## GRADUATE DIPLOMA IN PSYCHODYNAMIC COUNSELLING/ MA
### Psychodynamic Counselling Year 1

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GRADUATE DIPLOMA IN PSYCHODYNAMIC COUNSELLING

INTRODUCTION
This programme aims to provide solid foundations in psychodynamic theory and practice. It can be pursued as a stand-alone course, but also constitutes the first year of the MA Psychodynamic Counselling. It will build on your own learning and experience to enable you to understand why and how young people have difficulties whether in themselves, in school, in their families and in society more generally. It will give you a developmental perspective on these difficulties, and in addition help you understand the organisations in which children and adolescents are most usually held and helped. It will prepare you to take up the role of counsellor so you can play a part in addressing the difficulties with which these children and young people are struggling.

More particularly, this programme aims:

1. To provide a knowledge and understanding of psychodynamic concepts relating to both personal and organisational relationships
2. To provide a psychodynamic understanding of personal and emotional development and thereby to provide a developmental perspective on children and adolescents’ difficulties
3. To understand the principles and practice of psychodynamic observation as a way of understanding individuals and institutions
4. To provide a foundation in the technical skills needed to become a psychodynamic counsellor
5. To provide an understanding of the role of counsellor in organisational settings
6. To understand the psychodynamic/systemic approach to organisational dynamics
7. To develop the personal qualities, particularly the capacity for reflective practice and self-understanding, needed to take up a professional clinical role.

Course Structure
The first term offers a module introducing psychodynamic concepts both personal and organisational. The counselling skills module provides a foundation in both the theory and practice of counselling, with reading, workshop learning and a seminar in applying the psychodynamic framework to workplace observations and interactions.

In the second term you are introduced to child and personality development, using psychodynamic and attachment perspectives. There is also a deeper exploration of organisational dynamics using psychodynamic, systemic and other theoretical approaches.

In the third term the focus is on preparing you for placement, with seminars on the counselling role and counselling contexts including the statutory and ethical foundations for clinical practice.

There are year-long modules. One is on psychodynamic observation which trains you in observational skills and the application of psychodynamic thinking to real-life situations – key skills for becoming a practitioner. The second is on personal development, as the capacity for self-reflection and reflective practice are essential to the preparation for taking up a clinical role. For those on the 1st year MA course or who intend to pursue the MA there is a further 0-rated module designed to assess readiness for practice.

Core modules in Graduate Diploma and the exit award- Graduate Certificate

Graduate Diploma
The core modules for the Graduate Diploma are those central to the development of the personal and professional qualities required in clinical practice – personal development and counselling skills.

Exit award – Graduate Certificate
An exit award of a Graduate Certificate is available for those who achieve 60 credits, with the academic component of the course being core – i.e. psychodynamic concepts, personality development and organisational dynamics.

AUTUMN TERM

PA 210-6-AU Counselling Skills with Children and Adolescents (30 credits)

There is a separate PA210 handbook which gives full details about the module, including the ethical approval form and placement form. This module aims at helping students acquire the knowledge and skills needed to apply psychodynamic understanding in work with children and adolescents. If the student is already working with children then their work will be at the heart of the learning. If not, then students will be helped to find a placement in which they can observe or offer a supportive presence to a child/children.

NB While on this module students are not permitted to take up a counselling role per se, as they are not yet qualified to do so. There may be occasional exceptions where students are already in such a role in their agency, but otherwise care needs to be taken not to present what they are offering as counselling.

