

**Birmingham City University**

**Faculty of Education, Law and Social Sciences**

**School of Social Sciences**

**Graduate Certificate in Integrative Psychotherapy**

**Postgraduate Certificate in Integrative Psychotherapy**

**Postgraduate Diploma in Integrative Psychotherapy**

**MSc in Integrative Psychotherapy**

**Programme Specification**

## **Programme Specification: Graduate Certificate / PG Cert / PG Dip / MSc in Integrative Psychotherapy**

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/elss>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body</b>	<b>Birmingham City University</b>
<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>Interim Awards and Final Award:</b>	<b>Grad Cert/PG Cert/ PG Dip/ MSc in Integrative Psychotherapy.</b>
<b>Programme Title:</b>	<b>Grad Cert/PG Cert/ PG Dip/ MSc in Integrative Psychotherapy.</b>
<b>Main fields of Study:</b>	<b>A range of integrative views of human nature, relational approach; the purposes of psychotherapy; the therapeutic relationship as a medium for change and growth; ethics and professional practice in psychotherapy.</b>
<b>Modes of Study:</b>	<b>Part time.</b>
<b>Language of Study:</b>	<b>English</b>
<b>UCAS Code:</b>	
<b>JACS Code:</b>	

### **Professional Status of the programme (if applicable):**

- This programme meets the requirements for the Integrative Psychotherapy Section of the UKCP. 77

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

- FHEQ Level 6 Descriptors and FHEQ Level 7 Descriptors - Generic outcomes of study at these levels according to the Framework for Higher Education Qualifications in England developed by the Quality Assurance Agency for Higher Education.
- United Kingdom Council for Psychotherapy, (Integrative Psychotherapy Section) Learning Outcomes.
- Health Professions Council Generic Standards of Education and Training.

## **Programme Philosophy**

The programme aims to introduce students to the different approaches to Integrative Psychotherapy from a relational perspective, grounded in the therapeutic relationship and theories of self. The relational perspective holds as a key concept that self is known, even formed, in the experience of relating. As such we explore the various forms in which relating occurs in the intrapersonal and interpersonal perspectives; including the self in relating to the environment, society, and spirituality. The relational perspective forms a core feature of the therapeutic alliance and as such the demands in training are heavily weighted towards the student understanding much more fully their own sense of self and how they bring this into the therapeutic relationship. The course stresses the need for self reflective practice and understanding in the interpersonal experience. There are expectations of sensitivity, empathy and attunement in both maintaining and developing the therapeutic relationship. The student's growth through experience of the multi-faceted aspects of self will allow greater understanding and flexibility of skills, intuition, and creativity in working with clients.

Broadly speaking integrative psychotherapy describes a multi modal therapy approach to working with clients presenting with a wide range of difficulties that fall under the label of mental health and wellbeing. This programme is based on an integrative philosophy of understanding the human mental condition. In this regard the therapeutic approach holds with a model of well being, in which the client is considered a participant and active part of the working relationship. The integrative stance considers the actual experience of the person as the starting point for engaging in a dialogue with the aim being to provide the client with the means to healthier functioning fundamental to this is the relationship between the therapist and client. This programme looks to the differing models of therapy for its integrative approach that includes Gestalt, Person Centred, Transpersonal, Cognitive Behavioural Therapy and Psychoanalytic therapies.

The programme is based on a philosophy of integration rather than eclecticism, by which is meant the use of techniques and methods without just regard for the underlying philosophy or theory in the development of such techniques and methods. By integration what is meant is that the modes of therapy are considered with a methodical approach with the purpose of integrating theory and practice into a fuller evolving model of the functioning of the self. Integration is an approach that articulates and demands that the current models and their underlying theories be examined and moulded towards a working integrated approach in the service of the client. As such the demands are high for theoretical understanding and therapeutic skills on the part of the practitioner

Integrative psychotherapy stresses the possibilities and potentials of differing models to be complementary and that the integrative perspective of holism is more fully appreciated when integrating models that help provide attention to the interactions of not just behaviour and cognition but also affect.

