Foundation Certificate in Counselling Skills

Modular Route

July – December 2017
Welcome to WPF Therapy

From the Director of Training

Thank you for choosing to start your training with us at WPF Therapy. We are very proud that we have been working with clients and training therapists since 1969. WPF Therapy has been a leader in the field of counselling and psychotherapy and as we move towards our 50th Anniversary we are developing our courses and services to meet the needs of the 21st Century and a changing UK. We very much hope that you will be part of that process and welcome your thoughts and feedback as you undertake your time with us here at Magdalen Street. There will be opportunities on the course, at lectures and events and meetings to share your experiences with the staff and to have a voice in the development of the courses.

At WPF Therapy we work hard to ensure that your time with us is fulfilling and that you are able to engage with yourself and others in a deeper way. It can be an intense journey, but one that involves lots of learning and some fun, as well as the chance to make new friends. Often the relationships made on the training last the rest of your life.

The staff will all be working hard to help you have a learning experience that will either be the beginning of a new career or give you new skills and insights into your existing work. On a more mundane note, please make sure that you read the handbook, and do let us know if there is anything which is not clear or confusing. I look forward to meeting you and seeing your journey here with us.

Best wishes
Lynsey Hotchkies, Director of Training

From the Programme Manager of Training

I am pleased to welcome you to WPF Therapy and to the Foundation Certificate in Counselling Skills. I hope you will find the course an exciting start to becoming a better listener or to training as a qualified counsellor or psychotherapist. The training may be unlike any learning you have done before and it may be challenging at times. Please do use the tutorials on offer to talk to a staff member if you need more support with any aspect of the training.

I’d like to alert you to some extra free seminars should you want help in deciding about further counselling and psychotherapy training.

This course has the potential to help you learn about yourself as well as learning new skills. I hope it is an enriching experience for you and I wish you well on your journey.

Best wishes
Kate Trench, Programme Manager
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**Staff**

Sam Downie  
Lynsey Hotchkies  
Kate Trench  
Tamica Neufville  

Chief Executive  
Director of Training  
Programme Manager  
Programme Administrator  
(tamica.neufville@wpf.org.uk / 020 7378 2053)

Cate Lyon  
Sarah Westlake  
Caroline Shuttleworth  
Ngozi Fofah  

Counselling Skills Seminar Leader  
Human Growth and Development Seminar Leader  
Group Conductor  
Group Conductor

Please note our teaching staff are part-time and may be contacted via the Programme Administrator.

**Cate Lyon** is a BACP accredited Psychodynamic Psychotherapist, trained at WPF Therapy. She works in NHS Primary Care and in Private Practice and trains, teaches and supervises on Introductory and Postgraduate level counselling and psychotherapy training courses. She had a previous career in business and is interested in issues around career transition.

**Sarah Westlake** is BACP accredited psychodynamic psychotherapist and trained at the Counselling Foundation, part of the former WPF network of affiliate centres. She worked in TV production for 20 years and uses the symbolism of visual imagery with clients in private practice where she works with couples and individuals, and with teaching on introductory counselling courses in London, Hertfordshire and Bedfordshire. She is also a trained body therapist and combines this knowledge with an understanding of how psychological distress can manifest itself in physical symptoms.

**Caroline Shuttleworth** is a group analytic psychotherapist and psychodynamic psychotherapist trained at WPF Therapy. She has been working as a group analytic and individual psychotherapist in the NHS, particularly with people who have been homeless through mental health problems. She also works as a supervisor, seminar leader and manager.

**Ngozi Fofah** is a UPCA-UKCP group-analytic psychotherapist (Goldsmiths University London) and an Institute of Group Analysis (IGA) qualified Group Supervisor. She worked for 20 years as a home manager, practice teacher, monitoring officer and commissioning officer for Social Services in London. She has been conducting groups at WPF Therapy since 2003. She was a member of the Black and White group for 10 years at the IGA and ran it as co-conductor for 7 years up until 2008.

**Tamica Neufville** is the Programme Administrator. Please contact for booking tutorials, booking on to introductory lectures/seminars, contact/messages for sessional staff, late attendance/absences, extension requests, advice and information on confidential matters, or for general enquiries and information. Please contact Tamica in the first instance on **020 7378 2053**.
Contact

Most contact from WPF is by email. Please ensure that the Training Administration has an up to date email and contact number for you. Once enrolled on the course you will automatically start receiving emails from us. There are two e-mailing lists:

1. **Foundation course information and events only for introductory students.**
2. **WPF Therapy’s Weekend events and lectures.**

**Please do not unsubscribe from the email list for course information only.** You will know that the email is from this list because it will have the course title and the message, ‘please do not unsubscribe.’ If you do not wish to receive emails about weekend events, please feel free to unsubscribe.

Telephone Messages

If you are going to be late or miss a session during the Summer Full Time course, please call Training Administration on 020 7378 2050. At the weekend Training is not staffed. Please leave messages on the main WPF Therapy number - 020 7378 2000. Please make sure when leaving a message that you give the name of your Seminar Leader AND Group Conductor.

Security System and Passes

There is a security system in operation for all students/visitors to WPF Therapy. All students receive an ID security pass on their first day on the course. The pass allows students access to the building and between floors. Please see below access times **between 31st July and 2nd December 2017:**

**Monday till Friday – 9.00am to 9.00pm**

**Weekend Module**

**Saturday – 9.00am to 5.10pm**

The building is open on Saturdays from 8.30am. Your pass will allow you access on the weekend from **9.00am.** If, on Saturday, you arrive early and the building is open you can ring Reception who will let you in (but you will need to swipe your card in after 9.00am). Please check with reception when the building closes **if visiting on a Saturday which is not a weekend module** as sometimes WPF closes earlier if there is no workshop/clinical work taking place.

Course Attendance

Students are expected to attend **100%** of the course and students are asked to arrange their holidays around the time commitment required for the course. Whilst we understand that there may be unavoidable absences a minimum of 80% is necessary. Students who miss sessions or repeatedly attend late compromise their learning on the course and their chances of successfully completing the certificate. Seminar Leaders are asked to notify the
Programme Manager if a student misses three sessions. If your attendance is between 80% and 100% you may be asked to attend a tutorial to discuss issues of attendance and may be asked to complete additional assessment (for example, an additional written assignment, observed role play, a viva). Making up for missed sessions cannot simply be a matter of reading due to the experiential nature of the course and the importance of the emotional, self-development and interpersonal learning involved on a course of this nature.

