

BUCKS ADLERIAN TRAINING
(ASIIP Accredited Course)
www.adlerian.org.uk



COURSE HANDBOOK

September 08

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1. COURSE INFORMATION

The course is a four-year course divided into two parts: a two year **advanced certificate course** of 250 hours and a two year **diploma course** of 200 hours, both awarded by the Adlerian Society and Institute for Individual Psychology (ASIIP). Within the diploma programme there are two routes, the counselling route and the practitioner route.

The **Advanced Certificate in the Theory of Individual Psychology and Adlerian Counselling Skills** is awarded to ASIIP members, on satisfactory completion of the two year, 250 hour course and allows entry into the Counselling or Practitioner Diploma programme. The course concentrates on developing the theory and philosophy underpinning Individual Psychology and teaches a range of skills and competences required by Adlerian practitioners.

The **Diploma in Adlerian Counselling** is awarded to students who are members of ASIIP on satisfactory attainment of a number of criteria:

- Conducting and receiving a satisfactory Adlerian Lifestyle Assessment.
- Holding the Advanced Certificate in the Theory of Individual Psychology and Adlerian Counselling Skills (completed within the last 3 years);
- Successfully completing the Diploma Course of 450 hours;
- Completing at least 100 supervised client counselling hours – 1.5 hours per month or meeting the BACP requirement of 1:8 hours client contact;
- Providing a satisfactory 2-3,000 word Client Case Study;
- Undertaking at least 40 hours of personal counselling or psychotherapy.

Payment of the fee (currently £30) to ASIIP is the responsibility of the student.

The **Diploma in Adlerian Practitionership** is awarded to students on satisfactory attainment of a number of criteria:

- Holding the Advanced Certificate in Theory of Individual Psychology and Adlerian Counselling Skills;
- Successfully completing the Diploma Course;
- Undertaking (at least) a six week project and submitting a dissertation;
- Evidence of ongoing personal development;

The aim of all the training is to offer a focus for learning and uses the teachings of Alfred Adler as the philosophical core and integral discipline, via inter-active dialogue among students and tutors. This helps develop creative and constructive thinking in co-operation with others. The learning is based on the questions asked rather than those answered. All classes are fully participative, encouraging experiential learning. Self-awareness and personal growth are integral. Adlerian counselling takes a holistic view of persons in their social setting focusing on the social purpose of their behaviour. This approach emphasises a counselling relationship that is based on equality, respect and encouragement.

The ultimate aims are to enable the development of a working understanding of the knowledge and skills related to the course whole, to encourage the capacity to work spontaneously and creatively rather than via fixed repetitive use of technique, to enhance awareness of how learned principles can be used in varying and different situations and to highlight Adler's concept of Gemeinschaftsgefühl.

Years 1 and 2 provide 90 training hours per year in evening classes with the provision of another 35 hours each year in weekend and 1 day workshops. In years 3 and 4 the 90 training hours in the evenings is supplemented by 20 additional hours attained through 1 day workshops. This meets the total of 450 hours training required for the ASIIP Diploma.

The cost of all the workshops is included in the basic course fees. Tutors will keep a record of attendance and a certificate of hours achieved will be given at the end of each year.

Where students cannot attend or miss workshops, consideration will be given to their achieving the requisite hours by attending other appropriate courses or workshops. Inclusion of the hours spent at such courses will need to be agreed with the year tutor prior to attendance.

2. PRE-COURSE REQUIREMENTS

Although no formal qualifications are required, prospective students will only be accepted on the course through the intake process. This involves prospective students attending a comprehensive interview and demonstrating therein their willingness and capacity to undertake and commit to the training. A decision will then be made on appropriateness of the course for the student.

Commitment, openness and capacity for learning, an acceptance of ongoing personal development and the development of self-reflection are important qualities for successful completion of the course.

3. PAYMENT AND FEES

- Fees are £999.per year i.e. £333 per term payable to Bucks Adlerian Training.
- A non-returnable deposit of £100.00 may be required before commencement to secure a place.
- Payment can be made by cheque or cash to the administrator or by standing order.
- There is an expectation that fees will be paid in full at the start of the academic year, however individual payment packages can be negotiated.
- If a student withdraws from the course during an academic year, fees are payable for the whole year.
- Contracts can be made with employers and this will act as a guarantee of payment.
- Concessions for students and unemployed persons will be considered.
- At the start of each year or at other agreed times, either the administrator or the tutors will collect fees.
- Students consistently failing to honour their agreed payment schedules will be excluded from further participation in the course; however the fees for the entire year will still be payable.
- Students will need to sign a contract at the start of the year stating their preferred method of payment and committing for the year.
- Should a student have financial difficulties they will need to contact their year tutor or the administrator who may discuss options and make agreements as appropriate.



4. ACCREDITATION

The course is accredited by ASIIP (Adlerian Society (of the United Kingdom) and the Institute for Individual Psychology. As part of this accreditation, the tutors are required to be externally supervised and for the course to be both internally and externally moderated, with the syllabus/curriculum is approved by ASIIP, and provides part of the requirements for BACP Accreditation.

The course offers 450 hours of training over 4 years and students are encouraged to participate in other linked developmental activities such as the Adlerian Summer School held annually at Green Park and numerous other events that will be publicised during the course.

5. ATTENDANCE REQUIREMENTS

In order to meet the course criteria, students are required to attend a minimum of 90% of the weekly training sessions. We appreciate that circumstances can occur that prevent meeting this criteria, and in these situations we ask that students inform their core tutor as soon as possible. Each case will be individually assessed by the tutors and when appropriate, opportunities provided for the student to make up the work missed.

Please note that where there is extensive non-attendance, the Certificate & Diploma cannot be awarded.

6. TUTOR SUPPORT

There is a high level of tutor support throughout the four-year course. Year tutors offer support to the students in their year groups but should a student require additional support/therapy, they will be guided to an appropriate counsellor by their year tutor.

Should a student require a reference for a counselling practice placement or relevant work, tutors can be approached as appropriate. Supervision is available and tutors will advise on Adlerian Supervisors should a student request one.

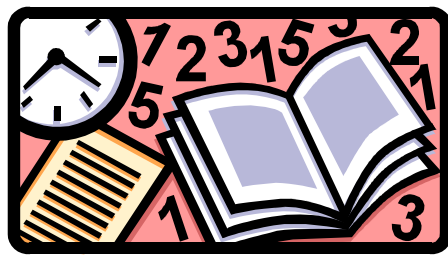
At the end of each year, students have an opportunity to spend some time with the next year tutors to discuss course content and raise any issues.

7. TUTORING METHODS AND STYLES

The course uses a mixture of methods throughout and draws extensively on the creativity of the students. The central aim for all training sessions is on a blending of theory, practice and personal development. Theoretical concepts are introduced alongside experiential work. Use of group discussion, small group work and counselling skills practice in pairs and triads are a fundamental part of the training.

Students are regularly asked to give feedback on the course and tutoring and/or course material will be revised if appropriate.

The course is externally moderated and the external moderator will meet twice yearly with the tutor. They will attend the learning environment annually to review the teaching and to secure feedback from students. During the year they will also review assignments and course content. Internal Moderation consists of another year tutor evaluating the marked assignments.



8. ASSIGNMENTS AND PROGRESS

There are no exams during this course, assessment being made on a continuous basis on each student's theoretical understanding, skills development and personal growth. All students will have had differing experiences of writing more formally, and some may find this comes more naturally than others. The tutors are not looking for polished prose, but rather for evidence of clear understanding of the theory and clinical practice, and maturing personal reflection on the subject matter.

Assignment Presentation. Assignments need to be typed, spell checked, clearly presented with appropriate referencing used (see Appendix for referencing guidelines). 3 copies are required (one for your portfolio, one for your tutor and one for the moderator.) There is the requirement for a dissertation in 4th year for students following the counselling route, and a project write-up for those following the practitioner route.

Assignment Deadlines: Each assignment needs to meet the required criteria laid out in the course handbook and submitted to the year tutor by the agreed deadline set by the tutor (unless agreed otherwise with the year tutor) Each assignment has one opportunity for resubmission within one month, if it does not meet the required standard. If the re-submitted assignment is not handed to the year tutor within one month of the agreed deadline the student will not be able to successfully complete the year.

When marking the assignments the tutors offer full notes and comments, and if necessary, provide specific guidelines on further exploration or work you may need to do to aid your learning, or help with assignment presentation, in order to help you reach Diploma standard.

The requirement of the course is for two assignments to be undertaken by students for the first three years and five assignments and a dissertation/project write up in the final year. These all need to be handed in to tutors on the set/agreed date. In order to progress to the next year, it will be necessary for students to demonstrate their understanding of Adlerian theory and practice applicable to the current year and attain the course standards of attendance and participation.

If the student does not meet the above requirements, the tutor will discuss with the individual what they will need to do to progress to the next year, and may offer the student additional support. Students may be asked to repeat the year.

Understanding and growing from knowledge of our own strengths, vulnerabilities and patterns of behaviour is seen as an essential part of the course. This personal work also enables greater understanding of the dynamics that occur in the counselling relationship and prevents the counsellor's own issues unwittingly impacting on those of the client.

The self-discoveries made can sometimes mean some periods of discomfort; however working through the issues also offers the opportunity for ongoing positive growth and maturity.

Passing the Course:

- Successfully complete each year [attendance and agreement of your year tutor(s)]
- Able to demonstrate sufficient understanding of Adlerian theory.
- Able to demonstrate a reasonable level of skills competence in line with each years curriculum.
- The final assignment for each year must demonstrate sufficient understanding of the criteria required to pass the year. The same deadlines apply to the last assignment of each year group
- A willingness to work on personal development.

9. SUPERVISION

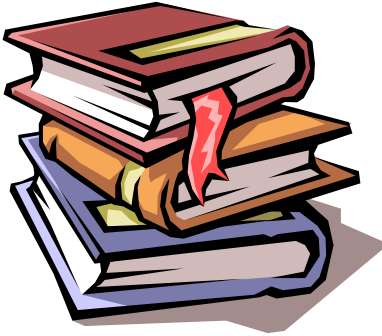
Tutors receive regular supervision throughout the year by an external supervisor, to enable them to look at their practice and discuss the development and growth of students in their year group.