Experienced practitioners joining the programme may already be working as integrative practitioners, adopting a particular model as required by their practice contexts, but have never had the opportunity to critically appraise their practice. Conversely, those practitioners operating from a single mode orientation and want to integrate other perspectives into current practice will have the opportunity to develop such an approach.

This is with the understanding that students are being prepared for practice within the private, voluntary, independent and public sectors, and therefore no one dominant approach would meet the needs of all practice settings and student preferences. All students will be prepared for supervised practice during the period of training; allowing for exploration of process, application, reflection, refinement and competence in an integrative approach to practice development.

The approach to integration will commence with exploration of the four dominant schools (psychodynamic, humanistic, behavioural and cognitive) that have developed and held sway in the arena of counselling and psychotherapy education, training and practice during the 20<sup>th</sup> Century. They will be critically examined in relation to their ontological, epistemological and phenomenological position, and then through lenses such as existential, postmodern and constructivist thought. This is essentially a process for students to engage in deconstruction of these dominant paradigms, then enabling them to establish sound understandings of the developments driving the force for integration in counselling and psychotherapy. The reconstruction process towards therapy integration will similarly, enable them to explore and understand technical eclecticism, common factors, theoretical and assimilative approaches to integration and the modes of practice associated with them. Each student will be expected to select, develop and work from one approach to therapy integration.

The main overarching approach that encompasses and seeks to unite the programme's perspective is relational psychotherapy, which in itself is an integrative approach and framework with a theory of development, how psychological disturbance is construed and how therapeutic change is envisaged. Relational psychotherapy had reflects a number of different influences that include interpersonal psychoanalysis, object relations theory, self psychology, feminist and postmodern thinking, developmental and attachment theories, emotional development theory, and ongoing developments in relation to therapeutic impasses. It is mainly rooted in transactional analysis and gestalt psychotherapies, but has not remained static in relation to its development. Recent additions to relational thinking include re-decision therapy, neuro-linguistic programming, cognitive behaviour therapy and contact therapy; demonstrating both a flexible and evolving approach to meet the complexities of client issues. The overall design of the programme reflects the underpinning offered by the relational approach in terms of its relevance to the range of modules and its broader applications in the approaches to psychotherapy integration.

The inherent assumption is that the integrative endeavour is an evolving process throughout their practice undertaking and that this will be influenced by factors such as competence, experience, context and personal choice.

In particular the programme holds the following beliefs:

- The importance of the therapeutic relationship as the medium for change.
- The importance of interdisciplinary dialogue and exploration, with emphasis on integration, respect for difference and an ability to work with diversity.
- A transpersonal dimension to an individual's life and problems, the self healing capacity of the individual and the individual's sovereignty and responsibility.

- The significance of social relationships in setting the framework in which individuals shape their lives.
- The importance of political awareness and an understanding of the individual's experience, personal beliefs and values in problems of living.
- The integration of mind, body, feeling, soul and spirit.

## **Overall Approach**

The overall approach of the programme is to provide both a thought provoking and challenging learning experience and to offer variety and flexibility in the approach to teaching and learning. There is an emphasis on an interactive and supportive relationship between the students and facilitators.

Students are expected to read and explore relevant theory alongside the training course and to take full responsibility for their own learning process. There are ongoing opportunities for students to discuss their progress at the contract making stage and during peer and self-assessments. Tutorials are also available during the course.

### *Self-directed learning*

Each participant will be encouraged to effectively develop skills and knowledge in an appropriate style and pace. Opportunities will be given for participants to be active, initiating, participative, and self-directed in the teaching and learning methods adopted by the facilitators.