A register is kept as a record of attendance and must be signed each session. Registers are checked by the course administrator at the end of each module. If attendance falls below 80% students will not be awarded the Certificate except in exceptional circumstances. If attendance is between 80% and 100% students will still be eligible for the Certificate but may be asked to complete additional assessment.

**Tutorials**

We understand that the course can be intense and challenging. It is inevitable that there may be times when students feel that they are struggling with what the course is bringing up for them in different ways. We encourage you to share these struggles with your experiential group. However, you may find that you would like some more support, in which case we can offer you a one to one tutorial. In addition, you may wish to discuss, for example:

(i) Any difficulties that may affect attendance on the course, including pregnancy and illness. In the rare circumstances when students may be thinking of leaving the course they need to have a tutorial to discuss the issues involved before making a final decision. You are also encouraged to discuss your concerns about possibly leaving the course with your Experiential Group.

(ii) Any professional training or therapy needs.

(iii) Voluntary Work.

(iv) Concerns about Written Work or reading

Tutorials are usually with staff other than those who teach the student, in order to retain some degree of objectivity and confidentiality. Tutorials can be arranged by telephoning the Programme Administrator, Tamica Neufville on 020 7378 2053. Tutorials are only available Monday to Friday during office hours (9.00am – 5.00pm).

Sometimes students may wish to discuss a particular issue with their Seminar Leader, or prefer to discuss an assessment issue with the staff assessing them. They can approach the relevant staff concerned and come to some agreed arrangement without contacting the Training Department.

In addition, if students have missed sessions or there are any staff concerns, they will be asked to attend a tutorial with the Programme Manager. Tutorials are intended to be helpful and exploratory and to facilitate the students’ reflective capacity.
WPF Equality and Diversity Statement

WPF Therapy is committed to the encouragement of equality and diversity among our workforce, with regard to the psychological therapy we provide to the public and in the way we educate and train our students. We are also committed to the elimination of any form of discrimination, including harassment or bullying, on the grounds of gender, marital status, race, ethnic origin, colour, nationality, nation origin, disability, sexual orientation, religion and age. Every individual as the right to be treated fairly and with dignity and respect.

We recognise that there are processes inherent in any organisation, including our own, which can operate against this intention. We acknowledge that we need to continually reexamine our policies and practices to ensure that our best intentions are realised. To this end, WPF Therapy expects all its employees to play an active part in developing our equalities and diversity policy and in ensuring its implementation.

WPF Therapy applies the same principles to our relationship with students and trainees. We provide high quality education and training, including professional training for psychotherapists. It is our intention to train people to:

- Understand equalities and diversity issues in ways that reflect the requirements of current legislation
- Value diversity and equal treatment
- Embed diversity and equality principles in their practice
- Demonstrate their commitment to diversity and equality in their behaviour

Course Learning Outcomes

The course provides an introduction to counselling and psychotherapy, both individual and group. Students who successfully complete the course are eligible to apply for further training as a psychodynamic psychotherapist or group psychotherapist. Please see the entry requirements for these courses if you wish to find out more.

At the end of the course the participants are expected to:

1. have learned some basic counselling skills such as actively listening, paraphrasing, mirroring, summarising and reflecting back in order to facilitate the client’s own problem-solving and development;
2. know how to recognise patterns and understand the process of clarifying, focussing, supporting and challenging clients to enable them to deal with difficulties;
3. have undertaken self-exploration and development in order to foster attitudes appropriate to using counselling skills;
4. have learned some basic theory about the use of counselling skills and human growth and development;
5. have learned the importance of boundary setting when using counselling skills either in another profession or as the basis for professional counselling;
(6) have developed an understanding of the difference between using counselling skills and other helping activities;
(7) be aware of working and living in a multicultural society where issues of difference are acknowledged and worked with sensitively, and assumptions are challenged;
(8) understand ethical issues and work within the BACP Ethical Framework.

**Course Structure**

The course consists of two weeks full time starting at the end of July and three Friday and Saturday weekend modules. Students must successfully complete the full course to be awarded the Certificate in Counselling Skills. Students are expected to attend 100% of the course for award of the Certificate in Counselling Skills.

**Two weeks full time (9.30am – 5:00pm each day):** Monday 31st July to Friday 11th August 2017

**Venue:** WPF Therapy, 23 Magdalen Street, London SE1 2EN

**Three Friday and Saturday modules.**

**Fridays 5.00pm - 8.30pm & Saturdays 9.30am – 5pm**

- Friday 6th and Saturday 7th October 2017
- Friday 3rd and Saturday 4th November 2017
- Friday 1st and Saturday 2nd December 2017

**Please note:**
Written Assignment one is due **22nd September 2017** and Written Assignment two is due **4th November 2017**.
Course Timetable

The course takes place over two weeks full time (9.30am – 5:00pm each day):
Monday 31st July to Friday 11th August 2017

Monday – Friday timetable

9.30am - 12.00pm     Counselling Skills Seminar
12.00pm – 1.00pm     Lunch
1.00pm – 3.00pm      Human Growth and Development Seminar
3.00pm – 3.30pm      Break
3.30pm - 5.00pm      Small Group

Friday and Saturday Module timetable

Friday

5.00pm – 6.30pm       Large Group
6.30pm – 6.45pm       Break
6.45pm – 8.15pm       Small Groups

Saturday

9.30am – 11.00am      Small Groups
11.00am – 11.15am     Break
11.15am – 12.45pm     Counselling Skills Seminar
12.45pm – 1.45pm      Lunch
1.45pm - 3.15pm       Counselling Skills Seminar
3.15pm – 3.45pm       Break
3.45pm - 5.00pm       Counselling Skills Seminar

Course Outline

Seminars are experientially taught and focus on putting theory into practice through the use of role-plays, exercises and presentations. Please note that there is very little didactic / lecture style teaching on the course. This is not an academic course, but an experiential course where you will develop your counselling skills. The course outline is a general guide to those areas of theory and practice which will be explored during the course. Each seminar leader has a personal style and special skills which influence the focus and direction of the course.