Teaching methods:

Seminar 1 - students will discuss readings on theoretical and practical aspects of counselling relationships with children and adolescents and will participate in experiential workshops to practice new skills and to deepen their understanding
Seminar 2 – students will bring descriptions of their work with - or observations of - children and/or adolescents which will be discussed applying psychodynamic insights to the interaction

Learning Outcomes: By the end of the module students should be able to:

- If working with children and adolescents - work more effectively with children and/or adolescents using psychodynamic thinking and counselling skills in their approach. If not, to be able to apply psychodynamic thinking to children and interactions with children as observed on placement.
- Have a deeper understanding of the dynamics of relationships and encounters between staff and children/adolescents
- Have a deeper understanding of the counselling role and counselling techniques

Placements

Students must have a suitable placement for a minimum of one hour a week’s observation or supportive work. This may be at a school or similar agency in which the student can either observe a child consistently over the 10 week term, or offer such supportive work as appropriate and requested by the agency. This should not be for counselling as such, as the student is not yet in a position to offer any in-depth emotional work. It should be seen primarily as a learning opportunity for the student rather than pastoral provision for the child, although it is to be hoped that the consistent interest of a thoughtful adult will be of use to the child.

The nature of the placement will naturally vary considerably, dependent on the agency involved and the prior experience/expertise/qualifications of the student. Tutors can help ensure that the placement is appropriate, and if necessary, students will be given help finding a placement. The course requirement is for the student to be able to write detailed accounts of their observations or interactions with the child each week which can be discussed in the seminar. These accounts need to be reliably and consistently anonymised to protect the confidentiality of the child.
Disclosures & Barring Service check
Disclosures & Barring Service (DBS) checks are required for observational placements and will need to be applied for in advance. Please contact Fiona Gillies, cpsgrad@essex.ac.uk

Application for Ethical Approval
Ethical approval needs to be sought for observational placements. CPS has a template for the application (copy at the end of the handbook for info). This should be completed and handed in to the Student Administrator, Fiona Gilles. It should receive approval before the placement starts.

Should a placement fail, CPS will help a student find another. Should the experience not provide sufficient material for a case study, the student will be given an alternative assignment to assess learning outcomes.

PA217-5-AU Psychodynamic Concepts (15 credits)
This module gives you an introduction to the key theoretical concepts used in psychodynamic thinking, relating both to individuals/ personal relationships and into organisational dynamics. It will provide a basic understanding of the psychodynamic toolkit and help you to develop an overall grasp of the role of unconscious mechanisms in everyday life and in clinical presentations.

Teaching Methods
This module employs discussion seminars as its main teaching modality. Students will read texts before the seminar and come ready to participate in discussions with the tutor and each other. Students may be asked to prepare a short presentation on the week’s texts, or to bring particular points which they wish to pursue in the seminar. In some seminars the tutor will provide an introduction to the topic, or play a more leading role in gathering and organising the learning from the reading of the text.

Aims
• To understand key theoretical concepts used in psychodynamic thinking and formulation in relation to individuals and personal relationships
• To understand key theoretical concepts used in psychodynamic thinking and formulation in relation to organisational dynamics
• To understand the importance of the unconscious in everyday life and in clinical presentations
• To understand the importance of these theoretical ideas in later working with clients as a psychodynamic practitioner

Learning outcomes
• Familiarity with key psychodynamic concepts about individuals and personal relationships
• Familiarity with key psychodynamic concept relating to organisational dynamics
• Familiarity with the role of the unconscious and unconscious mechanisms
• Awareness of the implications of psychodynamic concepts for later work with clients

PA216-6-FY Psychodynamic Observation (15 credits)
Observation is a key tool for both practitioners and researchers in the field of psychodynamic disciplines. This module gives you the opportunity to become acquainted with the value of this approach to this method of investigation into the human mind, and to develop the skills and awareness of a psychodynamic observer. It aims to help you increase your capacity to perceive details of human interaction in everyday events and encounters, and to develop an appreciation of the role of emotional communication and the unconscious in ordinary life. It aims to help you develop a keener understanding of the meaning of what you observe, this being a key skill for later work as a psychodynamic practitioner
Teaching methods:
This module consists of seminars to which students will bring written accounts of observations they have made. Students will observe individuals and interactions in the community and write accounts of what they have seen and experienced, which will be discussed in the seminar group to elicit greater understanding of the situations and dynamics described.

