoming more frequent.

A really helpful website with information on APA formatting of electronic media is:

http://www.columbia.edu/cu/cup/cgos/idx_basic.html from Columbia University Press, which has information on citing electronic material in the text.

Citing of secondary sources

Secondary sources are those where the comments that you wish to use are being reported by someone other than the person who originally wrote them.

In general the conventional practice is that every researcher, student or lecturer should endeavour to read the work of others in the original and not

rely on the interpretation of other people. However, it is recognised that students do not always have the resources or the time to do this.

If, after all reasonable effort, it has not been possible to read the original or primary source, then the following procedure should be followed for the citing of material from a secondary source.

In the text, cite the original work together with the secondary source. For example, if Buhler's early study (1933) is to be mentioned and it is to be taken from the secondary source of Piaget (1951), then in the text the following citation should be used:

... Buhler's (1933) study (as cited in Piaget, 1951) suggests that ...

and then in the list of references Piaget should be cited as follows:

Piaget, J. (1951). *The psychology of intelligence*. London: Routledge and Kegan Paul.

This will mean that a reader will be able to locate the Buhler report by finding the book by Piaget.

This style of citation should only be used in the following circumstances:

1. If the study being referred to is out of print and unavailable.
2. If the study is unpublished in the usual academic journals.
3. If after reasonable effort it is not possible to find the original report in the time available.

Policy on Plagiarism or Copying

Cheating and/or plagiarism of any kind will not be tolerated at Staffordshire University and will be dealt with very seriously. Cheating is defined as any attempt to complete an examination or assessment by unfair means. Plagiarism is defined as submitting the work of others as your own for the purposes of satisfying assessment requirements. Plagiarism also includes allowing your work to be copied by another student.

The University's "Procedure for Dealing with Breaches of Assessment Regulations: Academic Dishonesty" will give you more detail about what constitutes cheating and plagiarism and about what happens if you are suspected of cheating plagiarism. This procedure is included in the 'Academic Award Regulations' of Staffordshire University which can be accessed via the University website and then through the pull down menu for 'quick links' – 'Policies and Regulations'. It is your responsibility to make sure you read, understand and comply with it.

Appendix 3

Submission of Assignments in Psychology

Please hand in one copy of your assignment to the reception on the ground floor of the Mellor Building, attaching the relevant coversheet. It is VERY important that you keep your receipt safely, as you may be asked to produce it in the future.

Please type your work in 12 point font using either 1½ or double spacing. Pages should be numbered. (Handwritten assignments are not acceptable)

Please **staple** your pages together in the top left-hand corner. Please don't use paperclips.

On the front sheet of your assignment, please include the following:

- your student number
- the title of your assignment
- the module for which it is being submitted
- your module/seminar tutor's name
- your personal tutor's name
- the word count

To ensure that our policy of blind marking can be successfully carried out, **please do not include your name.** Your student number should appear on all other pages in your assignment, this can be handwritten on or put as a header on each page.

Please do not use any ring binders, files or plastic folders. You may use a single clear plastic sleeve if you wish, but any folders other than a plastic sleeve will be removed and may not be returned. The only exception to this is where your work does not fit into a plastic sleeve (eg. portfolios), and in these cases your work should be submitted in a card folder or suitable equivalent.

- Assignments claiming an inaccurate word count will be failed.
- Assignments which do not state the word count may not be marked.
- Work handed in late without upheld claims for extenuating circumstances will be awarded a zero.