The experiential elements - 'learning by doing' will include exercises, skills practice, role-plays, working in pairs, threesomes, working on yourself etc.
Guidelines for Experiential Groups

Groups meet for 1½ hours. The groups are experiential and there is no set agenda for discussion. The purpose of the group is to explore what is of concern to individual members and to the group as a whole in the here and now. It is part of the group’s task to identify these concerns and discover how to work with them. Through participation in the group members develop self-awareness and an understanding of themselves within the group context. Groups set their own therapeutic level.

Group members are asked to respect the privacy of each other’s communications in the group. However, Group Conductors participate in assessment and will be asked for feedback on group members.

The task of the large group (which meets on the weekends) is similar to that of the small group but offers the additional challenge to communicate effectively in a situation where one to one eye contact is not always available. It is an opportunity to learn how to understand and manage the anxieties engendered in order to stay on task.

Students are expected to attend all group sessions. Failure to attend a minimum of 80% of the course will mean that you will not be awarded the Certificate. Group Conductors will be asked to record your attendance at the group.

Group Theory

Students are encouraged to attend one of the group theory seminars. There are a number of alternative session times offered. These are outside normal course times. In the past students have found these seminars to be very helpful in understanding group process resulting in students getting more out of the experiential group. The seminars provide an overview of group theory and an introduction to group psychotherapy as a model. You will receive notification of the dates. Group theory seminars are popular and you are encouraged to apply early. Places per session are limited. You will not be able to attend if you have not booked in advance. If, after having secured a place, you are unable to attend, please contact the Training Office as there is often a waiting list.
Reading List

The course is essentially experiential although there is some core reading and you will need to either purchase the books or borrow them from the Library.

You can buy counselling books at WPF Therapy’s bookstall on the lower ground floor, opposite Room 40. Trainees are entitled to a 10% price discount on any new books purchased from WPF Therapy. The book stall co-ordinator is able to order relevant books if given sufficient notice. Books may also be ordered through Jennifer Jones. Jennifer.Jones@wpf.org.uk

NB. Highlighted books are required core reading. Students will need to buy or borrow books from a library.


Howard, Susan (2010) *Skills in Psychodynamic Counselling & Psychotherapy* Sage


(i) Optional Books on Counselling

This is a list of suggestions for those of you who want to read additional material.


Rogers, C (2003) *Client Centred Therapy* Constable

(ii) Books on Human Growth and Development


Erickson, EH (1995) *Childhood and Society* Vintage


(iii) **Groupwork**

Bion, W (1961) *Experiences in Groups*

(v) **Miscellaneous**

Assessment

(i) Seminars

Seminars are primarily experiential and students are expected to actively participate in the sessions and complete homework assignments. We suggest that you complete the Learning Styles Questionnaire at the end of the handbook so that you can begin to think about how you learn. Progress is assessed throughout the course by self, peers, Seminar Leader and Group Conductor. Students are required to keep a portfolio of work done and written feedback received. Ideally, this should be an A4 folder. Please complete the Learning Styles Questionnaire and consider what your own learning needs and style might be during the course.

(ii) Diary / Journal

Students are asked to keep a journal or diary of what they learn each session. Journals are private, and not read by Seminar Leaders.

The journal is an account of the student's development in terms of personal growth and skill building. You are expected to develop your reflective capacity through use of the journal. It is important that the journal refers to what a student has gained from the concepts explored, role-plays and exercises that take place in the seminar as well as any increased personal understanding gained in the seminar and experiential group. The seminar leader will also give you Journal Exercises. These will be in a variety of formats and you are expected to complete them in between sessions. You MUST write up (verbatim) all skills practices each session. This is what you will use for your written assignment.

(iii) Role Plays and Skills Practice

During the course you will have the opportunity to practise your counselling skills. This will be in pairs, threes, small groups and role plays. When doing role plays, students in the roles of observer and client are asked to give feedback to the student in the role of a person using counselling skills. Students when in the role as a person using counselling skills are also asked to evaluate themselves. Students should write up all role plays and skills practice in their journal following the sessions. Writing up should include verbatim, ie 'he said, she said'. This is to improve memory and recollection as well as to develop a reflective capacity. You will need to use these examples in your written assignments.

(iv) Experiential Groups

Experiential groups are not confidential. Group Conductors are asked to give feedback on a student’s development in the experiential group to the staff team. However, participants are asked to respect the privacy of disclosures in the group and to not discuss the group with anyone outside of the group, including other group members.

(v) Attendance

Students are expected to attend 100% of the course and students are asked to arrange their holidays around the time commitment required for the course. Whilst we understand
that there may be unavoidable absences a minimum of 80% is necessary. Students who
miss sessions or repeatedly attend late compromise their learning on the course and their
chances of successfully completing the certificate. Seminar Leaders are asked to notify the
Programme Manager if a student misses three sessions. If your attendance is between
80% and 100% you may be asked to attend a tutorial to discuss issues of attendance and
may be asked to complete additional assessment (for example, an additional written
assignment, observed role play, a viva). Making up for missed sessions cannot simply be a
matter of reading due to the experiential nature of the course and the importance of the
emotional, self-development and interpersonal learning involved on a course of this nature.

A register is kept as a record of attendance and must be signed each session. Registers are
checked by the course administrator at the end of each module. If attendance falls below
80% students will not be awarded the Certificate except in exceptional circumstances.
If attendance is between 80% and 100% students will still be eligible for the Certificate but
may be asked to complete additional assessment.

(vi) Criteria for Assessment

Students are assessed as follows:-

1. Attendance 80% minimum. (100% is expected – see above). Students will be
   expected to make up the seminar work they have missed and be able to give
evidence of this.

2. Students need to satisfactorily meet all Course Learning Outcomes.

3. Students must satisfactorily pass all written work.

4. Students must participate fully in presenting a Human Growth and Development
   Seminar

Other factors considered in awarding the certificate:

5. Full payment of fees and return of all library books.

Appeals

Please request a copy of the Appeal Procedure should you wish to do so. Students need to
put their appeal in writing to the Programme Manager outlining the grounds for the appeal
and submitting any evidence in support of their appeal no later than two weeks from
the date of the letter indicating that the Certificate will not be awarded.