Aims
- To develop a keener eye for the detail of human behaviour and interaction
- To increase awareness of the role of emotional communication and the unconscious in everyday events and encounters
- To understand the application of psychodynamic concepts and insights to all aspects of human experience
- To lay the foundations for psychodynamic observation as a key skill in psychodynamic practice

Learning outcomes
- Familiarity with the application of key psychodynamic concepts to observed individuals and relationships
- Greater ability to observe detail and to perceive subtle indications of emotional and unconscious dynamics
- Familiarity with the role of conscious and unconscious mechanisms in relationships
- Awareness of the use of psychodynamic observation in work with clients
- The capacity to apply psychodynamic thinking to everyday situations

SPRING TERM

PA 211-6-PS Organisational Dynamics -Theory (15 credits)

Teaching methods
Students will discuss readings on topics relating to organisational dynamics.

Aims
This module aims at helping students understand more fully the conscious and unconscious dynamics in organisations.

Learning outcomes
By the end of the module students should have
- Developed a greater capacity for psychodynamic observation
- Have a deeper understanding of organisational dynamics
- Be able to apply psychodynamic insight to a wide range of settings.

PA218-5-SP Personality Development (15 credits)
This module gives you an outline of child development. There is an emphasis on the acquisition of the emotional capacities for good relationships and effective learning and what can interfere with this. The theoretical background is drawn from psychodynamic and attachment literature.

Teaching Methods
Students will read texts on the psychodynamics of human development before the seminar and come ready to discuss them with the tutor and each other. Experience from personal and workplace interactions will enrich the learning. In some seminars students will take turns to present key elements from the week’s texts and/or the tutor will take the lead in introducing and organising the learning.
Aims
- To understand the foundations of emotional development laid down in early life
- To understand the effect of these early experiences on later social and learning capacities
- To understand the importance of attachment to children's emotional development
- To understand the implications for later working with children of an understanding of the early roots of their difficulties

Learning outcomes
- Familiarity with key stages of personality development
- Basic familiarity with attachment theory
- Familiarity with psychodynamic understanding of emotional development
- Awareness of the implications of pre-birth factors and early environment for later work with children and adolescents
- The capacity to be able to apply a developmental perspective to children’s and adolescents' difficulties

SUMMER TERM

PA215-6-SU Counselling Contexts: preparing for placement (15 credits)
This module equips you with an appreciation of the role of the counsellor and prepares you for taking up that role in the MA. It aims to provide you with an awareness of the complexity of the role, and an understanding of the professional environment you will be encountering on placement in the following year. It aims to familiarise you with the settings within which counselling takes place. It will give you awareness of the ethical and statutory frameworks within which you will be working. It will help you understand the meaning and standing of counselling in a range of agencies, and its place in wider provision.

Teaching Methods
This module will combine discussion of texts read before the seminar, as in other modules, with workshops and role-play. Workplace interactions will be studied and discussed to help think through how to take up the role of counsellor and to develop the skills needed on placement. The first seminar will consist of discussion of key policy documents and other readings regarding the framework within which counselling takes place. The second seminar will be partly observation based and partly workshop learning, with vignettes of actual practice situations explored.

Aims
- To develop awareness of the counselling role
- To develop awareness of the complexity of the counselling relationship
- To develop awareness of the ethical and statutory framework within which counselling takes place
- To develop awareness of the wider service context within which counselling takes place and its place in it

Learning outcomes
- Understanding of the nature and complexity of the counselling role
- Understanding of the ethical and statutory framework around the counselling relationship
- Understanding of counselling's place in a wider range of interventions and services
- Capacity to take up a placement as a trainee counsellor in supervision with awareness of the implications and responsibilities that this entails
PA221-6-FY Personal Development
This module provides you the opportunity to develop the personal capacities to take up the role of psychodynamic practitioner. It concentrates on the ability to reflect on your own experience as a key element in psychodynamic work. It gives you opportunities to take ownership of your own learning experience and to take responsibility for yourself as a learner, a member of a group and a potential clinician. It encourages the awareness of the conscious and unconscious elements in ourselves and between ourselves and others that provide the background to all human relationships and interactions.

