

Psychosynthesis Counselling

This programme is only offered at: **The Psychosynthesis and Education Trust**. This programme is no longer recruiting.

Final award	Postgraduate Diploma
Intermediate awards available	Postgraduate Certificate where not fully completed
UCAS code	N/A
Details of professional body accreditation	The Psychosynthesis and Education Trust is an Organisational Member of the British Association for Counselling and Psychotherapy (BACP), The United Kingdom Association of Therapeutic Counsellors (UKATC) and The United Kingdom Council for Psychotherapy (UKCP)
Relevant QAA Benchmark statements	-
Date specification last up-dated	May 2013

Profile

The summary - programme advertising leaflet

Programme content

The aims of the two-year programme are to:

- deepen students' understanding of psychosynthesis as a core model of theory and practice
- train reflective psychosynthesis practitioners who work at a high level of competency;
- prepare students to gain full independent professional status, accreditation and registration
- prepare students for further study.

Students will study the theory of psychosynthesis; conduct client work and receive clinical supervision; learn counselling skills; and undertake their own therapy and other types of personal development.

Psychosynthesis Counselling at UEL

- The Psychosynthesis and Education Trust, which runs this UEL-validated programme, is the oldest psychosynthesis centre in the UK.
- The Post Graduate Diploma has been BACP accredited since 1989, and was the second programme to be accredited in the country.

- The PG Dip leads on eventually to the MA in Psychosynthesis Psychotherapy, which enables the student to be on the UKCP National Register of Psychotherapists subject to clinical experience.
- Core staff are senior psychosynthesis tutors, as well as senior practitioners and supervisors in psychosynthesis therapy. In addition, leading experts in specialised fields such as Gestalt therapy, contribute to the programme.

Admission requirements

Admission to the programme requires the student:

- normally to have had previous experience of counselling, or to demonstrate evidence of personal growth
- to have a first degree, or equivalent
- to have successfully completed the Introductory Year of Psychosynthesis Foundations or equivalent
- to supply two referees who know them professionally/personally.

Applicants are assessed by the training staff who teach their Foundation Year programme, and may additionally be called to interview.

Programme structure

The Postgraduate Diploma is a two year, part-time programme. We have 11 training weekends each year. We have two course intakes each calendar year; February and September. Our academic year consists of two semesters with breaks during August and the Christmas holiday period. Students have 2 modes of attendance: block format (Friday - Monday), or intermonth format (Friday – Sunday plus 4 weekday evenings a month). Each format is subject to sufficient numbers.

Learning environment

Experiential seminars, discussions, lectures, structured experiences, practicums, group and individual tutorials, theoretical essay and case study writing, small group work, live and video demonstrations, observation of sessions, reflections on clinical practice, clinical supervision, presentations, role play and other spontaneous techniques, individual therapy, relational dynamics groups, journal writing, and process groups.

Assessment

Assessment is based entirely on coursework and clinical placement. Over the two years, this comprises:

- Two written Theoretical Essays
- One Written Systems Analysis Project
- Two Written Clinical Case Studies
- Supervisors Assessment and Report
- Study Tutor Assessment and Report

Students are also required to complete clinical hours, clinical presentations, therapy hours, workbooks, and receive satisfactory clinical placement reports and trainer feedback.

All components of assessment from Year One must be passed in order to progress to Year Two.

Relevance to work/profession

The Trust's professional programmes are fully recognized by the British Association for Counselling and Psychotherapy (for counsellors) and the United Kingdom Council for Psychotherapy (for psychotherapists). Including the Introductory Foundation year, a typical student would be eligible for UKCP registration after 4-5 years.

Graduates of the Diploma will have fulfilled the BACP training component for individual counsellor accreditation, though will need to accrue more clinical hours before being able to apply for individual accreditation.

Those wishing to progress on to study for a UKCP-recognised psychotherapy qualification may apply to do the one-year UEL-validated MA in Psychosynthesis Psychotherapy upon completion of PET's Atrium Year, which follows the Post Graduate Diploma. Subject to satisfactory completion of all clinical requirements and a qualifying case study, graduates will be eligible for UKCP registration, and to maintain this through ongoing membership of the Psychosynthesis Professional Association.

Graduates are also members of the European Association for Psychotherapy via the European Federation for Psychosynthesis Psychotherapy.