The Programme Manager will ask an external assessor to hear the appeal initially by reading
all written evidence and if necessary by meeting with the student making the appeal. The
student can ask to attend that meeting with someone whom they elect to represent them.
The external assessor can decide to meet with the Seminar Leader or Group Conductor
should they feel this is relevant.

The decision of the external assessor is final.

An appeal needs to be completed within four weeks of the date it is initially made.
**Written Assignments**

There are two written assignments both of 1,500 words in length. One assignment will concentrate on learning from the Counselling Skills and Attitudes seminars and the other from the Human Growth and Development seminars. Any written work should focus on linking theoretical concepts to life and work experience and demonstrate personal awareness. Please read the guidelines below carefully.

**Word Count: 1500 words.** Students are required to keep within the word limit, (100 words either side will be accepted).

(1) **Assignment One - Human Growth and Development**

**Due Friday 22nd September 2017.** This written work of 1500 words is an account of your understanding of human development from a psychodynamic perspective and how this understanding relates to the counselling relationship. Please do not give a list of different stages and theories or a lengthy personal history of your development. The essay word count should be divided roughly equally between the three headings.

Your written work should include:

- Some reflection on human development from a psychodynamic perspective: you may choose to focus on one or two themes in particular.

- An exploration of what feelings may have been stirred up in you around your exploration of development in your own life and how this has affected your experience of the course. Use your journal. You may wish to include something from the experiential group but this should be limited to your own process.

- Give brief example(s) of ways in which you might use this learning when using counselling skills. You may choose an example from your experience in a work or voluntary setting where the use of counselling skills and attitudes was appropriate. If you do not have such experience, you may choose an example from a role play that you have taken part in on the course. It is important that you do not use examples relating to friends or the experiential group.

This Written Assignment is to be submitted first day of Module One:

**Friday 22nd September 2017**

Please email essay to Tamica.neufville@wpf.org.uk to arrive no later then 5:00pm.

(2) **Assignment Two - Counselling Skills**

**Due Saturday 4th November 2017.** Write an account of a situation in which you used counselling skills and attitudes to facilitate helping someone in a face to face one on one situation. You may choose an example from your experience in a work or voluntary setting where the use of such skills and attitudes was appropriate. If you do not have such
experience, you may choose to write about a skills practice or role play you have taken part in on the course (in this case you need to seek permission from the group member with whom you worked). Please do not use examples from friends and family or the experiential group. Your assignment should demonstrate: Your use and understanding of a range of basic counselling skills and attitudes and an understanding of their impact within the therapeutic encounter.

**Your essay should include:**

- A brief description of the ‘client’ and the presenting problem.
- How you set and maintained the counselling framework and the effect of the setting on the process.
- How your knowledge of counselling skills and attitudes informed the work? What counselling skills did you use and why? How did your ‘client’ respond?
- An exploration of any feelings may have been stirred up in you in relation to the encounter. How did you deal with these feelings? How did you use them to inform your work?
- A description of any ethical or boundary issues which may have arisen. How did you deal with these?
- How did you manage time?

Please hand your essay in to the seminar leader.

**Please note that the following applies to both Written Assignments**

**Title:** An appropriate title that describes the content of your written work.

**Confidentiality:** All names should be altered in the interest of confidentiality.

**Length: 1500 words** (100 words either side will be accepted). Title and references are not included in the word count. **If your written assignment exceeds the word count it will be returned without marking.**

**Examples**

When you are giving counselling skills examples, please include

- the counselling skills you used, and to what effect
- the boundaries you set, and to what effect (including context). How did they influence the way you worked with your client? Eg did they affect the way that you were able to listen to him/her?
- the counselling skills you felt you used well? (how do you know?)
- the counselling skills you want to improve (what will you do?)
-
Remember to refer to your diary / journal which contains examples of your learning experiences and skills practice.

(3) References

Your References are the list of ALL books, articles, and sometimes radio / T.V. programmes / conference papers/websites etc. which you have cited in preparing your written paper. It should appear at the end of your written paper in alphabetical order by authors' surnames. All the information for the references can generally be found at the front of books and journals.

If you use quotations or references from published material they should be correctly referenced in the text according to the APA system (see below).

(4) Assignment Presentation

- For the Human Growth and Development Assignment, PLEASE USE THE HEADINGS TO STRUCTURE YOUR PAPER and ensure that your word count is roughly equal for all three sections.
- Confidentiality: All names should be altered in the interest of confidentiality. Any material used from the experiential group should reflect only your own process without disclosing any information about other students. You must make a clear statement to this effect.
- Include a brief introduction and conclusion
- Typed, double spaced on A4 paper (one-sided only)
- Paginated
- Front sheet: title of work, name of student and word count
- Stapled in top left corner (please do not bind or put in plastic folders)
- Keep a copy of your work

Mark Scheme for Written Work

Written work will be marked according to the following criteria:

- Distinction
- Merit
- Pass
- Rewrite / Fail

Percentage marks will not be given to students.

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<td>70% and above</td>
<td>An excellent piece of work in which:</td>
</tr>
<tr>
<td>Distinction</td>
<td>- The student demonstrates an in depth and insightful understanding of the focus of the written work</td>
</tr>
<tr>
<td></td>
<td>- The student presents relevant practical material with appropriate boundaries and respect and shows an ability to help the ‘client’</td>
</tr>
<tr>
<td>Class</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>60-69% Merit</td>
<td>A good piece of work in which:</td>
</tr>
<tr>
<td></td>
<td>- The student demonstrates a good understanding of the focus of the written work</td>
</tr>
<tr>
<td></td>
<td>- The student presents relevant practical material with appropriate boundaries and respect</td>
</tr>
<tr>
<td></td>
<td>- The student structures the written work well, in good written English with accurate references</td>
</tr>
<tr>
<td></td>
<td>- The written work is clear for the reader and follows a coherent argument</td>
</tr>
<tr>
<td>50-59% Pass</td>
<td>A satisfactory piece of work in which:</td>
</tr>
<tr>
<td></td>
<td>- The student demonstrates an understanding of the focus of the written work</td>
</tr>
<tr>
<td></td>
<td>- The student presents relevant practical material with appropriate boundaries and respect</td>
</tr>
<tr>
<td></td>
<td>- The student structures the written work well enough for it to be clear to the reader</td>
</tr>
<tr>
<td>Below 50% Rewrite / Fail</td>
<td>An unsatisfactory piece of work in which:</td>
</tr>
<tr>
<td></td>
<td>- The student misunderstands the focus of the written work.</td>
</tr>
<tr>
<td></td>
<td>- The student writes carelessly or unclearly about practical examples.</td>
</tr>
<tr>
<td></td>
<td>- The student presents ideas inaccurately or inadequately.</td>
</tr>
<tr>
<td></td>
<td>- Confidentiality is not addressed.</td>
</tr>
<tr>
<td></td>
<td>- References are inaccurate.</td>
</tr>
<tr>
<td></td>
<td>- The written work is not clear to the reader.</td>
</tr>
</tbody>
</table>