10. VENUE

The course is currently based at the Multi-Cultural Centre Aylesbury. This is 5 minutes walk from Aylesbury Railway Station and is on the Chiltern Line from Marylebone. Aylesbury bus station is approximately 10 minute walk away. Arrangements have been made for the adjacent public car park to remain open on course evenings, when parking will be free.

There is a vending machine for student use, although some year groups manage their own refreshments and share the responsibility of providing tea/coffee biscuits etc throughout the year.

Should students have a complaint about the venue, initially discuss this with the year tutor who will follow up as appropriate.



11. BOOKS AND READING MATERIAL

Each year-tutor provides reading lists and where relevant, handouts for the students. At the initial interview, should it be agreed that the course is appropriate for you; pre-course reading and websites will be recommended. We have set up a reference library, which can be accessed by contacting the administrator. Details on our website.

12. COMPLAINTS

Should a student have a complaint about the course content or tutor practice, in the first instance this should be raised with the tutor in question. If the student is not happy with the response, they will be given the contact number of the course moderator who will discuss the issue with the student. If the issue is not resolved to the satisfaction of the student they can obtain the ASIIP complaints procedure from the year tutor or the ASIIP website www.adleriansociety.co.uk.



13. APPRENTICESHIPS & MENTORING

Subject to availability, Bucks Adlerian Training will offer opportunities for students who have completed the four-year course to work alongside tutors as apprentices on a voluntary basis. This may in turn lead to a permanent place in the tutor team.

Anyone wishing to take on this opportunity will be interviewed by two of the tutors. ***NB There is no payment to the Mentor or Apprentices for working alongside tutors within the Tuesday or weekend sessions.***

Student mentors are available to offer guidance, support and encouragement within the first year of the course.

14. SPONSORSHIP

In the spirit of Adlerian philosophy, Bucks Adlerian Training has developed a sponsorship scheme. Individuals will have an opportunity to be sponsored for four years by a tutor or the course. Students applying for sponsorship will need to demonstrate a commitment to the course and willingness to support the course development.

15. EQUAL OPPORTUNITIES POLICY

The ethos of Bucks Adlerian Training supports the development of self respect and self esteem in all students, staff and the community it serves. We place a high value on diversity and treat everyone as an individual.

The course aims are designed to ensure that the needs of all are met, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We will take steps to:

- Promote equality of opportunity
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination

16. ADDITIONAL INFORMATION

The course carries professional indemnity insurance policies to cover the tutors and students.

17. STUDENT'S CHARTER

What you can expect from us:

- Information and advice on our course and support in ensuring the course is the correct one for you.
- Information regarding other Adlerian courses, workshops and summer schools, nationally and internationally.
- Support in all areas of your learning.
- Direction towards other areas of support when required.
- Tutoring by experienced and trained staff.
- Coursework marked and returned quickly, with regular feedback.
- Your comments and feedback will be listened to and valued.

We ask you to:

- Commit to your course and your learning.
- Attend regularly, on time and tell us if you cannot make a session.
- Show respect for others, whatever their culture, race, ability, gender, age or sexual orientation and religion (in line with our Equal Opportunities Policy - see Course Handbook).
- Behave responsibly and safely at all times.
- Tell us as soon as you can if you think you may need support
- Complete your assignments or coursework within the term it is requested.

18. TUTOR INFORMATION

Jill Reynolds

Jill qualified with a diploma in Adlerian Counselling in 1999 and became an ASIIP trained supervisor and Accredited Adlerian counsellor in 2007. Having done a two-year apprenticeship on the training course, she continued as a tutor, initially in the first year, and currently takes the fourth year students. She has a degree in Psychology and post-graduate adult education teaching qualifications. She has a private counselling practice in Buckingham, and works as a voluntary counsellor for Connexions, seeing young people aged 13 to 19. She is a member of the British Association for Counselling and Psychotherapy and the British Psychological Society.

Bruce Greenhalgh

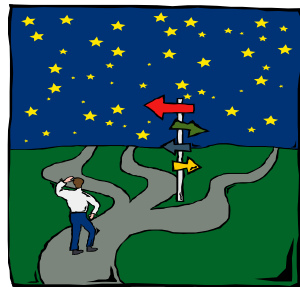
Bruce has worked in a professional capacity in the Employee Assistance field since 1984 and currently is Head of Employee Assistance for a large consultancy firm managing Employee Assistance Programmes for corporate clients. He has an MA in Integrative Counselling and Psychotherapy from Regents College and is an Accredited Counsellor with the British Association for Counselling and Psychotherapy. He has a diploma in Adlerian Counselling, is an ASIIP trained supervisor and is a fellow of the Chartered Institute of Personnel and Development.

Marian Millward

Marian has worked for Social Services for over 26 years as a Social Worker in a variety of settings. She is currently in the Safe Guarding Division. Marian achieved a Diploma in Adlerian Counselling in 1999 and started tutoring in 2000. Since becoming involved with the Adlerian philosophy and practice, Marian has successfully integrated this and continues to be an Adlerian Practitioner.

Hugh Ainsley

Hugh first encountered Adlerian philosophy some 20 years ago and trained as an Adlerian Practitioner under Dr Lilian Beattie and Sheila Fairbrother, completing the course in 1994. He was a junior assistant to Dr Beattie before teaming up with Marian Milward in 2000 to tutor first and second year students. Married to another Adlerian trained practitioner, the Adlerian philosophical approach has been applied both in the family setting, to sports coaching at an advanced level and in his every day work as an IT Consultant. His particular interests lie in the creative approaches to counselling practice and the application of Adlerian philosophy in the every-day world.



Bucks Adlerian Training
Programme for First year students – tutor Bruce Greenhalgh

This is the introductory year when the basic philosophy of Alfred Adler is introduced. The course is practical in approach and provides the opportunity to relate the theory to activities as diverse as counselling, parenting, teaching and inter-personal relationships. These students will be working towards an Advanced Certificate (250 hours) in the Theory of Individual Psychology and Adlerian Counselling Skills, awarded by ASIIP (Adlerian Society and Institute of Individual Psychology, London). This year is made up of 90 hours' tuition plus 35 hours (3 Saturdays and one full weekend over the year).

Throughout the year:

- Students are requested to keep a journal.
- Students will be required to write up a case study.
- Students are asked to write up each session (if this is missed, the tutor will provide an alternative).
- Students are strongly encouraged to attend the workshops run by Bucks Adlerian Training, which are a core element in making up the hours required to obtain the Advanced Certificate.
- Students are encouraged to attend other Adlerian courses such as those in Cambridge, Wales, London and elsewhere in the U.K. and abroad. They are also encouraged to attend the annual Adlerian Summer School, which takes place in the second full week in August at Green Park, Aston Clinton, Buckinghamshire.
- There are reviews of student, group and tutor assessments twice a term.
- Students are encouraged to keep a log of their training hours and counselling hours for accreditation purposes.
- Students are provided with access to tutor support.

Term 1: Introduction.

Aspects include: A historical perspective of Alfred Adler and his work, and an introduction to the basic premises and subsidiary aspects of Individual Psychology. Private reading on basic premises is recommended.

Practical requirement: 1,000 word essay entitled "My Understanding of Individual Psychology"

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
1. Introduction of group. Provide a context for the work of Alfred Adler and embed Adler in his history, and his creation of Individual Psychology.	1.1 Gain an understanding of the social and historical context of Alfred Adler, and a background context to his work.	Form a view of the background to Adler and Individual Psychology, and the meaning behind his theory.	Tutor assessment of quality of individual contribution in the group setting.
2. Introduce and outline the 5 basic premises of Individual Psychology and describe the subsidiary aspects.	2.1 Gain insight into the component basic tenets of Individual Psychology. 2.2 Become aware of subsidiary aspects.	Relate the 5 basic tenets and have a basic understanding of their core role, under which sit subsidiary aspects.	Tutor assessment of each student's understanding of the form of basic tenets and subsidiary aspects.
3. Introduce <u>Social Embeddedness</u> didactically and experientially, and describe its central role in Individual Psychology.	3.1 Gain insight into the concept. 3.2 Understand their own attitude towards it. 3.3 Position it within their daily life and its key role in Individual Psychology.	Describe and explain social embeddedness, and position it within Individual Psychology and their own lives.	Tutor evaluation within group discussion and individual's willingness to cooperate honestly in discussion and experiential exercises.