Dissertation/project work

Many assessed items of coursework are based on project work, such as the training workbook. The training workbook is at the heart of the Postgraduate Diploma, and is seen as of primary value to the trainee. It would normally consist of the following sections: Personal Development work, Conceptual and Thematic work, Supervised work and Observations. It is the opportunity for the trainee to record progress at all levels throughout the training, and is assessed annually by the designated tutor.

A Clinical Case Study, which integrates the theory and practice of psychosynthesis counselling is submitted in both the first and second years, the first being 2,500 words and the second 5,000 words

Two theoretical essays are to be written over the two-year programme, each the result of a choice made by the student to explore more deeply some part of the core teaching. In addition, students undertake a Systems Analysis project.

Added value

After graduation of the two-year Diploma, and the achievement of 250 supervised clinical hours, students are eligible to apply for individual registration with the United Kingdom Association of Therapeutic Counsellors (UKATC) and for accreditation with BACP after 450 hours.

Your future career

See above. Graduates of the Trust are fully-recognised as counsellors / psychotherapists within the UK, and work in many areas of the public sector, education and private practice.

How we support you

- Each student has an individual pastoral Study Tutor for personal and individualised support with their academic work;
- Students are also assigned to tutorial groups, where they will give and receive peer support.

On a practical level:

- The Trust has its own library, and students are also provided with original reading material, and may purchase additional articles and resources;
- Students have access to UEL's Stratford Campus library, which houses the School of Psychology collection;
- Books required for the programme are on sale from the Trust office, and can also be sent to students for a small fee;
- There is a Common Room, equipped with a microwave etc, for the use of the students;
- A Meditation room is available for students requiring a quiet space.

Bonus factors

- We have our own Student Placement Service and Low-Cost Counselling Service
- We have built up a good relationship with many counseling agencies and charities, who provide us with many diverse placement opportunities for clinical work
- The Trust building has recently undergone a major programme of renovation and redecoration, providing a fresh and creative learning environment;
- Situated at London Bridge, we are well sited for those who wish to enjoy historic London, or simply to walk by the Thames;
- There are numerous eating and shopping amenities in the immediate vicinity.
- We are easily reached by train, bus and tube;

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- To provide students with a solid grounding in Psychosynthesis as a core model.
- To train reflective psychosynthesis practitioners who work at a high standard of competency.
- To help students gain full independent professional status, accreditation and registration.

What will you learn?

At the end of the Programme, students will have:

Knowledge

- Started to analyse pathologies and defence mechanisms, in relation to the expression of the sublime;
- Explored, analysed and compared the seven Ways to Transpersonal Realisation model, learning to conceptualise their own and others' experience to facilitate appreciation of difference;
- Acquired understanding of families, systems and groups, from a psychosynthesis perspective;
- Been able to conceptualise and evaluate psychosynthesis theory and methodology of the process of development, differentiation and psychological maturity, comparing them critically with other developmental models of human nature;
- Learnt to differentiate mild and moderate neurotic conditions from severe psychological disturbance, as well as to differentiate between psychopathology and spiritual crisis;

Thinking skills

- Examined and analysed the various stages and types of use of the Will, to create a strategy for the development of their own and others' healthier autonomy;
- Demonstrated an increasing capacity to think contextually, hypothesise underlying themes, identify creative elements in crisis and struggle, and to envision emerging purpose;
- Learnt to relate developments and processes in individual therapy to critical reflection on being a change agent;
- Learnt to analyse and work creatively with intra-personal and inter-personal dynamics, becoming familiar with concepts of transference and countertransference;
- Developed the capacity to recognise, analyse and work with the inter-relationship between the individual and the greater whole, and the ability to hold a global context within which to offer individual counselling;
- Analysed the impact of diversity and other 'social context variables', and assessed the implications for the application of psychosynthesis theory and practice;
- Demonstrated a mature capacity to think contextually about psychospiritual development;
- Acquired the ability to consider and evaluate complex clinical and ethical situations from a variety of standpoints, and to arrive at solutions that synthesise different perspectives.

Subject-Based Practical skills

- Identified, analysed and devised strategies to work in individual therapy with issues that may interfere with effectiveness as a practitioner;
- Begun to assess if the needs of the applied setting are being met, and to acquire the skills to review this;

- Become familiar with the principles of working contractually within a recognised ethical framework, applying these to the creation and maintenance of safe clinical practice
- Deepened the capacity to establish, analyse and work constructively to maintain and repair a therapeutic relationship, within their own unique identity and style as a counsellor;
- Enhanced their capacity to analyse, hypothesise and work creatively with issues of transference and countertransference, working imaginatively with resistance, and evoking the will and motivation for change;
- Been able to make use of supervision collaboratively, taking responsibility for material chosen for presentation, and contributing to the supervision of their peers;
- Been able to apply insights from individual therapy to their own clinical practice.