Seminar Leaders may ask a student to re-write their written work. If the student chooses not to rewrite they will not receive the Certificate. If after a re-write the Seminar Leader does not feel the written work should pass, the written work will be double marked before return to the student.

**Fail/Rewrites**

Seminar Leaders may ask a student to rewrite their written work. *(NB If an essay is returned immediately for being over the word count (or under) this does not count as a re-write).*

If the student chooses not to rewrite they will not receive the Certificate. If after a re-write the Seminar Leader does not think the written work should pass, the written work will be double marked before return to the student. **The mark of a rewrite is capped at 50% as per our Academic Regulations.**
Guidelines for Written Work

It can be some time since students have written an assignment. The following are some guidelines which may help you with your assignments. There are a number of internet sites with suggestions to help with writing assignments. If you have particular concerns about completing the Written Work please arrange a tutorial through the Training Department. If English is not your first language we do recommend that you arrange a tutorial before handing in your written work. It can also be helpful if you have a trusted friend or colleague read your written work for proof reading.

Remember that your written work should have a beginning, middle and end. The following suggestions may help with the process.

1. Read the written work set carefully and make sure you are clear about what is being asked. Once you are clear, take some time to come up with your ideas. You can use mind mapping\(^1\) for this purpose. Once you have a page of ideas, evaluate each one carefully. Is it relevant, does it answer the questions, are you interested in it?

2. Before you begin writing – make an outline of your ideas. The structure you create here may still change before the written work is complete. You can make a written outline – or a diagram. Remember to follow the structure set (including the headings).

3. Once you have your structure you can begin by writing the main body of the written work. You can leave the introduction and the conclusion until the end. Each paragraph should make a clear point and the paragraphs should flow into each other. There needs to be an argument or line for the reader to follow through the written work. You will most likely be asked to give examples which illustrate the points you are making. Make sure they are relevant, brief and to the point. Be aware of the need for confidentiality by changing all names and disguising identities. Make it clear that you have done so. Make sure that you clearly indicate your role in your examples.

4. Once you have completed the body of the written work write the introduction and conclusion. These paragraphs will give the reader a point of entry to and a point of exit from your written work. The introduction should be designed to attract the reader's attention and give them an idea of the written work's focus.

5. Formatting your written work. Check the order of your paragraphs and make sure the written work flows well and it makes sense. Check the question set and make sure you have followed the structure. Have you answered it? Have you run the spell check and made sure there are no typographical or grammatical errors.

6. Final Check Put your written work aside for at least a day then read it again. Does it make logical sense? Do the sentences flow smoothly from one another? If not, try to add some words and phrases to help connect them. Transition words, such as "therefore" or "however," sometimes help. Also, you might refer in one sentence to a thought in the previous sentence. This is especially useful when you move from one

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\(^1\) See: http://www.mind-map.com
paragraph to another. Have you run a spell checker or a grammar checker? You may be able to do some editing to tighten up your writing.

Referencing: APA (American Psychological Association) referencing style

You must reference all material you use from all sources and acknowledge your sources in the body of your paper each time you use a fact, a conclusion, an idea or a finding from someone’s work. This establishes the academic authority of your work and acknowledges the researchers and writers you have drawn upon in your paper.

It is necessary to cite your sources each time you:

- Use your own wording (summarise or paraphrase) to explain or discuss what someone has said. In this case, you should include the author and year of publication only.

Or

- Reproduce/quote an author’s exact words, that is, copy into your paper, word for word directly from a text. In this case a page number must be included in addition to author and year of publication.

APA style uses the author(s) and date of publication when you are paraphrasing, quoting or referring to another person’s ideas in the course of your own work. These should appear in brackets separated by a comma.

**IN TEXT QUOTES AND CITATIONS**

**Short Quotes** (fewer than 40 words) should run on as part of the sentence with double quotation marks to signal where the quote starts and finishes. The page number indicating where the quote comes from must be included.

**Direct quotation** – use quotation marks around the quote and include page numbers:

Clay (2003) argues that students experience writer's block because “they have not given sufficient thought to reviewing course content and developing their ideas” (p.47).

Or

Students experience writer’s block because “they have not given sufficient thought to reviewing course content and developing their ideas” (Clay, 2003, p.47).

**Longer Quotes** (more than 40 words) are known as 'block quotes’. These quotes should be much less frequent and should:

- start on a new line
- be indented about 5 spaces from the left hand margin
- omit quotation marks
An important stage in assignment writing is planning. Clay (2003) comments that: Some students are tempted to plunge into writing their papers, beginning with the introduction, but soon find that they experience ‘writer’s block’ and cannot decide what to write next. The problem occurs because they have not given sufficient thought to reviewing course content and developing their ideas about relating the theory to their practice (p.47).

There are a variety of ways that a student can plan...........etc.

**Indirect quotation/paraphrasing** – *no quotation marks*

Attaching meaning to symbols is considered to be the origin of written language (Samovar & Porter, 1997).

*N.B. It is useful to include page numbers when paraphrasing.

**Citations from a secondary source**

As Hall (1977) asserts, “culture also defines boundaries of different groups” (as cited in Samovar & Porter, 1997, p. 14).

**Part 1: In text Citations (i.e. direct quote, summary or paraphrase)**

All direct quotes used must be of the exact words of the original source.