<p>4. Introduce <u>Biased Apperception</u> didactically and experientially, and describe its central role in private logic and Individual Psychology.</p>	<p>4.1 Gain insight into the concept. 4.2 Understand their own attitude and reality of bias. 4.3 Position this within their daily lives and within Individual Psychology.</p>	<p>Describe and explain biased apperception, as it relates to their own private logic and that of others, and its role in prejudices and expectations.</p>	<p>Tutor evaluation of quality of input into group discussion, and extent to which student gains insight into the concept, and cooperation in experiential exercises.</p>
<p>5. Introduce <u>Creativity</u> didactically and experientially from the Adlerian perspective and state its key role as one of the basic tenets.</p>	<p>5.1 Gain insight into the concept. 5.2 Understand its role for the student and for others, in its broadest terms. 5.3 position this within their own lives and within Individual Psychology.</p>	<p>Describe, explain and have a basic understanding of concept of creativity from an Adlerian perspective, and how we use this creatively.</p>	<p>Tutor evaluation of group discussion, and student input, and extent of cooperation in experiential exercises.</p>
<p>6. Introduce <u>Holism</u> didactically and experientially from an Adlerian perspective.</p>	<p>6.1 Gain insight into the concept. 6.2 Understand its role for each student and others, and relate it to lifestyle.</p>	<p>Describe, explain and understand the basics of holism as it relates to IP and lifestyle.</p>	<p>Tutor evaluation of group input and cooperation in exercises.</p>
<p>7. Introduce <u>Social Interest</u> and describe its role in Individual Psychology.</p>	<p>7.1 Gain insight into the concept. 7.2 Gain understanding of its crucial role in mental health.</p>	<p>Describe, explain and have a basic understanding of social interest and how it relates to mental health.</p>	<p>Tutor evaluation of individual and group input.</p>
<p>8. Introduce <u>Attitudes to Life</u> and <u>Tasks of Life</u>.</p>	<p>8.1 Gain insight into concepts. 8.2 Understand their importance to Individual Psychology, lifestyle and mental health.</p>	<p>Have a basic understanding of the Adlerian attitudes and tasks of life.</p>	<p>Tutor evaluation of individual and group input.</p>
<p>9. Introduce <u>Masculine Protest</u>, <u>Neurosis</u>, and <u>Family Constellation</u>.</p>	<p>9.1 Gain insight into concepts. 9.2 Understand their role in IP and lifestyle work.</p>	<p>Have a basic understanding of these concepts.</p>	<p>Tutor evaluation of individual and group input.</p>
<p>10. Introduce <u>Early Recollections</u> and describe their purpose in lifestyle work.</p>	<p>10.1 Gain insight into the concept of Early Recollections. 10.2 Gain understanding of the use of Early Recollections in lifestyle work</p>	<p>Have a basic understanding of Early Recollections are, how to elicit them and their use in lifestyle work</p>	<p>Tutor evaluation of individual and group input.</p>
<p>11. Introduce <u>Dreams</u>, as they sit within Individual Psychology, and their role in lifestyle work.</p>	<p>11.1 Gain insight into the purpose of dream work within lifestyle and Individual Psychology.</p>	<p>Have a basic understanding of the use of creative metaphor within our lives and the use of dreams in lifestyle.</p>	<p>Tutor evaluation of individual and group input.</p>

Term 2: The concept of Lifestyle and lifestyle assessment as a counselling/therapeutic tool.

This module develops the understanding of the concept of Lifestyle, and introduces work at the intrapersonal level. The module aims to raise awareness of lifestyle assessment as a counselling and therapeutic tool. The tutors will encourage contribution and courage in the group and create a safe learning environment for this. Private reading on lifestyle is recommended.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
<p>1. Regroup. To introduce the concept of lifestyle from an Adlerian perspective, and describe how this can be an assessment as well as a counselling and therapeutic tool.</p>	<p>1.1 Gain a basic understanding of the concept of lifestyle. 1.2 Be able to position this within an assessment and understand how it can be used as a counselling and therapeutic tool.</p>	<p>Describe and explain the concept of lifestyle from an Adlerian perspective. Examine its role as an assessment, counselling and therapeutic tool.</p>	<p>Tutor assessment of group and individual input.</p>
<p>2. Expand on the basic explanations given in term 1 relating to Family Constellation and its application within lifestyle. Outline importance of Family Constellation in the development of personality. Ask students to outline their own Family Constellation.</p>	<p>2.1 Enlarge on understanding of Family Constellation. 2.2 Gain insight into its importance in the development of personality 2.3 Outline their own Family Constellation.</p>	<p>Describe and explain Family Constellation. Outline the importance of this in development of personality from an Adlerian perspective. Describe or write about their own Family Constellation and how it may impact on their personality.</p>	<p>Tutor assessment of individual and group work and extent to which student cooperates with contributing their own Family Constellation.</p>
<p>3. Expand on Early Recollections and ask group to share some, under tutor guidance.</p>	<p>3.1 Enlarge and deepen their understanding of Early Recollections. 3.2 Investigate their own and group Early Recollections.</p>	<p>Demonstrate a deeper understanding Early Recollections. Recall and relate their own Early Recollections to the group.</p>	<p>Tutor assessment and extent to which student understands their own and Early Recollections of the other students.</p>
<p>4. Expand, describe and explain the role of dreams in lifestyle assessment and ask students to recount their dreams.</p>	<p>4.1 Enlarge and deepen understanding of dreams. 4.2 Participate in recounting own dreams.</p>	<p>Demonstrate a deeper understanding of the role of dreams in Individual Psychology and in lifestyle work</p>	<p>Tutor assessment of student input in group and grasp of the role of dreams in Individual Psychology.</p>
<p>5. Demonstrate a lifestyle assessment with a student/volunteer and over several weeks, ask students to do lifestyle assessments with each other under tutor guidance.</p>	<p>5.1 Experience having a lifestyle done, or doing a lifestyle on another student. 5.2 Experience a lifestyle demonstration done by a tutor.</p>	<p>Gain insight and experience into seeing a lifestyle performed. Experience a lifestyle assessment or do one, on a fellow student.</p>	<p>Tutor assessment of grasp of lifestyle material.</p>

Term 3: Children and Families.

This module introduces work at the family/group level. Practical requirement: 1,000 word essay "observation of children in a family". Case study if student is seeing any clients. Recommended reading: Happy Children by Rudolph Dreikurs with Vicki Soltz.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
1. Regroup. Introduce the concept of family dynamics, systemic work within the family and relate this to the students' experiences.	1.1 Become aware of Adlerian family work, the concept of family dynamics and systemic work. 1.2 Relate this to their own experience.	Understand the role of family work within Adlerian counselling and therapy. Relate dynamics and systemic work within their own families.	Tutor assessment of individual and group contributions.
2. Relate the concept of parenting styles, asking students to relate these to their families of origin and current families.	2.1 Learn different parenting styles. 2.2 Relate these to lived experience.	Understand the concept of different parenting styles. Reflect on and analyse their lived experience of these styles.	Tutor assessment of individual and work contributions, levels of insight and courage.
3. Describe and explain movement of parental attitudes, illustrating how these influence family dynamics. Describe and explain four mistaken goals of misbehaviour and explain how these interact with parental attitudes.	3.1 Gain raised awareness of parental attitudes. 3.2 Gain raised awareness of mistaken goals. 3.3 Gain raised awareness of how both these interact in family dynamics.	Relate the 4 parental attitudes. Relate the 4 mistaken goals. Understand the interaction and dynamic between these and how the child finds a place in their family.	Tutor assessment of individual and group work and the level at which student can apply theory to their lived experience.
4. Introduce the concept of natural and logical consequences as a means of discipline in children.	4.1 Have a raised awareness of natural and logical consequences. 4.2 Be aware of their use as a means of discipline.	Understand the concept of natural and logical consequences. Understand these as a means of discipline.	Tutor assessment of level of student input and understanding of application of theory in practice.
5. Introduce the concept of purposive / goal orientated behaviour and how this is applied in everyday life.	5.1 Become aware of purpose rather than casual movement. 5.2 Note how this applies to daily life.	Gain a basic understanding of purposeful behaviour towards goals. Reflect on this in daily life.	Tutor assessment of the extent to which student is able to conceptualise goal orientated behaviour.
6. Introduce the concept of encouragement, rather than praise and raise awareness of specifics.	6.1 Become aware of the specifics of encouragement. 6.2 Understand self-encouragement and encouragement of others.	(a) differentiate between praise and encouragement (b) be able to apply this specifically to self and others.	Tutor assessment of grasp of concept of encouragement and its use, rather than praise.
7. Explain and describe reorientation techniques, from the socially useless to the socially useful and describe how these are used in everyday life.	7.1 Become aware of the concept of reorientation. 7.2 Become aware of its use.	Conceptualise reorientation. Understand the skills involved. Apply it in daily life to self (journaling) and others.	Tutor assessment of grasp of reorientation as a concept and ability to demonstrate the relevant techniques and skills.

<p>8. Introduce the concept of working with story and pictures with young people and create a story appropriate for a child with a specific mistaken goal.</p>	<p>8.1 Become aware of creative working with young people. 8.2 Create a story specifically for a child with one particular mistaken goal.</p>	<p>Absorb the concept of working creatively with youngsters. Write a story for a child with a particular mistaken goal.</p>	<p>Tutor assessment in session and also assessment of grasp of mistaken goals from the story.</p>
<p>9. Introduce “the typical day” and describe its usefulness as an assessment and therapeutic tool. Ask group to describe their typical day.</p>	<p>9.1 Understand the “typical day”. 9.2 Gain insight into this as a means of assessment or therapeutic tool. Describe own typical day.</p>	<p>Describe the uses of the typical day. Understand its uses. Relate this to everyday life.</p>	<p>Tutor assessment of insight and contribution.</p>
<p>10. Review the past year using peer, self and group assessment. Explain the format and requirements for the next year. Assist students to assess if they have had sufficient teaching and/or group hours to meet the course requirements. Describe the Adlerian Summer School and the processes that might be encountered there. Use a visualisation to structure group closure for the year.</p>	<p>10.1 Engage honestly in peer, self and group assessment. 10.2 Gain understanding of the requirements and expectations of the second year of the course. 10.3 Engage in a group exercise to facilitate closure of the year’s experiences. 10.4 Become fully aware of the nature and value of the Adlerian Summer School.</p>	<p>Engage in the process of peer, self and group assessment. Understand what will be achieved in the coming year and what is expected of the student. Make an informed decision about attendance at Summer School. Achieve a satisfactory closure to the year’s work.</p>	<p>Tutor evaluation of honesty, insight and contribution to the process of peer, self and group assessment. Evaluation of student’s willingness to engage fully in the tasks of the coming year.</p>

Bucks Adlerian Training
Programme for Second year students – tutors Marian Millward and Hugh Ainsley

This is the practicum year when students' interpersonal skills are developed and the and Lifestyle concept is put to practical use with invited adults, teenagers and families. Students will be working towards an Advanced Certificate (250 hours) in the Theory of Individual Psychology and Adlerian Counselling Skills, awarded by ASIIP (Adlerian Society and Institute of Individual Psychology, London). The year is made up of 90 hours' tuition plus 35 hours (3 days and one weekend over the year).