Teaching Methods
There is no specific reading for this module as it draws on material from other modules. Tutorials will devote time to reflect on your learning journey and observation seminars will help develop self-reflective capacities. A group relations weekend will be held in the Spring Term in which the learning will be experiential. During this weekend you will be asked to take part in a range of groups in order to study group and inter-group behaviour, to learn about the roles you take up in groups, the effect on you of group behaviour and the effect of your behaviour on the groups you are in. Experiential groups will be held each term to prepare you for the Group Relations experience and to aid self-reflection. At least one seminar will be offered to reflect on the Group Relations experience and a seminar will be held to prepare for the reflective report. See Appendix 3 for a fuller account of the Group Relations Weekend.

Aims
• To develop better understanding of ourselves as individuals, as learners and as members of a group
• To develop understanding of the role of the unconscious in individuals and in interactions between individuals
• To develop the capacity for reflective practice
• To understand the importance of reflective practice in the psychodynamic approach
• To prepare for using reflective practice in later working with clients and in supervision as a psychodynamic practitioner

Learning outcomes
• Ability to reflect on one’s own experience
• Ability to reflect on one’s own learning journey
• Ability to use reflective thinking in the approach to clinical work
• Ability to reflect on group and organisational dynamics and one’s participation in them
• Ability to use reflective thinking in the supervision relationship

PA 410-6-FY
Readiness for Placement Module Description
This module is designed to assess the student’s readiness for practice. The student will be helped to prepare for placement, using the learning from all the other modules in the MA Year 1 Psychodynamic Counselling (3 year) in order to take up the role of counsellor in the following year. Students need to show the ability to be sufficiently open, thoughtful and reliable to act professionally as a counsellor.

Aims
• To instil in students sufficient reliability, thoughtfulness and insight to take up the professional role of counsellor.
• To provide overarching development within the student to make use of the learning from other modules in order to act professionally.
• To provide sufficient understanding of the power and importance of the counselling role.

Learning Outcomes
• Awareness of the need for reliability, thoughtfulness and insight in the role of counsellor.
• Understanding of and capacity for professional practice in the role of counsellor.

**Syllabus**

There will be a seminar in the final term in which readiness for placement will be explained and explored. A reflective group in the final term will provide further opportunities for the students to develop their professional readiness. The interview will be described and the requirements for professional practice outlined. The learning from all the other modules will also feed into this module.

**Learning and Teaching Methods**
Including number and format of contact hours, e.g. lectures, seminars, classes, practicals
Specify where students can find this information

As above

**ASSIGNMENTS AND ASSESSMENT**
Assessment is by essays, case study, observation presentation and reflective report. The aims of assessment for each module are set out above with the module descriptions.

The word counts are important and indicate something of how we want you to structure your answer. All submitted work needs to be within 10% either side of the stated number. This total does not include the title and the referencing. There will be penalties in terms of lost marks if your work deviates beyond these boundaries, details below:

Between 10-20% - 3 marks deducted
Between 20-30% - 8 marks deducted
Over 30% - a mark of zero

You must supply a computer-generated word count.

**PA 210 Case study:** In the PA210 module you will follow a particular child with whom you work or one whom you have been able to observe. The case study will normally concern one individual. Any exception to this, such as a group, must be discussed and agreed with the tutor beforehand.

**The purpose of the case study as an assignment is to demonstrate that you can apply the psychodynamic framework gained during the year to a consideration of one child. You will need to show your ability to understand what is going on beneath the surface of how the child appears and relates in your workplace.**

**Essential information in a case study includes:**

a) A portrait of the child including
   • Age, sex, ethnic background, etc.
   • Salient points from the child's background - family, personal, social
   • Any educational or social reports significant for an understanding of the child
   • The presenting problem (if relevant) and any other significant problems which emerged during the work

b) A description of the organisational context and awareness of the implication of this for the work.

c) A lively picture of the child - appearance, behaviour, presentation, and attitude toward your work

d) A lively picture of yourself in the relationship and you're feeling about the child and the work as it progressed.
Using your learning from the course, you need to show how you have understood the inner world of the child as evidenced in the work and the dynamics between you and the child, including:

a) an account of how you understand the child’s behaviour and/or difficulties
b) consideration of how the child affected you, the other children and the organisation
c) transference and counter-transference issues that arose in the work
d) evidence of your thinking about the communication with this child and the extent to which you think your organisation was operating therapeutically in relation to the child.