<table>
<thead>
<tr>
<th>In text citations</th>
<th>In reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: (one author)</strong> Writing about Janet Frame and her life (King, 2000) it is clear that or King (2000) argues that Frame approached life or King (200) writes that “the second group of Scottish immigrants followed in the 1860s” (p.12)</td>
<td>King, M. (2000). <em>Wrestling with the angel: A life of Janet Frame</em>. Auckland, New Zealand: Viking.</td>
</tr>
</tbody>
</table>
**Example: three, four or five authors,**
cite all authors the first time, For example:

|---|

| Example: **Classic authors**
When citing historic authors in the field give the date of the publication used as well as the date of the original publication.

|---|

|---|

**Part 2: Reference List (at the end of your assignment)**

An important purpose of the reference list is to enable the reader to locate sources accurately. Therefore details must be correct and complete. Each in-text citation or quotation and the related reference list entry should be identical in spelling and year of publication. A work is listed only once in the reference list, regardless of how many times it is cited in text. **Works not cited in the text should not appear in the reference list.**

**N.B.** Works Cited in the Reference List should only be the texts and citations used in the written work.
- In compiling your APA style Reference List, you should:
  - list references on a new page with a centred heading titled **References**
  - include books, journal articles, online sources etc in one alphabetical listing
  - order entries alphabetically by family name of author/s
  - list works with no author under the significant word of the title.

**Examples of Reference entries.**

| **Book**
|---|

| **Book with more than one author**
|---|
If a book has more than seven authors, include the surname and initials of the first six, then use et al. to indicate the remaining authors.

<table>
<thead>
<tr>
<th>Chapter in an edited book</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Translated Book</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Journal article</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Journal Article on line</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Newspaper article</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Magazine article – popular/trade/general interest</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Web page</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unpublished thesis</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Government publication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Document online</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ebooks (eg Kindle) documents</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Electronic books with doi</th>
</tr>
</thead>
</table>
Plagiarism

Plagiarism is the copying or using of others’ work, intentionally or unintentionally, without acknowledging them as the original source. All students must be aware that the consequences of plagiarism can be serious and can include the withholding of an award or a requirement to withdraw from the course. The work must be your own work.

Voluntary Work Placement

You can enhance your learning on the Foundation certificate course by finding opportunities to use counselling skills either in paid or voluntary work.

In particular, if you are planning on applying to the WPF Therapy Postgraduate Diploma / MA in Psychodynamic Theory and Practice you need to have some voluntary work experience of working with counselling skills.

If you are successful in gaining a place on the WPF Therapy Postgraduate Diploma / MA in Psychodynamic Theory and Practice a placement within our Clinical Service will be part of your training.

The best place to start looking is Google search for ‘Volunteer counselling placements London’ (or in the area your choice). Other good places to look for volunteer opportunities are The Guardian on Wednesdays, Metro on Mondays and the Evening Standard on Mondays.

Please see the Information Sheet on Voluntary Placements which you would have received at your interview. If you would like another copy, or did not receive one, please contact Tamica.

NB. If you are planning on applying to the WPF Therapy Postgraduate Diploma / MA in Psychodynamic Theory and Practice you are encouraged to get experience of seeing one or two adult client(s) once a week, for 50 minutes/an hour, over a period of time, in return for which you are supervised, usually in groups of three volunteer/student counsellors. The most suitable supervision would be given by psychotherapists/psychodynamic counsellors. However, this is not always possible and therefore any of the above would offer useful experience of working with counselling skills.

You are encouraged to have experience of voluntary work before applying for the Postgraduate Diploma, or clearly state your plans on the application form.
Data Protection

WPF Therapy maintains a file of necessary information on each student and student. These files are kept only for as long as they are needed and the information kept in accordance with our registration under the Data Protection Act 1998. You may inspect your file if you wish on payment of a fee of £15. You should ask your Programme Manager if you wish to do this. Personal references are the property of the referee and may be removed from the file.

Registers

Registers will be completed by the seminar leader each time you attend a seminar. 100% attendance of the course is expected, 80% is the minimum requirement. If you are going to be absent please telephone Tamica Neufville, the Programme Administrator, on 020 7378 2050 so that we can leave a message for staff. The Training Office closes at 5.00pm and messages received after that time cannot be given to Seminar Leaders before morning. Please inform the course Seminar Leader of any unavoidable absences ahead of time if possible. Please inform the course Seminar Leader of any unavoidable absences ahead of time if possible. If your attendance falls below 80% you will not be awarded the Certificate. If your attendance falls between 80% and 100% you may be asked to meet with the Programme Manager and to complete any additional assessment.

Further Training

Further Training Meetings
WPF holds at least two further training meetings during the year. You will be notified of date and times by email. Please ensure that the Programme Administrator has your correct email.

References for Further Training Please note that if you decide to apply for training at another training institution a reference from WPF Therapy confirming your attendance on the course will be all that can be provided. Group Conductors will not give references.

No references will be provided after TWO YEARS. You will need to keep a copy of your Certificate to prove you have passed the course.

WPF does not provide references for employment.

Additional Sessions
WPF Therapy runs a programme of free lectures and seminars for students on a range of topics, including Introduction to Group Theory, Psychodynamic Practice, Finding a Voluntary Placement and Further Training. You will be informed in advance of the dates of these events.
Therapy Guidelines

If you are planning to go into therapy, you need to consider the following points:

1. It is not possible for students to use WPF Therapy's own counselling service, whilst they are a student at WPF Therapy.

2. Guidelines for Personal Therapy requirements for the counselling and psychotherapy courses can be obtained from Tamica Neufville, in the Training Department on 020 7378 2053.

   There is a Therapy Advisory Service available to help students find a suitable therapist. This can be organised by telephoning Tamica Neufville, in the Training Department. After you have made your request, Tamica will write to you with the name of a Therapy Adviser. You will need to contact the Therapy Adviser directly and arrange to see them in their consulting room. Tamica is unable to give out telephone numbers and addresses over the telephone, as Tamica has to contact the Therapy Adviser first. You will need to pay the Therapy Adviser £45 when you see them.

4. If you go on to further training at WPF Therapy you need to be in therapy with a qualified and experienced therapist who has trained at one of the institutions listed under Individual Psychotherapy, in the Guidelines for Personal Therapy. This requirement is so that your therapy will be congruent with the training.