Throughout the year:

- Students are requested to keep a journal.
- Students will be required to write up a case study.
- Students are asked to write up each session (if this is missed, the tutor will provide an alternative).
- Students are strongly encouraged to attend the workshops run by Bucks Adlerian Training, which are a core element in making up the hours required to obtain the Advanced Certificate.
- Students are encouraged to attend other Adlerian courses such as those in Cambridge, Wales, London and elsewhere in the U.K. and abroad. They are also encouraged to attend the annual Adlerian Summer School, which takes place in the second full week in August at Green Park, Aston Clinton, Buckinghamshire.
- There are reviews of student, group and tutor assessments twice a term.
- Students are encouraged to keep a log of their training hours and counselling hours for accreditation purposes.
- Students are provided with access to tutor support.

Term 1: Development and application of the use of Lifestyle

Aspects include training in basic interviewing techniques and revision of the basic principles of Adlerian Philosophy, together with discussion and development of the specific techniques appertaining to the Lifestyle interview.

Practical requirement: 1500 -2000 words essay entitled "Describe the process of Lifestyle Assessment. What is the purpose of it?" together with the students' individual proforma for carrying out a Lifestyle Assessment.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
<p>1. Regroup after the summer break. Introduction of the terms aims. Overview of <u>Attitudes and Life Tasks</u> and develop observation skills Re-introduce self / peer and group assessment and writing weekly summaries.</p>	<p>1.1 Gain an understanding of attitudes and life tasks. 1.2 Become aware of observation techniques. 1.3 Develop further self, peer and group assessment.</p>	<p>Describe and explain attitudes and life tasks. Demonstrate observation skills. Demonstrate self, peer and group assessment skills.</p>	<p>Tutor assessment of quality of individual contribution in the group setting. Evaluation of the depth of understanding of each student of the Attitudes and Life Tasks and observation skills. Quality of self, peer and group assessment.</p>
<p>2. Introduce the core counselling skills experientially. Develop understanding of <u>Building Rapport</u>, <u>Biased Apperception</u> and <u>Private Logic</u> through working experientially in small groups and through homework and handouts. Further develop the understanding of their role in Individual Psychology.</p>	<p>2.1 Gain further insight into biased apperception and private logic. 2.2 Understand their effect in their own lives and the lives of others. 2.3 Understand the skill of building rapport and its use within counselling and Lifestyle practice. 2.4 Demonstrate awareness and application of these by sharing homework related to each counselling skill.</p>	<p>Describe and explain biased apperception and private logic and show an understanding of its part within counselling and their own lives. Demonstrate, describe and explain building rapport in a counselling relationship. Demonstrate reflective learning by sharing personal issues relating to the concepts. Show how they have applied their learning to their personal life.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>

<p>3. Introduce the concept of active listening through working experientially in small groups, homework and handouts. Introduce the concept of individual's visual, kinaesthetic or audial language and communication. Emphasise the use of close observation of body language.</p>	<p>3.1 Gain understanding of the skill of active listening and its use within counselling and lifestyle practice. 3.2 Gain understanding of the individual's language and mode of communication. 3.3 Gain an awareness of the body language of themselves and others.</p>	<p>Demonstrate, describe and explain the skill of active listening in a counselling relationship. Demonstrate, describe and explain an understanding of the individual's language and preferred means of communication. Show an understanding of the nature and purpose of close observation of body language. Demonstrate reflective learning by sharing personal issues relating to the concepts. Show how they have applied their learning to their personal life.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>
<p>4. Introduce the concept paraphrasing through working experientially in small groups and through homework and handouts. Introduce key questions: "who, what, when, where, how" and open and closed questions.</p>	<p>4.1 Gain understanding of the skill of paraphrasing and its use within counselling and lifestyle practice. 4.2 Gain understanding of the use of key questions (who, what, when, where, how) and open and closed questions.</p>	<p>Demonstrate, describe and explain the skill of paraphrasing in a counselling relationship. Demonstrate, describe and explain the use of the key questions and open and closed questions. Demonstrate reflective learning by sharing personal issues relating to the concepts. Show how they have applied their learning to their personal life.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>
<p>5. Introduce the concept of reflective listening through working experientially in small groups and through homework and handouts. Introduce the role of emotions and how to ascertain them when working with Early Recollections. Review of learning for first half term using self, peer and group assessment.</p>	<p>5.1 Gain understanding of the skill of reflective listening and its use within counselling and lifestyle practice. 5.2 Gain understanding of the use of emotions when working with Early Recollections. 5.3 Gain further understanding of the skills of peer, group and individual assessment.</p>	<p>Demonstrate, describe and explain the skill of reflective listening in a counselling relationship. Demonstrate, describe and explain the skill of getting emotions when working with early recollections. Demonstrate self, peer and group assessment skills. Demonstrate reflective learning by sharing personal issues relating to the concepts. Show how the learning has been applied to personal life.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework. Quality of self, peer and group assessment.</p>

<p>6. Introduce the concept of working with early recollections and emotions through working experientially in small groups and through homework and handouts. Further develop observation skills.</p>	<p>6.1 Gain understanding of the skills of working with early recollections and emotions. 6.2 Understand the importance of early recollections in the Lifestyle process and how to evaluate them. 6.3 Understand the use of observation in counselling and lifestyle practice.</p>	<p>Demonstrate, describe and explain the understanding of early recollections and the use of emotions within the Lifestyle process. Demonstrate, describe and explain observation skills. Demonstrate reflective learning by sharing personal issues relating to the concepts. Show how the learning has been applied to personal life.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>
<p>7. Introduce Family Constellation and Family Values and their place in Lifestyle, and develop an understanding of how to gain information about an individual's Family Constellation. Develop further understanding of Family Constellation in the development of personality. Further develop student Reflective Listening skills.</p>	<p>7.1 Gain further understanding of the skill of working with Family Constellation and Family Values within the Lifestyle process. 7.2 Understand reflective listening in counselling and lifestyle practice.</p>	<p>Demonstrate, describe and explain the skill of working with family constellation and family values, and their place within lifestyle. Demonstrate, describe and explain reflective listening. Demonstrate learning by sharing personal issues relating to the concepts. Show how the learning has been applied to personal life.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>
<p>8. Introduce Lifestyle Process and the use of its elements - family constellation, family values, family atmosphere, early recollections, dreams etc. Develop understanding of self in relation to attitudes to life - social interest, tasks of life etc.</p>	<p>8.1 Gain understanding of working with Lifestyle and its components. 8.2 Gain further understanding of the skill of working with attitudes and linking this to their lifestyle.</p>	<p>Demonstrate, describe and explain the skill of working with the lifestyle process and its elements. Demonstrate, describe and explain self in relation to Adler's attitudes. Demonstrate learning by sharing personal issues relating to the concepts. Demonstrate awareness of early recollections in lifestyle through personal journaling and reading.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>
<p>9. Demonstration of Lifestyle and discussion and examination of the manners in which individuals may practice Lifestyle.</p>	<p>9.1 Gain an understanding of the application of lifestyle assessment by observing the demonstration and through discussion examine the process involved. 9.2 Understand how to develop their own lifestyle process. 9.3 Experience having a lifestyle assessment done.</p>	<p>Demonstrate, describe and explain the skill of working with Lifestyle and its process. Describe the lifestyle model. Demonstrate reflective learning by sharing personal issues relating to the concepts. Gain insight and experience by seeing lifestyle assessment performed. Experience a lifestyle assessment.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Extent to which student gains insight into concept and experiential exercises. Evaluation of skills and understanding displayed in shared homework.</p>

<p>10. Review of the term using peer, self and group assessment and plan the next term's practicum.</p>	<p>10.1 Gain further understanding of the skills of peer, group and individual assessment. 10.2 Take part in group planning of forthcoming work.</p>	<p>Demonstrate self, peer and group assessment skills. Show ability to take responsibility for their part of planning work within the group.</p>	<p>Tutor evaluation within group discussion. Student's willingness to cooperate honestly in discussion. Evaluation of quality of self, peer and group assessment. Assessment of ability to be responsible for planning individual's part in group work.</p>
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Term 2: The concept of Lifestyle and Lifestyle Assessment as a counselling and therapeutic tool

This module develops further the understanding of the concept of Lifestyle Assessment and introduces work at the intrapersonal and practical level both with fellow students and with invited guests. The module aims to develop the skill of using the lifestyle assessment as a counselling and therapeutic tool. The tutors will encourage contribution and courage in the group and create a safe learning environment for this. Private reading on lifestyle is recommended.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
<p>1. Regroup after the Christmas break. Introduction of the aims and procedures for the coming term. Plan lifestyle assessments and group roles.</p>	<p>1.1 Understand the objectives and procedures for the coming term.</p>	<p>Describe and explain the requirements for the coming term.</p>	<p>Tutor assessment of individual and group input.</p>
<p>2. Enable students to carry out 3 effective lifestyle assessments each with visitors and each other under tutor guidance and with internal supervision. Facilitate group contributions to lifestyle assessments. Review progress and contributions with an emphasis on supporting student experience of putting learned techniques into practice. Provide support for issues that may arise from practical work.</p>	<p>2.1 Carry out 3 lifestyle assessments. 2.2 Participate with their peers in lifestyle assessment. 2.3 Assist other students' learning by contributing to peer assessment. 2.4 Gain insight and experience by observing lifestyle assessments being performed. 2.5 Show awareness of the importance of family constellation in the development of personality. 2.6 Show awareness of use of the dream in the lifestyle assessment. 2.7 Reflect on application of lifestyle assessment through journaling and personal reading.</p>	<p>Demonstrate an understanding of the concept of "lifestyle" Demonstrate an understanding of the interpretations of early memories and their role in lifestyle assessment. Demonstrate an understanding of family constellation, and its application within lifestyle assessment. Demonstrate reflective thinking. Demonstrate understanding of the role of dreams in lifestyle assessment. Demonstrate an ability to establish rapport with a client. Demonstrate an awareness of their client's and their own body language.</p>	<p>Tutor assessment and evaluation of individual lifestyle assessments, group contributions, levels of individual insight and individual participation in group discussion. Evaluation within group discussion of student's willingness to cooperate honestly in discussion and the extent to which student gains insight into concepts. Evaluation of student's ability to provide constructive feedback. Evaluation of student's awareness of the interaction of belief systems and the processes involved. Assessment of student's progress towards understanding of self.</p>