### *Contractual relating and training*

Consistent with Integrative philosophy and methodology, participants will be encouraged and facilitated in developing their own learning goals and strategies, and in negotiating how to achieve these with both facilitator(s) and peers. This will be in the form of a learning contract, which will be reviewed periodically throughout the course.

### *Respect and Mutuality*

This will be a guiding principle promoted by the facilitator(s) within the culture of the learning group, encompassing open communication, honesty, mutual respect for difference, learning styles and affirmation of the knowledge, experience, personalities and aspirations of all involved.

As one of the most basic principles of an integrative approach, it is central to achieving a safe and yet challenging environment, both when in learning and when in therapeutic practise.

### *Professionalism*

The facilitators are committed to maintaining and developing the highest standards in teaching and in administering the programme. The course is constantly being reviewed and updated to keep it in line with professional registration requirements.

### *Group process*

The 'Here-and-Now' process within the group will be used as a vehicle for learning about ourselves. A supportive and caring environment will be encouraged at all times. The purpose of the group process is to invite students to share their here-and-now experiences of being on the course, to offer feedback to others on how they experience other members of the group, and to receive feedback from others, all the while respecting the Integrative

philosophy. It is also a space to disclose concerns and challenges and seek support from others in the learning group.

The overall aim of the programme is to provide students with a high standard of education and training, which will prepare them to become more effective practitioners in their current or future working role(s).

As well as theories of integration students will also have an understanding of the interface between psychotherapy and the social/political issues that affect our work with clients. In particular they will have an understanding of the system of mental health as practised in the NHS.

Finally we aim to produce graduates for whom self-awareness, knowledge of clinical practice and theoretical understanding, inform each other.

#### Specific Aims:

- Develop student's critical thinking, analysis and appraisal skills enabling them to make innovative use of robust evidence for psychotherapy practice.
- Enable students to gain knowledge, understanding and skills of contemporary psychotherapy interaction necessary to practice with clients at higher and deeper levels.
- Develop and facilitate student's personal growth and development that will enable them to work at levels of increasing complexity and sophistication.
- Provide a multi-professional, inter-disciplinary learning environment for critical and reflective analysis of the practice of psychotherapy.

Intended Learning Outcomes:	and the means by which they are achieved and demonstrated
1 A. Knowledge and Understanding Skills:	Methods of teaching, learning and assessment:
<p>By the end of the Graduate Certificate the student will be able to:</p> <ul style="list-style-type: none"> <li>• Critically explore the fundamental principles of integrative psychotherapy.</li> <li>• Critically reflect on the working alliance within an ethical and professional therapeutic relationship.</li> <li>• Critically explore the importance of self-awareness to the practice of integrative psychotherapy.</li> <li>• Show a critical appreciation of the ethical, legal and professional standards necessary to support therapeutic practice for integrative psychotherapy.</li> <li>• Demonstrate the ability to critically examine the values inherent to the good practice of integrative psychotherapy, including an awareness of the impact of diversity.</li> <li>• Critically explore theory of self and reflect on the therapist use of self in the therapeutic process.</li> <li>• Demonstrate a critical understanding of human development theories and neuroscience to the practice of Integrative Psychotherapy.</li> </ul>	<p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>

<p>By the end of the Postgraduate Diploma the student will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical exploration of the theory and practice of integrative psychotherapy.</li> <li>• To critically reflect on the ethical and legal issues relevant to clinical practice.</li> <li>• To demonstrate a range of therapeutic interventions critically reflect on the effectiveness of these within the context of the work with an emphasis on the therapeutic relationship.</li> <li>• Demonstrate a critical understanding of how change is theorised and facilitated within an integrative approach to psychotherapy.</li> <li>• Critically reflect on the intrapersonal, interpersonal, spiritual, social and environmental dimensions in relation to self</li> <li>• Critically explore the research into human development, psychopathology, and neurophysiology in terms of practice implications for clients with disorders of self.</li> <li>• Demonstrate a critical understanding of quantitative and qualitative research techniques, and their complementary roles.</li> <li>• To critically reflect on case study and taped transcript work, demonstrating an ability to critically reflect on their work as a therapist.</li> </ul>	<p>Methods of teaching, learning and assessment:</p> <p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>
--	--