Skills for life and work (general skills)

- Learnt to relate in a sensory and physiological way to psychological process;
- Recognised and begun to explore the relevance of the body and sexuality to personal experience, and its impact on therapeutic work;
- Enhanced writing skills for essays and clinical case studies
- Continued a personal, in-depth exploration by means of ongoing individual therapy, group process and reflective writing, so as to be able to integrate the personality and achieve a measure of personal synthesis;
- Identified, addressed and taken responsibility for the impact of personal issues and crises upon professional capability and effectiveness;
- Examined, analysed and reflected on their own values and influence on perception and clinical practice, including their own attitudes to 'difference' in relation to race, religious and cultural identity, gender, sexual orientation, disability, age and social class.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme

- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 120 M Level credits.

Typical duration

The typical duration of this programme is two years, part time.

How the teaching year is divided

Our academic year consists of two semesters with breaks during August and the Christmas holiday period. We have two course intakes each calendar year starting in February and in September.

The programme is divided into two years (also known as modules). Each year covers two semesters. The semesters run as follows:

- Spring: 1 Feb – 31 August
- Autumn: 1 Sept – 31 Jan

All components of assessment from Year One must be passed in order to progress to Year Two. If students complete Year One and do not wish to proceed to Year Two, they may be eligible for an intermediate award but cannot then rejoin the programme at a later date.

What you will study when

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Year	Module title	Credit	status
	Double Module 1: Psychosynthesis Counselling (I)		
	Six components:		
1	<ul style="list-style-type: none"> • Identity & Self Formation, • Transformational Processes (I) • Systemic and Social Psychosynthesis • Application of Psychosynthesis (I) • Clinical Practice (I) • Personal and Professional Development (I) 	60	Core
	Double Module 2: Psychosynthesis Counselling (II)		
2	Six components:	60	Core
	<ul style="list-style-type: none"> • Psychospiritual Pathology, • Transformational Processes (II) 		

- Psychosynthesis in Context
- Application of Psychosynthesis (II)
- Clinical Practice (II)
- Personal and Professional Development (II)

Requirements for gaining an award

- In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.
- In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M

The award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Experiential seminars
- Lectures
- Group & individual tutorials
- Individual study

Thinking skills are developed through

- Structured experiences
- Discussions
- Theoretical essay writing

Practical skills are developed through

- Practicums & practice
- Supervision of clinical practice
- Live demonstrations

Skills for life and work (general skills) are developed through

- Individual therapy
- Relational dynamics groups
- Psychological journal

Assessment

Knowledge is assessed by

- Theoretical essays
- Tutor & trainer assessment
- Research projects

Thinking skills are assessed by

- Theoretical essays
- Self & peer assessment
- Tutor & training assessment
- Training Workbook

Practical skills are assessed by

- Supervisor and placement assessment
- Self & peer assessment
- Case study papers
- Training workbook

Skills for life and work (general skills) are assessed by

- Demonstration of psychological journal
- Tutor & trainer assessment

Quality

How we assure the quality of this programme

Before this programme started

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback through an annual report that enables us to make improvements for the future

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Programme completion and programme evaluation forms;
- Student representatives meet every semester with the Staff Team;
- End of Year Assessment Interview;
- Informal methods, such as during tutorials;
- Anonymous feedback may also be given.

Students are notified of the action taken through:

- Circulating the minutes of the relevant meetings;
- Feedback from Student representatives;
- Regular written updates from Director of Programmes;
- Verbally, during tutorials and other meetings.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students: Every five years, the Trust tracks its graduates through a questionnaire to gain information on how graduates are using their psychosynthesis qualification in their lives. Graduates are kept in touch with Continuing Professional Development Programmes offered by the Trust, through its Psychosynthesis Professional Association, and the Trust offers a bi-annual Newsletter to stay in touch with interested parties;
- BACP and UKCP Programmes Recognition Committees: The Trust is subject to the re-accreditation procedures of these bodies; Trust representatives are members of working parties for UKCP and BACP.

Further Information

Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The student handbook
- Unit study guides
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/manual>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- The Psychosynthesis and Education Trust's website www.psychosynthesis.edu
- Email: enquiries@petrust.org.uk
- Tel: 020 7403 2100
- Fax: 020 7403 5562