	<p>2.8 Reflect on their own lifestyle through journaling and discussion.</p> <p>2.9 Understand how to establish rapport with a client.</p> <p>2.10 Understand how to use empathy with a client.</p> <p>2.11 Use lifestyle assessment to gather client details and identify the client's underlying attitudes and beliefs.</p> <p>2.12 Provide and receive constructive feedback.</p> <p>2.13 Gain awareness of interplay between their client's and their own lifestyle.</p>	<p>Demonstrate an ability to use empathy.</p> <p>Demonstrate the use of lifestyle assessment to gather client details and identify the client's underlying attitudes and beliefs.</p> <p>Demonstrate an ability to provide and receive feedback.</p> <p>Demonstrate through journaling and discussion their awareness of the interaction between the belief systems of client and counsellor.</p>	
<p>3. Review the term using peer, self and group assessment and plan the next term's learning and practicum</p>	<p>3.1 Gain further understanding of the skills of peer, group and individual assessment.</p> <p>3.2 Take part in group planning of forthcoming work.</p>	<p>Demonstrate self, peer and group assessment skills.</p> <p>Show ability to take responsibility for their part of planning work within the group.</p>	<p>Evaluation of quality of self, peer and group assessment.</p> <p>Assessment of ability to be responsible for planning individual's part in group work.</p>

Term 3: Adolescents, Children and Families and Multicultural Counseling

This module extends the practice of Lifestyle Assessment to its use with adolescents and offers the opportunity for student's to enhance their skills by carrying out a Lifestyle Assessment with an adolescent. The tutors will also demonstrate the practice of Adlerian Family Counseling with an invited family and there will be an opportunity to explore the effects of different cultures on the practice of lifestyle.

Practical requirements: 1) 1500-2000 word essay "Developing an understanding of the Family" with case studies.
2) Course and Year assessment.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
<p>1. Regroup after the Christmas break. Introduction of the aims and procedures for the coming term. Plan lifestyle assessments and group roles.</p>	<p>1.1 Understand the objectives and procedures for the coming term.</p>	<p>Describe and explain the requirements for the coming term.</p>	<p>Tutor assessment of individual and group input.</p>
<p>2. Demonstration of a Lifestyle Assessment with an adolescent by tutors.</p>	<p>2.1 Gain an understanding of the application of lifestyle assessment of adolescents by observing demonstration and through discussion, examine process of demonstration.</p>	<p>Demonstrate, describe and explain the skills of working with Lifestyle and its process with an adolescent. Gain insight and experience into seeing a lifestyle assessment performed. Experience a lifestyle assessment of an adolescent.</p>	<p>Evaluation within group discussion of student's willingness to cooperate honestly in discussion and the extent to which student gains insight into concepts. Assessment of student's progress towards understanding of self.</p>

<p>3. Enable students to carry out an effective lifestyle assessments with adolescents under tutor guidance and with internal supervision. Facilitate group contributions to lifestyle assessments. Review progress and contributions with an emphasis on supporting student experience of putting learned techniques into practice. Provide support for issues that may arise from practical work.</p>	<p>3.1 Carry out a lifestyle assessment on an adolescent. 3.2 Participate with their peers in lifestyle assessment. 3.3 Assist other students' learning by contributing to peer assessment. 3.4 Gain insight and experience by observing lifestyle assessments being performed. 3.5 Show an understanding of the processes of lifestyle assessment when applied to an adolescent. 3.6 Gain further experience in the use and application of the lifestyle process.</p>	<p>Demonstrate an understanding of the concept of "lifestyle" with adolescents. Show their awareness of the similarities and differences between carrying out lifestyle assessment with adults and adolescents. Demonstrate their further understanding of the processes involved in lifestyle assessment. Demonstrate their ability to establish rapport with adolescents. Demonstrate an ability to use empathy with adolescents. Be aware of possible interactions between their own belief system and that of the client. Demonstrate the development of their reflective thinking. Show further their ability to contribute to the group engagement in and evaluation of the required task.</p>	<p>Tutor evaluation of individual lifestyle assessments, group contributions, levels of individual insight and individual participation in group discussion. Evaluation within group discussion of student's willingness to cooperate honestly in discussion and the extent to which student gains insight into concepts. Evaluation of student's ability to provide constructive feedback. Evaluation of student's awareness of the interaction of belief systems and the processes involved. Assessment of the student's ability to engage in group processes.</p>
<p>4. Introduce the family counselling model:- <u>The Typical Day</u>, <u>Standard Operational Procedures</u>, the <u>Goals of Misbehaviour</u>, <u>Natural and Logical Consequences</u> and <u>Observation of Children and Families</u>.</p>	<p>4.1 Gain understanding of the Adlerian family counselling model. 4.2 Understand the typical day and its application. 4.3 Understand the use of goals of misbehaviour and their application. 4.4 Understand family dynamics in the family counselling model. 4.5 Become aware of the specific skills and techniques for working with families.</p>	<p>Demonstrate, describe and explain the Adlerian family counselling model. Demonstrate their understanding of the concept of family dynamics. By sharing their journalled reflections and homework on their own family dynamics, show how they have applied their learning to their personal life.</p>	<p>Tutor assessment and evaluation of individual and group input. Evaluation within group discussion of individual's willingness to cooperate honestly in discussion. Assessment of student's progress towards understanding of self.</p>

<p>5. Demonstration of Family Counselling model with a family.</p>	<p>5.1 Gain an understanding of the application of the family counselling model by observing demonstration. 5.2 Examine the process of demonstration through group discussion. 5.3 Describe the Adlerian family counselling model. 5.4 Be able to observe a family from an Adlerian perspective. 5.5 Link observations to children's priorities and adult's belief systems. 5.6 Become aware of the application of the family counselling model, observation of children, the typical day and standard operational procedures. 5.7 Become aware of parenting styles and attitudes.</p>	<p>Gain insight and experience by seeing Adlerian family counselling model performed. Describe and explain the skill of family counselling and its process. Demonstrate the skills of observing children. Show an understanding of children's' priorities. Show an understanding of a typical day. Show an understanding of standard operational procedures. Show an understanding of parenting styles and attitudes. Show an understanding of the concept of and practical usefulness of natural and logical consequences as a means of discipline in children. Show an understanding of the concept and use of encouragement with themselves and others. k) Demonstrate their full understanding of the four mistaken goals of misbehaviour and their application to the family counselling model.</p>	<p>Tutor assessment and evaluation of individual and group input. Evaluation within group discussion of student's willingness to cooperate honestly in discussion and the extent to which student gains insight into concepts. Assessment of student's grasp of the principles of the Adlerian Family Counselling model. Assessment of student's potential for putting the Family Counselling model into practice. Evaluation of student's understanding of encouragement as therapeutic tool.</p>
<p>6. Introduce working with different cultures.</p>	<p>6.1 Gain understanding of working with different cultures in the counselling process. 6.2 Become aware of the importance of "cultural logic" and cultural values in the formation of the individual's belief system. 6.3 Understand the effects of cultural differences within the family and thus in family counselling.</p>	<p>Demonstrate an understanding of working with different cultures. Demonstrate through group discussion and reflection on personal experience their understanding of the different counselling needs people from different cultures. Show their understanding of the effects of cultural differences within the family.</p>	<p>Tutor assessment and evaluation of individual and group input. Evaluation within group discussion of student's willingness to cooperate honestly in discussion and the extent to which student gains insight into concepts.</p>
<p>7. Introduction to the ending process and its relation to counselling. Demonstrate the use of visualisation in the ending process.</p>	<p>7.1 Understand the importance of the ending process and closure. 7.2 Gain experience of the technique of visualisation from an Adlerian perspective.</p>	<p>Demonstrate an understanding of the importance of endings and their place within counselling. Show an understanding of the use of visualisation and a means of closure.</p>	<p>Tutor assessment and evaluation of individual and group input. Evaluation of student participation in the group process.</p>

<p>8. Review of the year using peer, self and group assessment. Collect assignments for assessment. Assist students to assess if the requirements have been met for the Advanced Certificate award; advise of any additional work or time that may be needed. Explain the format and requirements for the next year and introduce the third year tutor, who will elucidate further and answer student's questions. Carry out a group exercise to facilitate the ending process and closure of the year's work and achievements.</p>	<p>8.1 Gain further understanding of the skills of peer, group and individual assessment. 8.2 Gain understanding of the requirements and expectations of the third year of the course and by meeting the tutor be able to obtain answers to questions. 8.3 Engage in a group exercise to facilitate closure of the year's experiences.</p>	<p>Demonstrate further experience in the use of peer, self and group assessment. Understand what will be achieved in the coming year and what is expected of the student. Achieve a satisfactory closure to the year's work.</p>	<p>Tutor evaluation of honesty, insight and contribution to the process of peer, self and group assessment. Evaluation of student's willingness to engage fully in the tasks of the coming year.</p>
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Bucks Adlerian Training
Programme for Third year students – tutor Bruce Greenhalgh

These students will be working towards an ASIIP Diploma in Adlerian Counselling or an Adlerian Practitioner Diploma. The year is made up of 97 hours' modular training, consisting of 3 terms of 10 weeks, plus one 7 hour weekend workshop.

The purpose of this year is to integrate the Adlerian theory and counselling skills learnt on the certificate course into a cohesive counselling model. In the first part of the year the approach will be to utilise the group and the tutor in a parallel process similar to the counselling process. In the latter part of the year the students will demonstrate and practice their counselling utilising the lifestyle assessment on volunteers. Attention will be given to self-awareness, personal growth and the applications to the students' placements/work settings. Students wishing to follow the counselling route will be required to be either in a counselling placement or working with their own clients under supervision. Students wishing to follow the practitioner route will be required to develop a project as well as show evidence of personal development. In addition, there will be a continuous process of assessment by self, peers and tutors.