<p>By the end of the MSc the student will be able to:</p> <ul style="list-style-type: none"> <li>• Critique and demonstrate an advanced level of reflection on the theory and practice of integrative psychotherapy.</li> <li>• To critically reflect on the contribution of research to their area of practice and their Integrative approach.</li> <li>• To demonstrate a range of therapeutic interventions critically reflect on the effectiveness of these within the context of the work with an emphasis on the therapeutic relationship.</li> </ul>	<p>Methods of teaching, learning and assessment:</p> <p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>
---	--

2 Intellectual Skills:	Methods of teaching, learning and assessment:
<p>By the end of the Graduate Certificate the student will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate and evaluate from a range of treatment options and support the chosen strategy.</li> <li>• Appraise the theoretical approach being studied, assess their limitations and compare with alternative approaches.</li> <li>• Present a critical awareness of what might not be possible in a particular setting.</li> <li>• Illustrate how they use creativity and its effectiveness and discuss interventions within the context of the relationship, the contract and the stage of treatment.</li> <li>• Formulate and evaluate a critical awareness of boundary issues, including confidentiality, in specific settings.</li> <li>• Demonstrate an awareness of the importance of making contracts, Client records, boundary issues and use of supervision when working with clients.</li> </ul>	<p>In addition to the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <p>Methods of teaching, learning and assessment:</p> <p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>

<p>By the end of the Postgraduate Diploma the student will be able to:</p> <ul style="list-style-type: none"> <li>• Appraise how audit and evaluation may contribute to the practitioner's understanding and development of practice and consideration of how the practitioner may provide evidence to contribute to such evaluation in the practice setting.</li> <li>• Critically explore and develop research knowledge and skills in line with the psychotherapist's theoretical model in order to test clinical hypotheses and use of critical thinking applied to ongoing case experience and case study.</li> <li>• Critically explore the importance of developing skills of self awareness in order to facilitate the use of self in client work.</li> <li>• Critically explore their ability to apply learning, drawing on personal therapy, experiential and theoretical learning; in addition to clinical practice and clinical supervision.</li> <li>• Critically reflect on psychotherapeutic processes from their own perspectives of psychotherapist, client and trainee and evaluate implications for therapeutic practice.</li> <li>• Critically explore integration and limits of different approaches to practice.</li> <li>• Critically analyse differing theoretical perspectives and integrate appropriately that which assists with therapeutic practice.</li> <li>• Conceptualise and critically evaluate theory within a wider theoretical perspective.</li> <li>• Evaluate aspects of current psychotherapy research and relate implications to therapeutic practice.</li> <li>• Critically review and reflect on practice considering theoretical underpinning and recognising limits to knowledge.</li> <li>• Outline a conceptual understanding and critical analysis of psychotherapeutic psychotherapy practice within an ethical framework and context.</li> </ul>	<p>In addition to the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <p>Methods of teaching, learning and assessment:</p> <p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>
---	--

By the end of the MSc the student will be able to:

- Combine critical reflection and ongoing supervision to assess and report on their work with clients, and on that carried out by others.
- Critically analyse the literature on psychotherapy to support the integration of theory to practice.
- Critically discuss and devise a range of treatment options to support the chosen strategy.
- Create and evaluate an advanced level of theoretical knowledge to develop hypotheses and generative therapeutic responses to clinical situations.
- Critique the theoretical approaches being studied, assess their limitations and compare with alternative approaches.
- Critically explore a model of human functioning; including a model of individual development and a model of therapeutic change using the theoretical approaches being studied.
- Analyse complex situations, conceptualise a range of therapeutic interventions and create appropriate shared focus/treatment contracts clearly related to treatment direction, interventions and the implications of the therapeutic context (setting, duration, frequency, legal obligations).
- Synthesise a critical awareness of and ability to manage the implications of ethical issues and dilemmas.
- Analyse awareness of the setting in which psychotherapy takes place and capacity to adapt the theoretical approaches being studied to the setting appropriately.
- Synthesise their own personal integration of theory and clinical practice.
- Compare and contrast and evaluate research methods relevant to all models of psychotherapy, and critiques of 'objective' research within Integrative models.