There is no standard format for presenting a case study. This will be determined to some extent by the case itself. However, the case study should be purposefully written, with a statement about what you intend to demonstrate.

The essay should reflect integration of theory and practice. While theory is not the main focus of the assignment, the theoretical framework should be articulated with appropriate references within the text. We are seeking evidence that you can apply the theory effectively in the understanding of one child.

**Psychodynamic Concepts (PA217-5-AU) and Personality Development (PA218-6-SP)**

In the first and second terms there are essays to be written on the content of the theory seminars. You will be asked to demonstrate your understanding of the theory studied and to show that you can apply this to your own professional experience, observations or other material. Quotations and references must be incorporated into the essay. See Appendix A for guidelines on essay writing.

**Psychodynamic Observation (PA216-6-FY)**

This module is assessed in a variety of ways. Attendance and participation is required to reach a sufficient standard to pass. Students should aim at a minimum of 90% attendance. Below 80% would start to be a cause for concern and below 60% would not be acceptable. It is also important that students participate as well as attend, although it is not possible to put a numerical value on what would count as sufficient. The quantitative element of assessment consists of a grade given to a particular seminar in which a student presents an observation of their own. The qualities assessed will include:

- the quality of the written observation, including the level of detail observed, the capacity to observe verbal and non-verbal behaviour, the clarity of the contextualisation
- evidence of emotional awareness
- evidence of reflective self-awareness
- the ability to convey the nature of the observation to others
- the ability to make good use of the group discussion and the contributions of others
- the ability to learn from the experience of the observation

**Observation Commentary (PA216-6-FY) – 3000 words**

**Deadline – Wed 27 April 2016**

Having presented and then listened to the observation group discuss your presentation we are now looking to see how well you have been able use this process to further understanding what you observed. You may make reference to relevant course readings from any module in supporting your commentary, but the use of theory will only be a small part of this assignment.

Your written commentary will aim to show:

- Your understanding of the dynamics observed using psychodynamic concepts and insights
- How your understanding of the observed material has developed
• Your ability to learn from the experience of the observation and writing about it
• Your ability to make good use of the group discussion and the contributions of others
• The capacity to draw upon the theory of psychodynamic observation to enrich your commentary
• Evidence of awareness of emotional and unconscious dynamics

Organisational Dynamics - Theory (PA211-6-PS)
Currently the assessment for this module is by coursework. The essays will require you to show the ability to understand and apply the theoretical understanding gained in the module.

Counselling Contexts (PA215-6-SU)
This module is assessed by responding in short essay format to a number of vignettes from counselling contexts with accounts of how you would manage a situation.

Personal Development: Reflective report: (PA221-6-FY)
At the end of the academic year you will submit a reflective report of 3000 words (+ / - 10% ) based on a subjective review of the year as a whole.

The reflective report is an opportunity for you to gather together your impressions and consider the impact of the course on you. It is different from other course submissions, in that primarily the focus should be on capturing something of your experience, feelings, thoughts, individual responses, associations and personal learning. It is not intended primarily to be either a formal review of theory, nor objective feedback on the course. The emphasis should be on trying to find and articulate your subjective voice and reflecting on how you have responded to the opportunities provided by the course. You will be expected to demonstrate the capacity for self-reflection and take some ownership of your own learning journey.

There are many approaches to structuring such an essay. You can say something about all aspects of the course or choose focus on one or two more profound experiences that represent something particularly important for you. You will need to give over a substantial section of the report to reflection on your experience of, and learning from, the group relations weekend.