We consider the understanding of group process to be central in the development of counsellors and practitioners. The development of that undertaking into a solid set of integrated components and broad perspective constitutes one of the foundation stones of sound therapeutic practice. The formal conceptual content of group dynamics and the various technical constructs contained within, for example projection, are of great value and as such will be given proper attention in the syllabus. We consider also that the dynamic of any group is a reflection of the/a family dynamic and furthermore, that which is observed to take place within a group is the manifest reflection of those beliefs, attitudes and behaviours which an individual has learned within their family of origin.

Working creatively in a therapeutic context requires self-assurance, courage and commitment. How in particular, these qualities might manifest will vary according to the individual and their personal style. Recognising and nurturing one's creative strength and the ability to do so for others, is another foundation component, adding breadth, depth and potency to the therapeutic practice.

With the above in mind, during the whole of the third year, we will be seeking to develop within all participants the ethical principles of counselling Fidelity, Autonomy, Beneficence, Non-maleficence, Justice and Self-respect. In addition we will encourage the moral qualities of Empathy, Sincerity, Integrity, Resilience, Respect, Humility, Competence, Fairness, Wisdom, and Courage.

Throughout the year:

- Students are encouraged to keep a journal
- Students are encouraged to do private reading
- Students are encouraged to attend Adlerian Workshops throughout the U.K. and to attend Summer School which is held in the 2nd week in August each year.
- There are twice termly student, group and tutor reviews
- Students are encouraged to keep a log of their training and counselling hours for application for the ASIIP Diploma, and ASIIP, BACP or any other accreditation.
- Students are provided with access to tutor support.

Term 1

Unit Title: Development and application of basic counselling model.

Practical requirement: 1500 words essay “My approach to applying the Adlerian Counselling Model in Practice”

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
<p>1. Describe the Adlerian Counselling Model – Rapport, Tell the story, assessment, Reorientation. Then demonstrate an ability to apply the model to practice.</p>	<p>1.1 Describe the counselling model and apply it in small group practicum with fellow students. 1.2 Partake in discussions and exercises, and reflect on participation by offering and receiving feedback, overseen by tutor. 1.3 By sharing homework related to counselling, and demonstrate an application of basic counselling micro skills. 1.4 Demonstrate journalled reflection by sharing issues relating to the counselling process. 1.5 Provide a 1500 words essay to demonstrate understanding of the Adlerian Counselling Core model.</p>	<p>Produce a written essay of 1500 words outlining their proposed application of the Adlerian Counselling core model, and receive and discuss tutor feedback.</p>	<p>i) Tutor evaluation of student input into group discussion. ii) Tutor evaluation of application of model and its constituent parts when applied in practice. iii) Tutor evaluation of engagement with therapeutic practice. iv) Tutor evaluation of homework. v) Tutor evaluation of essay.</p>
<p>2. Explain the BACP Ethical Framework and how it applies and underpins all counselling and related activity.</p>	<p>2.1 Demonstrate a good understanding of the framework and an awareness of how the learner measures up to it in practice.</p>	<p>Define and describe framework by participating in-group discussion, and submitting homework demonstrating a grasp of the framework. Show reflective thinking from journaling by sharing issues related to framework.</p>	<p>i) Tutor evaluation of student input into group discussion. ii) Tutor evaluation of application of model and its constituent parts when applied in practice. iii) Tutor evaluation of homework. iv) Tutor evaluation of essay.</p>
<p>3. Demonstrate and model contracting.</p>	<p>3.1 Describe the concept of contracting and apply it in small group practicum with fellow students.</p>	<p>Partake in discussions and exercises, and reflect on participation by offering receiving feedback, overseen by tutor.</p>	<p>i) Tutor evaluation of student input into group discussion. ii) Tutor evaluation of homework. iii) Tutor evaluation of essay.</p>

<p>4. Demonstrate and explain a range of Adlerian skills, techniques and approaches used in counselling. In particular: Socratic dialogue and Life-style assessment.</p>	<p>4.1 Describe the concept and mechanics of a Socratic dialogue. 4.2 Describe the rudiments of a Life-style assessment and demonstrate an ability to capture sufficient Lifestyle information to be able to identify a client's underlying attitudes and beliefs.</p>	<p>Demonstrate an understanding of Socratic Questioning in group discussions and demonstrate its application. Demonstrate a grasp of the Adlerian Lifestyle assessment and an ability to use it in practice.</p>	<p>i) Tutor evaluation of student input into group discussion. ii) Tutor evaluation of application of Socratic questioning. iii) Tutor evaluation of use of lifestyle within therapeutic practice. iv) Tutor evaluation of homework. v) Tutor evaluation of essay.</p>
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Term 2

Unit Title: Application of counselling in practice with Adults

Tutor aims	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment
<p>1. To teach students to be able to effectively counsel volunteer clients under internal supervision</p>	<p>1.1 Demonstrate an ability to establish a contract with a client 1.2 Demonstrate an ability to establish rapport and a therapeutic alliance with a client. 1.3 Demonstrate an awareness of theirs and their client's body language. 1.4 Demonstrate an ability to use empathic and advanced empathic responses. 1.5 Demonstrate an ability to use Socratic dialogue. 1.6 Demonstrate the use of lifestyle assessment to gather client details and identify the client's underlying attitudes and beliefs. 1.7 Demonstrate an understanding of re-orientation techniques and the appropriate approach for the volunteer clients. 1.8 Demonstrate an ability to provide and receive feedback. 1.9 Through discussion, examine the process of counselling. 1.10 Reflect on application of counselling through journaling and personal reading.</p>	<p>Demonstrate an ability to establish a contract with a client Demonstrate an ability to establish rapport and a therapeutic alliance with a client. Demonstrate an awareness of theirs and their client's body language. Demonstrate an ability to use empathic and advanced empathic responses. Demonstrate an ability to use Socratic dialogue. Demonstrate the use of lifestyle assessment to gather client details and identify the client's underlying attitudes and beliefs. Demonstrate an understanding of re-orientation techniques and the appropriate approach for the volunteer clients.</p>	<p>i) Tutor evaluation of student input into group discussion. ii) Tutor evaluation of application of model and its constituent parts when applied in practice. iii) Tutor evaluation of engagement with therapeutic practice.</p>

Tutor Aims	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment
<p>1. To teach students to be able to effectively counsel volunteer young people under internal supervision</p>	<p>1.1 Demonstrate an ability to establish a contract with a client. 1.2 Demonstrate an ability to establish rapport and a therapeutic alliance with a client. 1.3 Demonstrate an awareness of theirs and their client’s body language. 1.4 Demonstrate an ability to use empathic and advanced empathic responses. 1.5 Demonstrate an ability to use Socratic dialogue. 1.6 Demonstrate the use of lifestyle assessment to gather client details and identify the client’s underlying attitudes and beliefs. 1.7 Demonstrate an understanding of re-orientation techniques and the appropriate approach for the volunteer clients. 1.8 Demonstrate an ability to provide and receive feedback. Through discussion, examine the process of counselling.</p>	<p>Demonstrate an ability to establish a contract with a client. Demonstrate an ability to establish rapport and a therapeutic alliance with a client. Demonstrate an awareness of theirs and their client’s body language. Demonstrate an ability to use empathic and advanced empathic responses. Demonstrate an ability to use Socratic dialogue. Demonstrate the use of lifestyle assessment to gather client details and identify the client’s underlying attitudes and beliefs. Demonstrate an understanding of re-orientation techniques and the appropriate approach for the volunteer clients.</p>	<p>i) Tutor evaluation of student input into group discussion. ii) Tutor evaluation of application of model and its constituent parts when applied in practice. iii) Tutor evaluation of engagement with therapeutic practice.</p> <p>Provide a 1500 word review of the counselling practicum demonstrating an understanding of the counselling process and the level of self-awareness in relation to your counselling the client.</p>

Bucks Adlerian Training
Programme for fourth year students – tutor Jill Reynolds

These students will be working towards an ASIIP Diploma in Adlerian Counselling or an Adlerian Practitioner Diploma. The year is made up of 120 hours' modular training, consisting of 3 terms of 10 weeks, plus weekend workshops. The purpose of this year is to aid the further development of professional knowledge, understanding and practice, utilising group dynamics and addressing the topics from Adlerian and other perspectives. Attention will be given to self-awareness, personal growth and the applications to the students' placements/work settings. Students wishing to follow the counselling route will be required to be either in a counselling placement or working with their own clients under supervision. Students wishing to follow the practitioner route will be required to develop a project as well as show evidence of personal development. In addition, there will be a continuous process of assessment by self, peers and tutors. There are 5 assignments in 4th year, and a dissertation / project write up of between 7,000 and 10,000 words.

We consider the understanding of group process to be central in the development of counsellors and practitioners. The development of that undertaking into a solid set of integrated components and broad perspective constitutes one of the foundation stones of sound therapeutic practice. The formal conceptual content of group dynamics and the various technical constructs contained within, for example projection, are of great value and as such will be given proper attention in the syllabus. We consider also that the dynamic of any group is a reflection of the/a family dynamic and furthermore, that which is observed to take place within a group is the manifest reflection of those beliefs, attitudes and behaviours which an individual has learned within their family of origin.

Working creatively in a therapeutic context requires self-assurance, courage and commitment. How in particular these qualities might manifest will vary according to the individual and their personal style. Recognising and nurturing one's creative strength and the ability to do so for others, is another foundation component, adding breadth, depth and potency to the therapeutic practice. With the above in mind, during the whole of the fourth year, the principles of group dynamics and creative practice will be woven into the fabric of the didactic learning and experiential process. We begin with the expectation that the incoming fourth year students have already achieved a mature standard of knowledge and experience, and are able to work with a self-motivated and constructive attitude.