In addition to the specific needs of the students other teaching, learning and assessments used on the programme consist of:

Methods of teaching, learning and assessment:

A variety of methods are used, depending upon student needs.

As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:

- Lectures and Seminars to provide theory and develop understanding.
- Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.
- Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.
- Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.
- Personal development groups.
- Use of case studies and Taped work.
- Personal Journal to reflect and record personal process throughout the course.

<p>3 Practical Skills:</p>	<p>In addition to the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p>
<p>By the end of the Graduate Certificate the student will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for and make effective use of supervision.</li> <li>• Formulate and apply appropriate therapeutic processes.</li> <li>• Assess clients for suitability for psychotherapy.</li> <li>• Assess situations and issues accurately.</li> <li>• Make appropriate therapeutic interventions and manage appropriate endings.</li> <li>• Engage in activities for personal growth and development congruent with the theoretical approaches being studied.</li> <li>• Establish and maintain respectful relationships.</li> <li>• Appraise the effect of his/her interventions on the client and respond appropriately.</li> </ul>	<p>Methods of teaching, learning and assessment:</p> <p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>

<p>By the end of the Postgraduate Diploma the student will be able to:</p> <ul style="list-style-type: none"> <li>• Critique own practice and make effective use of supervision.</li> <li>• Produce appropriate client notes and make clear contracts with clients.</li> <li>• Demonstrate the ability to choose an appropriate therapeutic response and evaluate the outcome from both client and psychotherapist perspectives.</li> <li>• Demonstrate the capacity and ability to bring awareness of personal and inter-personal processes to the therapeutic relationship, taking into account the social and cultural context of their clients.</li> <li>• Within the complex and unpredictable nature of practice apply appropriate knowledge and skills to manage problem situations.</li> <li>• Demonstrate the capacity to negotiate appropriate contracts and maintain boundaries within the different stages of the psychotherapeutic relationship and process.</li> <li>• Recognise client issues that need the attendance of another professional and refer the client appropriately.</li> </ul>	<p>In addition to the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <p>Methods of teaching, learning and assessment:</p> <p>A variety of methods are used, depending upon student needs.</p> <p>As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:</p> <ul style="list-style-type: none"> <li>• Lectures and Seminars to provide theory and develop understanding.</li> <li>• Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.</li> <li>• Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.</li> <li>• Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.</li> <li>• Personal development groups.</li> <li>• Use of case studies and Taped work.</li> </ul>
--	--

<p>By the end of the MSc the student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, clarify, assess and manage resolution of most clinical problems.</li> <li>• Formulate and apply appropriate therapeutic processes.</li> <li>• Assess clients for suitability for psychotherapy.</li> <li>• Assess situations and issues accurately.</li> <li>• Engage in activities for personal growth and development congruent with the theoretical approaches being studied.</li> <li>• Assess and evaluate a method of understanding, recognising and responding to counter transferential issues.</li> <li>• Appraise, assess and manage resolution of most clinical problems.</li> <li>• Negotiate and handle conflict confidently and respectfully, including the ability to relate to clients who are angry or dismissive or who break boundaries.</li> <li>• Evaluate responsibility for self-monitoring and autonomy in professional practice.</li> <li>• Synthesise set techniques and choose advanced techniques in order to engage with the client.</li> <li>• Evaluate and appraise ability to handle complex, unpredictable and specialised situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Journal to reflect and record personal process throughout the course.</li> </ul>
---	--

#### 4 Transferable / Key skills

By the end of the Graduate Certificate the student will be able to:

- Work co-operatively with others.
- Outline a critical awareness of boundary issues, including confidentiality, in specific settings.
- Use resources for learning with minimal supervision and within agreed guidelines.
- Present clinical work for discussion and mutual learning.
- Reflect consistently on therapeutic process and on their own functioning in order to improve practice.
- Engage with their own therapeutic process.