Hence the following is not intended to be an agenda for the essay, but may be helpful as a reminder of aspects of the course.
• Your initial engagement with the programme
• Your experience of seminars, and of readings that have made an impact.
• The impact of students, course tutors and the learning group.
• New insights into your own developmental story, experiences and relationships
• The experience of the group relations weekend.

There are some particular pitfalls to try to avoid. This is not the place to get overly theoretical (but do not shy away from using theoretical references where relevant). Try to represent your felt experience, and maintain your curiosity and spirit of exploration about your own grappling with the learning.

Interview (PA 410-6-FY Readiness for Placement)

1 hour 1-1 interview in the Summer Term with one member of staff. This will explore the student’s readiness for practice and capacity to take up the professional role – pass or fail. If there is any uncertainty a further interview will be arranged.
ESSAY WRITING GUIDELINES

THE TITLE

Start your work for the essay by reading the essay title carefully and being sure that you understand it. It may be a short specific title or it may be more general and allow room for your own interpretation. In planning and writing the essay, check throughout that you are keeping to the subject of the title. The essay must directly relate to the title.

Remember to put the title at the top of the first page of the essay.

It makes the essay clearer if you use bold type or underlining for all headings.

PLANNING AND STRUCTURE

Always allow yourself time to plan your essay.

Whilst you are planning it, take the opportunity to ‘play’ with ideas. Try some of them out on paper and see what develops. If you find that you have too much to say, try to identify the key ideas and examples and use those. If you have too little to say, try to build upon those thoughts and ideas that you do have.

At this stage you can contact your tutor with any uncertainties about the essay. Your tutor is not permitted to read and comment on a draft.

Write a rough draft initially and then build your essay from that. Try to write in fairly simple language and in a way that makes sense. Read your sentences through and ask yourself, ‘If I were reading this for the first time, would I understand it?’ If the answer is ‘no’ then it may be a badly structured sentence. You can seek some help from student support if this is the case.

It is often a good idea to get someone else to read the draft to check for general grammatical accuracy.

An essay should comprise three main sections; introduction, discussion and conclusion.

The Introduction should introduce the reader to the essay. It should tell the reader what the essay will be about – this may reiterate the title and clarify any important terms. It will show how the subject will be presented through the essay. It will also say what you hope to show or argue through the essay. In other words if you intend to argue for, or against a particular idea, your introduction will say that this is what you intend to do. Your reader will then have a brief outline of what to expect in the body of the essay.

The Discussion will be the main body of the essay. It should follow the pattern outlined in the introduction and elaborate each point more fully using examples and illustrations from the literature that you have read. If appropriate you can include examples from your own workplace practice. You may also choose to use examples from other areas of your life.

When you tackle this section of the essay try to have an imaginary discussion in your mind. Think about your own opinion and how you might put that across to someone and then imagine that the other person sees it differently and has another perspective. When you write your essay you can then offer these alternative perspectives as part of your consideration of the essay title. This will show that you have thought about the title from more than one angle and come to an informed opinion. You can then support your opinion by using the literature that you have been reading and your own experience.
You will need to show that you understand the literature by describing the concepts that you use in your own words. This can be done briefly in one or two sentences.

You will need to show why you think these particular concepts are applicable in this discussion, or indeed why you think that they are not useful, or you disagree with them.

It can be very useful to break the discussion section into subheadings so that you can make your points in a clear and simple style.

Pay attention to the use of paragraphs. Each paragraph should make one point, and whilst it may contain several sentences, the essential point should be one that can be summarized in one sentence.

Paragraphs should either have a double space between them, or the first word should be indented. Use one style or the other, do not use both. Stick to the same style throughout the essay.

The Conclusion will summarize your main points and answer the specific question of the title if there is one. It does not have to be a definitive answer. It is quite legitimate to say that there are no absolute conclusions if this is the case.

You might choose to discuss briefly any implications that are wider than the essay title allows, in order to acknowledge that you are aware of these implications.