5. Students should not be in therapy with a member of staff at WPF Therapy.

WPF Therapy Facilities

Programme Administrator:

The Programme Administrator (Tamica Neufville) is in the open plan area on the Lower Ground Floor. She is available from 9.00am – 5.00pm Monday to Friday. It is often quicker and easier to email her on tamica.neufville@wpf.org.uk or training@wpf.org.uk

Bookstall:

There is a well stocked book stall on the lower ground floor, opposite Room 40. Plus a selection of second hand books on the book shelves in the Reception area. Trainees are entitled to a 10% price discount on any new books purchased from WPF Therapy. The book stall co-ordinator is able to order relevant books if given sufficient notice. Books may also be ordered through Jennifer Jones. Jennifer.Jones@wpf.org.uk

Public Transport:

Nearest tube and rail services: London Bridge Station.

Buses: 17, 21, 35, 40, 43, 47, 48, 133, 141, 149, 343, 381, 521 and RV1.
Fees:

Please note that Certificates will not be awarded if fees are outstanding.

Rooms

Please do not move the furniture from room to room. If you do move any furniture, please could you ensure that you return it to the correct room. This is particularly important as the rooms are used for counselling. Please do not take any drinks or food into the training rooms.

Common Room

The student common room is currently being refurbished and is therefore out of use. The Garden Room on the lower ground floor next to the open plan admin office has been made available for students to use as a temporary common room, where you will find a microwave and fridge, and can make tea and coffee. There are also two computers for students’ use. If you need to print or photocopy anything the printer is in the open plan administrators’ office. There is a charge of 10p per sheet. You will find a small red box on the cabinet by the printer for money for any prints or copying. Room 50 is also available for students for additional seating.

Weekend / Workshop Programme

WPF Therapy offers a variety of lectures and workshops throughout the year. Students are encouraged to attend. Information is regularly distributed around WPF Therapy on the notice boards and in Room 60. In addition, you will receive emails about such events. Students are entitled to a discounted rate on most weekend events. As a Foundation Certificate (Modular) student you are eligible for student rates at WPF for the entire academic year up to Monday 9 July 2018. Please consult the separate flyers for further information on the workshops including fees (if not stated).

Registration of Overseas Students

WPF Therapy is on the Register of Education and Training Providers. This requires that we monitor the registration and attendance of overseas students requiring a student visa. Non attendance following registration, or subsequent non attendance for students requiring a visa will require us to inform the immigration authorities.

Clinical Services

Participants are asked to note that therapy is in progress in WPF Therapy from 8.00am to 9.00pm, including at weekends. You are asked to keep the corridors quiet and to refrain from discussing course matters in the corridors and cloakrooms. It can be experienced as very distressing by clients to hear laughter and careless conversation prior to and during their counselling sessions.

Private Practice
The Foundation Certificate in Counselling Skills is not a qualification to practice as a Counsellor or Psychotherapist. Neither students on, nor those who have completed, the Foundation Certificate in Counselling Skills course are authorised by WPF Therapy to describe themselves as a Counsellor or a Psychotherapist or to practice privately or in an agency or organisational setting using these titles.

**Code of Ethics**

We expect all students to adhere to the BACP Ethical Framework, both during the course and afterwards in any work related to counselling or counselling skills. The BACP Ethical Framework can be downloaded from the BACP website at [www.bacp.co.uk/events/learning_programmes/ethical_framework/documents/ethical_framework.pdf](http://www.bacp.co.uk/events/learning_programmes/ethical_framework/documents/ethical_framework.pdf).

**Library**

The WPF Therapy Library is accessible to students and is located on the ground floor in Room 7 opposite the pigeon holes. The library is mainly staffed by volunteers and the times that they are available are posted on the library door each week. We have one employed librarian, Elizabeth Nokes, and she is present on Thursdays, alternately 10.30am – 1.30pm or 10.30am – 5.00pm. However, the room is accessible until 6.00pm on most days and if there is no volunteer or librarian present, or the room is in use, you have several options.

You can either request the assistance of one of the Training Administrators (open plan area on lower ground floor, Monday to Friday 9am – 6pm) or email a request for the book(s) you are searching for to library.volunteer@wpf.org.uk and it will be actioned by the next volunteer on duty or by Elizabeth.

You will need to provide your name, contact details, the title and author(s) of the book you are searching for. A library volunteer will contact you to let you know whether the book is available and to establish details of collection.

Borrowers can have a maximum of three books on loan for a period of two weeks. If you wish to extend the loan time please email library.volunteer@wpf.org.uk before your loan period expires. Details of each loan must be entered in the ‘Borrowing Book’, either in person or by the volunteer. If there is no volunteer present when you wish to return your book(s) please complete one of the Return Slips you will find on top of the RETURNED BOOK BOX you find opposite the pigeon holes. Place the completed slip inside the relevant book and deposit the book in the RETURNED BOOK BOX.

Each book that is borrowed remains the responsibility of the borrower until it is returned and a replacement charge will be levied if a book is not returned.

Please note that the Library is open on the weekends but not staffed. We advise students to please use our online library system using Softlink. The WPF Therapy Softlink library system provides information on books and journals held in the WPF Therapy library.
**Guidelines for Softlink**

Softlink is WPF Therapy’s online library database. It contains a record of all titles held in the WPF library, as well as PDF copies of material cited in various reading lists for WPF Therapy training programmes. These materials and reading lists are for the professional trainings at WPF Therapy, but you may also wish to look at some of them.

Materials are governed by WPF Therapy’s Copyright Licence Agreement.

Scanned copies of extracts from titles not held in the WPF library cannot be made available on Softlink. Citing such titles should be avoided when compiling reading lists.

Extracts should be limited to one chapter or 5% of the total book, whichever is less, and to one journal article per journal issue. Each reading list can only contain a maximum of one extract from each title. Seminars lasting longer than one term will be considered to have one reading list for each term (so a seminar lasting three terms could contain three extracts from a title, as long as they were spread over the three terms).

**Accessing Softlink**

You can access Softlink through the members’ area of the WPF Therapy website.

1. Go to [www.wpf.org.uk](http://www.wpf.org.uk) and select ‘Log in’ in the top right hand corner.
2. The site will then ask you for your User Name and Password, the details of which are below. Once these are entered, click ‘log in’.