By the end of the Postgraduate Diploma the student will be able to:

- Critically evaluate the need for regular on-going supervision and Continuous Professional Development.
- Appraise their development of critical self-reflection in order to evaluate own clinical competence and employ appropriate knowledge and skills in practice.
- Develop capacity for self-reflection to engage with the practitioner's own personal process and at a depth congruent with the work being undertaken
- Communicate in a professional manner and produce detailed and coherent verbal and written case studies and essays that integrate theory and practice.
- Interact effectively with a learning or professional group and negotiate within either setting and manage conflict.

In addition to the specific needs of the students other teaching, learning and assessments used on the programme consist of:

Methods of teaching, learning and assessment:

A variety of methods are used, depending upon student needs.

As well as the specific needs of the students other teaching, learning and assessments used on the programme consist of:

- Lectures and Seminars to provide theory and develop understanding.
- Experiential exercises, Small group work and Skills practice exercises to develop application of theory to personal experience.
- Debates and discussions to generate discussion to gain different perspectives including cultural and issues of difference and diversity.
- Process Group to provide opportunity for self-reflection and to offer and gain personal feedback.
- Personal development groups.
- Use of case studies and Taped work.
- Personal Journal to reflect and record personal process throughout the course.



- With minimum guidance formulate and manage their own learning in order to make appropriate use of learning resources, personal therapy and clinical supervision to practice as an independent therapist.

By the end of the MSc the student will be able to:

- Use critical reflection and ongoing supervision to assess and report on their work with clients, and on that carried out by others.
- Work proactively with others to formulate potential solutions.
- Engage confidently and respectfully in professional communication with others.
- Critically evaluate and appraise regular on-going supervision and Continuous Professional Development as being essential to their work as a psychotherapist.
- Critically and consistently reflect on therapeutic process and on own functioning in order to improve practice.
- Appraise with own therapeutic process.
- Communicate ideas, principles and theories effectively by use of written assignments, case presentations and audio taped work.
- Work effectively in a group, independently and part of a team.
- Synthesise activities for personal growth and development congruent with the theoretical approaches being studied.

## Programme Stage Summaries

The structure of the course, the modules, levels and credit values, and the awards that can be gained are shown in the diagram below.

### Introductory Stage

Module Number	Module Name	Credit
06/001	Philosophy and Fundamentals of Integrative Psychotherapy	15 Level 6
06/002	Relational Approach in Integrative Psychotherapy	15 Level 6
06/003	Personal Growth and Development	15 Level 6
06/004	Ethics and Professional Practice in Integrative Psychotherapy	15 Level 6
<p>To qualify for this award a student must successfully complete all the level 6 modules of study and obtain 60 credits at level 6. They also need to meet the Portfolio of Practice requirements of the programme i.e. (40 hours personal therapy).</p> <p>Award: Graduate Certificate</p>		

### Stage 1 Postgraduate Certificate stage

Module Number	Module Name	Credit
07/001	Theories of Change in Integrative Psychotherapy	15 Level 7
07/002	The Relational Self in Integrative Psychotherapy	15 Level 7
07/003	Human Development from an Integrative Approach	15 Level 7
07/004	Applied Theory and Practice of Integrative Psychotherapy	15 Level 7

To qualify for this award a student must successfully complete all the modules of this stage of study and obtain a minimum of 60 credits at level 7. They also need to meet the Portfolio of Practice requirements of the programme (40 hours personal therapy, a pass in their supervised practice and 100 client contact hours).