The conclusion is not the place to introduce new ideas or arguments that you have not addressed in the discussion.

REFERENCING

Whenever you refer to the work of another author you must reference it properly. It is an academic offence not to do so. All submitted essays are put through University software to check for plagiarism, which means using another person’s work without proper acknowledgement. Even if you quote your own words from a previous essay, you must reference this as the software will pick it up if you do not.

In the body of the text of the essay you reference by adding the surname of the author, the date of the publication and the page from which you took the quotation to which you are referring in the essay. For example you might type a quotation such as this by R..D..Hinshelwood.

‘The boundaries of the community need constant maintenance to preserve their flexibility. The working out of the organization for this maintenance work is, in itself, the challenge each community faces’ (Hinshelwood 1987. P.19)

Then in the bibliography at the end of the essay you would list all the publications that you have used in alphabetical order and this particular reference would be set out thus;


It is important to do the referencing carefully because your reader may want to look up the material to which you refer to find out more of what was written there. Do try to get into the habit of making a complete note of your references as you go along. It is very tedious to have to try to find them again later when you have forgotten in which book or paper you originally found them.

Referencing is covered again more fully in Appendix 2.
CHECKING

When you have completed your essay check it through carefully. Try to read it as though you
have never seen it before and ask yourself again, ‘Does it make sense?’
‘Does it answer the question in the title?’
‘Does it convey a clear argument?’

If you have difficulties with spelling or grammar then ask someone to proof read it for you. If
you can it is a good idea to ask someone who does a lot of reading as they will be familiar with
good sentence construction and spelling.

Check that your referencing is correct.

Do not go over or under the word count by more than 10%. Marks will be deducted for essays
that are too long or too short.

LASTLY

Remember that writing an essay has two main purposes. One is to demonstrate that you are
learning from the course, so always try to show what you understand at any given point in the
course. Don’t shy away from this because your understanding is not complete. We know that
the learning takes time to develop and we want to see that you are getting to grips with the
different concepts and ways of thinking.

The second purpose is to develop your capacity to formulate your own opinions and to think
about how best to convey them in words. Writing an essay is an opportunity to spend some
time considering carefully what it is you want to say and how best to say it. This is an extremely
useful skill to have as you can then use it to promote your own professional interests more
effectively and those of your client group.
APPENDIX 2

REFERENCING

You will find it best to note and type out in full your referencing as you write your paper. This will save time and effort later on. Key information and examples are shown in bold type below for emphasis.

In the Text

Identify all references to books, articles and other sources at a suitable point in the main text by the author's last name, year of publication, and page numbers if an actual quotation, separated by commas within parentheses.

If the author's name is in the text use the year only in parenthesis e.g. Smith (1998).

If the author’s name is not in the text, include both the author’s name and year of publication thus: (Jones, 1980).

With dual authorship use both names: (Easton and West, 1967). For more than two authors use “et al.” (Easton et al., 1984).

If there is more than one reference to the same author in the same year distinguish them with the use of letters: (West, 1983a).

A series of references can be shown within parentheses separated by semi-colons: (Brown, 1986; West 1983; MacArthur 1979).

Quotations in the text should be within single inverted commas. A quotation within a quotation has double inverted commas. If longer than two or three sentences, a quotation should be indented without inverted commas.

Quotations should be accompanied by the page(s) on which they can be found: (Canham 2002 pp 119-120). If the author and year have already been referenced in a more general comment close to the quotation, then the page numbers should follow the quotation itself. Canham (2002) defines the difference between a group and a gang ...... He writes ‘The presence of figures in authority ......’ (p 125)

The Reference List

Every reference in the text should appear in a reference list at the end of your paper, listed alphabetically by author and year of publication as shown in the examples below which are fictional.

Note the order of the reference as follows:
Surname, Initial(s), Date in parenthesis. Title of paper in quotes. Title of Book or Journal in italic (if a journal, then show the volume and edition number and page numbers of article). Place of publication: Name of publisher


Appendix 3

THE CENTRE FOR PSYCHOANALYTIC STUDIES GROUP RELATIONS CONFERENCE

What is a Group Relations Conference?
A Group Relations Conference is an accelerated learning experience. It is a real time learning laboratory where participants can gain a greater understanding of themselves and the roles they take up in groups and organisations.