Throughout the year:

- Students are encouraged to keep a journal
- Students are encouraged to do private reading
- Students are encouraged to attend Adlerian Workshops throughout the U.K. and to attend Summerschool which is held in the 2nd week in August each year.
- There are twice termly student, group and tutor reviews
- Students are encouraged to keep a log of their training and counselling hours for application for the ASIIP Diploma, and ASIIP, BACP or any other accreditation.
- Students are provided with access to tutor support.

Module 1 - Group Dynamics. Aspects covered include: forming, storming etc.; juxtaposing group hierarchy with family constellation and birth order; intimacy and avoidance; group imago, private logic and gemeinschaftsgefühl in group environment, group logic and localised common sense. – Practical Requirement at start of module: Consider group imago.

Tutor Aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
1. Introduce features of relationship which are particular to group environment.	1.1 Gain understanding of features of relationship which are particular to group environment.	(a) Create a mandate incorporating values important to the group members (b) Discuss, feed back and reflect on the concepts and processes. (c) Evaluate scale of achievement at beginning and end of module.	(i) Completion of mandate. (ii) Tutor observation of the discussion, feed back and reflections on concepts and processes. (iii) Tutor observation of discussion regarding valuation of achievement at beginning and end of module.

2. Introduce group process	2.1 Gain insight into group processes.	Reflect on state of resonant and dissonant interaction in the group. (Monitor group interaction, relationship and development.	(i) Tutor evaluation of student input into group discussion.
3. Review lifestyle patterns in group hierarchy and demonstrate their effect on group process	3.1 Revisit lifestyle patterns and learn how they effect the group process.	(Demonstrate ability to reflect on attitudes of individuals in the group. Reflect on lifestyle material of group members. Look for similarities and differences.	(i) Tutor evaluation of student input in group conversation
4. Discuss the concepts of Private Logic and Gemeinschaftsgefühl as it relates to group environment and the effect on group process.	4.1 Gain awareness and understanding of the concepts of private logic and gemeinschaftsgefühl in the group environment and how it relates to group process.	Monitor levels of cooperation. Monitor blocked situations. Reflect on conflict and conflict resolution.	(i) Tutor monitoring and evaluation within group discussion.
5. Introduce concept of "group image" and ask students to co-create this.	5.1 Understand the concept of group image. 5.2 Co-create model of home group in cooperation with others, at start and end of module.	Understand the concept of group image. Create model.	(i) Tutor monitoring of group discussion. (ii) Evaluation of model.
6. Introduce the concept of leadership and skills required for leadership.	6.1 Understand the concept of leadership and its skills.	Understand the concept of leadership and the skills involved.	(i) Tutor observation of group discussion.

Practical Requirements at end of module: (1) Write 500 word assessment of the group/group environment.
(2) Write 1,500 word essay entitled "Relationships: Belonging from an Adlerian perspective".

Module 2 – Creative Interventions. Aspects covered include: stillness and chaos, energy and entropy, the journey metaphor; working with thresholds, rights of passage and the use of art materials, painting, modelling etc.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
1. Introduce the use of art materials and the concepts of metaphor.	1.1 Use different creative media. 1.2 Work with their own metaphor. 1.3 Work with another person using their metaphor pattern.	<u>Use</u> creative media. Work with their own metaphor and that of others.	(i) Completion of task. (ii) Tutor observation of group discussion and feedback.

2. Encourage the development of creative skills.	2.1 Use creative media to evaluate the quality of their interaction with others. 2.2 Play with ideas individually and within the group.	Evaluate their interactions with others through creative media. Play with ideas individually and in the group.	(i) Completion of task. (ii) Tutor observation of group discussion and feedback.
3. Enable students to use and develop effective and imaginative frames of reference such as the "journey" metaphor, the "quest", the "right of passage" and "thresholds".	3.1 Use or create an imaginative frame of reference. 3.2 Develop that frame of reference to enable therapeutic process.	Create a frame of reference. Use a frame of reference therapeutically.	(i) Completion of task. (ii) Tutor observation.
4. To encourage students to lead the group using a creative medium or exercise	4.1 Set up a creative environment and encourage others to participate. 4.2 Take an individual through a therapeutic shift or threshold using metaphor appropriate to individual's lifestyle within the group.	Set up a creative environment. Encourage others to participate. Take an individual through a therapeutic shift or threshold using metaphor.	(i) Achievement of task. (ii) Tutor observation.
5. Give the opportunity to relate the process and outcomes of creative intervention with Adlerian theory and practice.	5.1 Develop the ability to evaluate the creative process and outcome within Adlerian concepts.	Evaluate creative process and outcome in line with Adlerian concepts.	(i) Achievement of task. (ii) Tutor observation of dialogue and group sharing.

Practical requirement: To create an exercise to use a creative intervention and monitor the outcome in relation to Adlerian Practice. Write a short case study illustrating a creative intervention.

Module 3: Revisiting the Basics. Aspects covered – basic premises, attitudes, masculine protest, dreams, early recollections and different orientations. Practical Requirement - write a 2,000 word essay on "the Function of Emotions"

Tutor Aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
1. To readdress the basic premises of Individual Psychology as highlighted in years 1 and 2 (i.e. social embeddedness, biased apperception, creativity, goal orientation and holism) and to link these to patterns of behaviour.	1.1 Be able to describe the concepts and reflect on their relationship. 1.2 Share experiences with each other and demonstrate understanding of Adlerian theory and practice in their responses.	Fully describe the 5 basic premises. Reflect on how they relate to each other. Give feedback on this experience. Demonstrate understanding of the application of theory in practice.	(i) Tutor observation. (ii) Student feedback. (iii) Short essay/case study to demonstrate their use of theory in practice.

<p>2. Raise awareness of subsidiary aspects (attitudes to life, masculine protest, family constellation, early recollections, dreams, the function of emotion and the concept of distancing.</p>	<p>2.1 Demonstrate an awareness of the subsidiary aspects. 2.2 Be able to recognise their own patterns within the environment of their childhood. 2.3 Recognise how these patterns impinge on their current life situation and look at their own ongoing self actualisation. 2.4 Recognise the developing patterns of childhood and consider appropriate interventions to enable and encourage the child to maintain a robust engagement with "life". 2.5 To encourage a child in the development of gemeinschaftsgefühl.</p>	<p>State the subsidiary aspects. Reflect on their own childhood patterns. Recognise the patterns in childhood and discuss interventions. Demonstrate the use of appropriate encouragement to a child to continue their engagement with life and their development of gemeinschaftsgefühl.</p>	<p>(i) Tutor observation. (ii) Group discussion/feedback. (iii) Written documentation of childhood patterns and/or short case study to demonstrate use of encouragement with children, with special attention to the encouragement of social interest/gemeinschaftsgefühl.</p>
<p>3. Raise awareness of the basics of other orientations and make a comparison with the Adlerian approach.</p>	<p>3.1 choose a different orientation or theory and give a half hour presentation to the group on this orientation. 3.2 Highlight similarities and differences in concepts and interventions.</p>	<p>Give a half hour presentation to the group on a different orientation. (Note similarities and differences between this and the Adlerian approach.</p>	<p>(i) Tutor observation. (ii) Group feedback/questions. (iii) Personal feedback on the content and process of the presentation.</p>

Module 4 – Loss, Grief and Bereavement. Aspects covered will be: complicated grief, models of the grieving process, social pressures and the interruption of grieving, loss in the wider context of cultural acquisitiveness and balancing loss by finding courage and inner clarity.

Practical Requirement: Create story containing aspects of loss, grief, and the grieving process highlighting the tasks to be accomplished to complete the process including the use of lifeline and early recollections. Write an essay of 2,000 words on own avoidance of sadness in childhood.

Tutor Aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Method of assessment:
<p>1. Introduce concepts of loss, grief and bereavement and describe the physical, physiological and psychological symptoms.</p>	<p>1.1 Understand the concepts of loss, grief and bereavement. 1.2 Gain awareness of the physical, physiological and psychological aspects of the process.</p>	<p>Define the concepts of loss, grief and bereavement. Identify the symptoms in themselves and others.</p>	<p>(i) Tutor observation. (ii) Group discussion. (iii) Ability to describe own experience.</p>
<p>2. Describe the processes of complicated grief and anticipatory grief.</p>	<p>2.1 Gain an understanding of the nature and processes of complicated and anticipatory grief.</p>	<p>Describe and evaluate the processes of complicated and anticipatory grief.</p>	<p>(i) Tutor observation, group discussion and demonstration of an awareness of own grieving issues.</p>

<p>3. Describe models of the grieving process and the process itself, and linking this to lifestyle patterns. Highlight interventions relating to lifestyle and illustrate how this can be helpful.</p>	<p>3.1 Gain an understanding of models of grieving. 3.2 Compare and contrast with the Adlerian model of lifestyle. 3.3 Consider interventions in line with lifestyle.</p>	<p>Describe and discuss models of grieving. Compare and contrast with Adlerian Lifestyle model. Review the usefulness of lifestyle interventions.</p>	<p>(i) Tutor observation and group discussion. (ii) Awareness of own lifestyle in terms of grieving style. (iii) Understanding of lifestyle interventions with others.</p>
<p>4. Raise awareness of the significance of sadness and loss within the process of healthy psychological and emotional development and the existential consequences of the avoidance of sadness.</p>	<p>4.1 Become aware of the significance of their childhood losses through early recollections. 4.2 Discuss the usefulness of loss and sadness in development and the existential consequence of its avoidance.</p>	<p>Understand their own experience of loss and sadness. Consider the usefulness of sadness and the consequence of its avoidance in the process of grieving. Appraise their own avoidance of sadness and consider the consequences.</p>	<p>(i) Tutor observation of the extent of self awareness of their own grief/loss/sadness and avoidance of sadness. (ii) Group discussion. (iii) Written exercise – write up early recollection(s) of early loss and sadness. (iv) Reflective essay on own avoidance of sadness.</p>
<p>5. Introduce the signs and symptoms of grieving in children. Discuss interventions and support in dealing with loss and sadness and how to identify denial in children.</p>	<p>5.1 Participate in group discussion over issues of recognising symptoms, providing support and recognising denial in children.</p>	<p>Recognise signs and symptoms of grief in children. Identify interventions. Recognise denial and learn how to deal with this.</p>	<p>(i) Tutor observation of student awareness of self, awareness of theory and skills of intervention.</p>
<p>6. Raise awareness of social pressures which interrupt the grieving process. Consider loss in a wider context of cultural acquisitiveness and its consequences.</p>	<p>6.1 Be aware of social pressures which may interrupt the grieving process. 6.2 Be aware of loss in a wider context and the consequences and remedial actions possible.</p>	<p>Describe how social pressures impinge on the process. Understand loss in a wider context and its implications.</p>	<p>(i) Tutor observation of student self-awareness and awareness of the impact of social pressures. (ii) Extent of motivation and courage.</p>

Module 5 – Existential Crisis - this will be looked at in relation to lifestyle, lifestyle skills, and loss.