Award: Postgraduate Certificate

## Stage 2 Postgraduate Diploma

Module Number	Module Number	Credit
07/005	Research Methods	15 Level 7
07/006	Assessment, Diagnosis & Treatment Planning in Integrative Psychotherapy	15 Level 7
07/007	Advanced Theory and Practice in Integrative Psychotherapy	30 Level 7

To qualify for this award a student must successfully complete all the modules of this stage of study and obtain a minimum of 120 credits at level 7. They also need to meet the Portfolio of Practice requirements of the programme (40 hours personal therapy, a pass in their supervised practice and 100 client contact hours i.e. a cumulative total of 200 client contact hours).

Award: Postgraduate Diploma

The award of Postgraduate Diploma with Commendation will be made to students who satisfy the requirements for the award and achieve an overall average mark of 60 - 69% in the 120 credits required for award.

The award of Postgraduate Diploma with Distinction will be made to students who satisfy the requirements for the award and achieve an overall average mark of 70% or above in the 120 credits required for award

## Stage 3 MSc Stage

Module Number	Module Number	Credit
07/008	MSc Research Project	60 Level 7

To qualify for this award a student must successfully complete all the modules of this stage of study and obtain a minimum of 180 credits at level 7. They also need to meet the Portfolio of Practice requirements of the programme (40 hours personal therapy, a pass in their supervised practice and 100 client contact hours i.e. a cumulative total of 300 client contact hours)

#### **Award: Master's Degree**

The award of Master's Degree with Commendation will be made to students who satisfy the requirements for the award and achieve an overall average mark of 60 - 69% in the 180 credits required for award.

The award of Master's Degree with Distinction will be made to students who satisfy the requirements for the award and achieve an overall average mark of 70% or above in the 180 credits required for award.

### **Support for Learning and Personal Development Planning**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support, as appropriate, to meet those needs:

- 1) A programme student handbook containing information specific to the programme and its modules.
- 2) Learning contracts are used from the start of each year. They are reviewed within the training environment twice per year through peer and self-assessments.
- 3) Support for academic skills such as referencing, essay writing and critical analysis are available via tutorials.
- 4) Access to Library services.
- 5) Access to IT support staff.
- 6) Support for academic skills such as referencing, essay writing, critical analysis.
- 7) Access to administrative and academic staff including course tutors/facilitators.
- 8) Access to the University's Student Services which include assistance and support for learning skills, careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy.
- 9) Support from the Students' Union for a range of services.

## **1.1 Admissions Process**

In order to be considered for a place on the course, candidates will send their application to the course administrator. Applications will be reviewed by the Admissions Tutor who will contact by phone or email candidates prior to attending the information day and interview, if there are any queries in terms of their application.

The Admissions Tutor will also take into account the candidates references and personal statement, in particular focusing on their previous counselling and psychotherapy experiences. If it is felt that more experience is needed, this will be made a condition of offer following successful interview.

The information day will comprise a presentation about the course, a group task for the candidates, a tour of the Psychology department and an interview. During the information day candidates will be able to ask questions about the course and any aspect of student life.

All candidates will have an individual interview with the Course Director and one member of the course team. During the interview, the candidate's suitability for training as a Psychotherapist and for study in higher education will be assessed. The interview will determine whether the candidate has the personal qualities and potential to become a Psychotherapist.

Applicants' suitability will be determined by their qualifications, experiences and motivation to become a Psychotherapist. Interviewers will document the candidate's qualification, previous experience including clinical experience, capacity for emotional and psychological thinking, and motivation to become a psychotherapist. After the interview, they will make a recommendation as to whether the candidate should be offered a place on the course. The final decision to make an offer of a place or to reject the candidate will be made by the Course Director and other members of the interviewing panel. Candidates who are unsuccessful in gaining a place on the course will be entitled to gain feedback by writing to the Admissions Tutor.

## **1.2 Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.