The basis of Group Relations Theory is that groups move in and out of focusing on their task and back and forth between a number of different defensive positions based upon or driven by anxiety. Understanding the impact of anxiety on individuals and groups is a key element of learning about therapeutic communication, organisational dynamics, management, and leadership.

The CPS Group Relations Conference
This intensive learning opportunity in the Group Relations tradition (sometimes known as the ‘Tavistock’ model) has been organised and delivered by the Centre for Psychoanalytic Studies annually since 2006.

Aim and Purpose
The Centre for Psychoanalytic Studies Group Relations Conference is a key learning event in your programme and attempts to help you to make connections between the theoretical and clinical learning from your reading, case studies and classroom discussions with the practical day to day experiences you have to undergo in your back home workplace situation. It aims to assist you to reflect on the challenges involved in taking up a professional role and managing yourself within the boundary of an organisation.

The conference presents an opportunity for you to try to find your feet in uncertain situations and to develop the capacity to recognise the anxieties engendered in stressful work situations and to respond to these not by using such defences as blaming, fleeing, splitting, denial and depersonalisation but through the development of emotional understanding and the capacity to ‘think under fire’.

In accepting a place on the Foundation Degree programme in Therapeutic Communication and Therapeutic Organisations or the Masters Degree in Management and Organisational Dynamics you need to be aware that this will lead to there being an expectation of you to attend and participate in this Conference. This is because the Conference is a lived, real time, real learning event using psychoanalytic and group analytic principles as the methodology. Principles which are the key components of your programme and your learning.

Conference Method and Structure
This is a residential conference, taking place over a weekend and you will need to make arrangements personally and professionally to attend the whole conference from early afternoon Friday to late afternoon Sunday.

Participants and staff will be in residence throughout the weekend of the conference and the method of learning is experiential - that is to say that participants are afforded the opportunity to study their own behaviour and relatedness, and the behaviour of others as it occurs in the ‘here and now’ of the different events – this will aid you to make links to your own situation in the groups and organisations to which you belong in your ‘back home’ workplace.

You will have the opportunity to develop your understanding of the rational processes that occur in groups, organisations and society, in parallel with the more irrational and unconscious ones. A knowledge of these dynamics may help in achieving a deeper understanding of the working environment and provide a key to understanding some of the seemingly intractable problems that groups and organisations often exhibit, and which often replicate those apparent in society.
The Conference will aim to form a temporary organisation - a learning community - and you as a participant will have the opportunity to work in different groupings and with different tasks designed to enable you to explore what it means to be a member of this temporary organisation. Throughout the Conference the focus will be on the group, the relationship of individuals to the group, relations between groups and relationship to the organisational system as a whole.

**Application of the Learning**
Part of the Conference will be devoted to your individual learning needs relating to your roles in your organisational life.

It will be helpful for your learning if you come to the conference with a specific work issue, problem or situation in your mind, for example a case study, or a group or inter-group issue that you need to work on in your professional role. This might be in the area of an action you need to take, or a decision you need to make in the near future.

**The Role of Staff:**
The staff are all highly experienced professionals in their own right who have advanced experience and training in working with groups, and in consulting to organisations. The staff will have two principal roles in the conference:-

1. To provide management for the whole event and activities.
2. To offer Consultancy to the learning opportunities in the different events of the conference.

**PLEASE NOTE:**
This is a demanding programme and you will be challenged by the experience. If at this time in your life you are living through particular personal difficulties, it may be best to seek the guidance of your tutor/supervisor as to whether it might be wisest to defer attending until next year as the Conference is designed as a living learning community and is not a substitute for individual or group psychotherapy.

Director of the Conference
## ESSAY DEADLINES – 2016-17

**Grad diploma Psychodynamic Counselling**

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