Aspects covered: recognising the “crisis state”; recognising the difference between a crisis, critical incident and hard time in life and responses to these three; the elements of crisis and the techniques and skills related to these.

Practical requirement: Demonstrate creatively the recognition of the crisis state and the intervention strategies.

2000 word essay “describe the differences between a hard time, a critical incident and a crisis, and indicate the interventions at each level”

Tutor Aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Methods of assessment:
<p>1. Introduce the concept of existential crisis and describe the state of internal chaos and terror. Explain how to make a suitable connection.</p>	<p>1.1 Learn to recognise the “crisis state”. 1.2 Get a sense of the internal state. 1.3 Learn how to make a suitable connection.</p>	<p>Recognise and evaluate physical symptoms. Show an ability to take charge in an uncertain situation with an individual experiencing profound instability.</p>	<p>(i) Tutor observation and evaluation. (ii) Group discussion, description of case studies or personal experience.</p>

<p>2. Outline the differences between a crisis, a critical incident and hard time, as it relates to priority movements (Kfir) and examine interventions (the “crucial C’s”: Connection, Capability, Counting, Courageousness).</p>	<p>2.1 Be able to recognise an individual’s No.1 priority and existential fear through acquired information and observed action. 2.2 Be able to evaluate the difference in quality of experience at each level. 2.3 Evaluate different responses/input in terms of the “crucial C’s”(Bettner).</p>	<p>Evaluate differences between 3 levels as they relate to Priority-Impasse theory (Kfir). Identify the different experiences at each level. Evaluate the different responses at each level.</p>	<p>(i) Tutor observation and evaluation. (ii) Group discussion, student awareness of crisis state. (iii) Essay (see above).</p>
<p>3. Describe existential crisis as a process and identify the elements of crisis to include: hazardous event, vulnerable state, precipitating factor, crisis state, reorganisation and maladaptation. Discuss childhood crisis and predictability.</p>	<p>3.1 Define the process of existential crisis. 3.2 Be able to demonstrate their understanding creatively (Practical Requirement above). 3.3 Recognise “crisis” in childhood using early recollections or 6 part story or lifeline and consider predictability.</p>	<p>Outline the process of existential crisis. Demonstrate this understanding creatively. Illustrate or identify childhood crisis and compare and contrast with adult crisis and consider predictability.</p>	<p>(i) Tutor observation and evaluation. (ii) Input to group discussion. (iii) Creative construction of process, listing similarities and differences between adult and childhood crisis.</p>
<p>4. Describe the quality of intervention: communication of information, support, alternatives.</p>	<p>4.1 Demonstrate intervention strategies at different stages through a creative medium.</p>	<p>Illustrate their understanding of strategies through a creative medium (joint painting, story, painting blind).</p>	<p>(i) Tutor observation and evaluation of student input into the creative process and their feedback.</p>
<p>5. Construct an overview of the module in terms of the concepts, Priority Theory, and skills for each level.</p>	<p>5.1 Choose a “model” to demonstrate their understanding of the “crisis state”, responses and input.</p>	<p>Create a model (using a creative medium) to demonstrate their sense of the “crisis state”, responses and input.</p>	<p>(i) Tutor observation, student feedback on creative model, group discussion.</p>

Module 6 – Psychopathology. Aspects covered: observation and understanding symptoms; the concept of distancing; the development of strategies and techniques for effective intervention; the concepts of disease, disorder, degeneration and purpose; the nature vs. nurture debate; adaptation and maladaptation; reality relativism.

Practical requirements: To give a brief talk to the group highlighting one aspect of psychopathology.
Counsellor Stream: 2,000 word case study (from student placement if applicable). Practitioner Stream: 2000 word essay “My understanding of psychopathology”.

Tutor Aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Methods of assessment:
<p>1. Outline and generate discussion around the nature vs. nurture debate and reality relativism. Identify cultural and gender differences and the social construction of psychopathology and raise awareness of the usefulness or otherwise, of labelling and self-labelling.</p>	<p>1.1 Gain insight into the complexities of psychopathology as they relate to nature vs. nurture, social constructions, gender and culture. 1.2 Consider the usefulness or otherwise of labelling and self labelling.</p>	<p>Consider and evaluate their stance on nature vs. nurture as it relates to psychopathology. Gain insight into historic, cultural and gender differences in what constitutes psychopathology. Consider the concept of labelling.</p>	<p>(i) Tutor observation and evaluation of student contribution to group discussion.</p>

<p>2. Describe and explain in depth, the Adlerian concept of distancing</p>	<p>2.1 Recognise and understand the concept of distancing. 2.2 Associate the different forms of distancing with lifestyle material.</p>	<p>Demonstrate their understanding of distancing. State how the different forms of distancing relate to lifestyle material.</p>	<p>(i) Tutor observation of student input in group discussion. (ii) Extent of understanding self within the concept of distancing.</p>
<p>3. Generate discussion on “what is normality” and introduce neurosis, personality disorders, psychosis and psychosomatics. Relate these to DSM (Diagnostic and Statistical Manual of mental Disorders) and Adler’s Individual Psychology. Demonstrate how these are evident through tasks, social interest, distancing, contribution, cooperation, creativity and lifestyle.</p>	<p>3.1 Show an understanding of the complexity of “normality”. 3.2 Describe neurosis, personality disorders, psychosis and psychosomatics and link these to Adlerian principles.</p>	<p>Have a basic understanding of neurosis, personality disorders, psychosis and psychosomatics. Be able to identify these through the concepts of tasks of life, social interest, distancing, contribution, cooperation, creativity and lifestyle. Consider how theory can be applied in practice.</p>	<p>(i) Tutor observation of group discussion and individual student input. (ii) Extent to which student can consider putting theory into practice.</p>
<p>4. Describe the symptoms and purpose (symptomatology) of depression and anxiety, and outline triggers for aggression. Describe strategies for effective intervention.</p>	<p>4.1 Understand the purpose of depression, anxiety and aggression. 4.2 Examine some strategies for intervention relating to lifestyle.</p>	<p>Be able to identify and understand the purpose of depression, anxiety and aggression. Consider lifestyle interventions.</p>	<p>(i) Tutor observation of group discussion and individual contribution in the group. (ii) Extent of student’s creativity in considering lifestyle interventions.</p>
<p>5. Outline symptoms and purpose of addictions, eating disorders and obsessive-compulsive disorder. Describe their underlying process, interventions and patterns from childhood which predispose to the above in adolescence and adult life. Consider the possibilities for prediction and prevention.</p>	<p>5.1 Show a basic understanding of addictions, eating and compulsive disorders. 5.2 Understand how childhood patterns can be use as predictive tools to enable prevention.</p>	<p>Demonstrate their understanding of addictions, eating and compulsive disorders. Link these with childhood patterns and mistaken goals to illustrate predispositions (Dreikurs). Link these to preventative input during childhood and adolescence.</p>	<p>(i) Tutor observation of student input in group, and specific contributions and creative thinking in linking mistaken goals with specific disorders and remedial input.</p>

Module 7 – Making it all Count.

Practical requirement: To create a group drama highlighting the journey through the year.

Tutor aims:	Student learning objectives: students will:	Assessment criteria – the student can/is able to:	Methods of assessment:
1. Revisit group image/concept and explore current group image	1.1 Highlight and assess the group image formed in session 1 through discussion and observation. 1.2 Assess any changes. 1.3 Use a creative medium to demonstrate the new group image.	Consider, assess and evaluate the original group image. Compare this with current image. Creatively illustrate or demonstrate the new group image.	(i) Tutor observation of students' awareness of change if any in the group image and their creativity and contribution to the new image.
2. Encourage discussion of review of the past 4 years in relation to personal development, knowledge and skills training.	1.1 Identify areas of personal growth. 1.2 Review extent of knowledge, understanding and skills and areas for further development.	Take a subjective and objective view of their own personal growth in the last 4 years. Review their theoretical understanding, knowledge, and skills base and how they use these in practice.	(i) Tutor observation of students' input and objectivity in highlighting their learning and their learning edges.
3. Encourage a creative approach to the personal journey of each student.	3.1 Describe and assess their personal journey 3.2 Respond to each other's story and relate similarities and differences creating a harmonious dialogue.	Reflect, describe and assess their personal journey. Create a harmonious dialogue, outlining similarities and differences in the journeys.	(i) Tutor observation of student input and honest contribution, empathetic listening, and creativity.
4. Ask students for their realistic vision of their futures and possibly the group's future.	4.1 Create a realistic vision of their futures. 4.2 Consider the future of the group.	Imagine, plot out and relate to the group their vision of their future. Consider the group's future.	(i) Tutor observation of creative input and extent of realistic future for the individuals and the group.
5. Invite group to celebrate and say goodbye in the way they choose.	5.1 Choose a way of celebrating and saying goodbye 5.2 Enact this.	Make a good ending with the group in the way that is most useful for the whole group.	(i) Tutor observation, feedback, and felt sense of an ending.