User Name: **wpftherapy**  
Password: **trainingandclinical**

3. Click on the ‘softlink’ tab (towards the top left corner)
4. Select ‘Click to access the WPF Therapy library’ (towards the bottom on the right)

5. Sometimes when you access the database, you will get a ‘splash screen’ with a red ‘i’ logo and a drop down menu, from which choose ‘WPF Therapy Library’

6. Select the type of search you wish to run from the options in the drop-down menu

7. Enter your search term

8. Click the ‘go’ button
Softlink will then list all of the database entries which fit your search criteria. Please note, the search results list is limited to 100 entries, so try to be as specific as possible.

Search results can be clicked on to view the details of the item. There will be two main types of entry that will come up – either books or extracts from books or journals.

**Searching for Books**

Let’s say I’m looking for a title called *Dreams* by Jung. I can enter those search criteria into the search bar and run a basic search, as in steps 6 – 8. The search results are as follows:-
The title I’m looking for has come up in the first page of results. If I want to locate the book in the library, I can make a note of the WPF Library classification number (circled in red in the image above) and search for it in the library. If the library is staffed at the time, they will help with this, but if not then training admin will be happy to help.

If I’m logged in to Softlink then I have several other options available to me.

9. Select the search result I want by checking the tick box on the left (not the tick ‘icon’ on the right).
10. Select the ‘request’ icon along the top. This brings up a prepopulated email request form, to which I can add my name and send to the librarian, who will act on my request. The item will be put aside for you to collect and you will be advised by email.
I can also click on the title of the book, which will bring up all the details of that entry. The entry page will look like the one below, and will contain the publishing details and various other options towards the right hand side.

11. Close that page once finished and continue searching for entries

Searching for Reading List Citations

Let’s say I’m looking for a PDF of something that appears on Alexa Walker’s Mode M, Year 3 Diversity reading list for Term 2. The extract is cited in the reading list as something like this:

How universal is something we can call ‘therapy’? (in) Intercultural therapy: themes, interpretations and practice / Kareem, Jafar & Littlewood, Roland (1999)
There are two main ways to find the material: either search for the material individually or find the whole reading list.

**Searching for Individual Entries**

12. Do a basic search and open the entry page for the correct result in the same way that you did when searching for a book (see points 6 – 8)
13. If there is a PDF copy of the material available, it will be listed in 'Files'
14. Click on the file to download it to your device, then open it to read or print it
15. Any 'lists' that the entry appears in will be shown at the bottom of the entry page.
   Click on the list to view the other items in that list

**Searching for Lists**

Quite brilliantly, all the reading materials for a particular seminar’s reading list [subject to copyright limitations] can be found by searching for lists. Taking the example of Alexa Walker’s Diversity seminar from before, we can find all of the readings that we need for that seminar using the following method (please note, the list produced in the following method is the same as what will be produced by following point 15 above).
16. Select ‘Lists’ from the drop-down menu and enter a key word into the search bar
17. Select the correct search result from the list
18. Note, the correct result may not appear on the first page, so use the arrow keys on the right to look at other pages of search results

You’ll be given a list of all the papers that are available for that reading list. See points 13 and 14 for how to access the material.

There are lots of other functions of Softlink, so feel free to explore it at your leisure. You may find the ‘more like this...’ suggestions on certain book entry pages useful, for instance. Searching by ‘subject’ may also lead you to resources that you may not otherwise have found.

Feedback is very welcome, so please feel free to give some. Seminar leaders, programme administrators and library staff would be suitable people to speak to, or you can give anonymous feedback in the Training Admin post-box (by the stairs up to the open plan office).

You can then search to find what the Library holds, and this information can be used to obtain material from the WPF Therapy Library, or used with your own local library and information resources.

The content of the collection comprises material contributed by WPF to the Heythrop College Library, when WPF was based in Kensington, plus material kindly donated to the collection,
further to WPF’s move to London Bridge. Work is now being carried out to add this material to the database, to improve all records, particularly by adding abstracts of the material, and to merge identical records. This is an ongoing process, so new material is continually being added to the database: if you do not find what you want at first time of searching, try again!

The new system gives each entry a unique number, a seven figure number, which will be entered on the book in red ink. This number will be used to loan the book, and through this we shall always know precisely which copy we are dealing with.

As loans are transferred onto the system, when you search in the OPAC you will be able to see immediately if an item is ‘available’ for loan, or already on loan.

Please be aware that there will be anomalies in the database for some long time, but do please visit it, and if you have any queries, please contact the librarian Elizabeth Nokes Elizabeth.nokes@wpf.org.uk.
Learning Styles Questionnaire

By Honey and Mumford

This questionnaire is designed to help you find out your preferred learning style. For some students it may be that it is a while since you were in a formal learning environment. Over the years you may have developed learning habits which help you benefit more from some experiences than others. You may be unaware of this, so this questionnaire will help you pinpoint your learning preferences. This will also help you to become aware of the need to develop your learning with other styles.

There are no right or wrong answers. If you agree more than you disagree with a statement, put a tick by it. If you disagree more than you agree put a cross. Be sure to mark each item either with a tick or a cross. Do the questionnaire FIRST before reading the descriptions.

1. I like to be absolutely correct about things.
2. I quite like to take risks.
3. I prefer to solve problems using a step by step approach rather than guessing.
4. I prefer simple, straightforward things rather than something complicated.
5. I often do things just because I feel like it rather than thinking about it first.
6. I don't often take things for granted. I like to check things out for myself.
7. What matters most about what you learn is whether it works in practice.
8. I actively seek out new things to do.
9. When I hear about a new idea I immediately start working out how I can try it out.
10. I am quite keen on sticking to fixed routines, keeping to timetables, etc.
11. I take great care in working things out. I don’t like jumping to conclusions.
12. I like to make decisions very carefully and preferably after weighing up all the other possibilities first.
13. I don’t like 'loose ends', I prefer to see things fit into some sort of pattern.
14. In discussions I like to get straight to the point.
15. I like the challenge of trying something new and different.
16. I prefer to think things through before coming to a conclusion.
17. I find it difficult to come up with wild ideas off the top of my head.
18. I prefer to have as many bits of information about a subject as possible, the more I have to sift thought the better.
19. I prefer to jump in and do things as they come along rather than plan things out in advance.
20. I tend to judge other people’s ideas on how they work in practice.
21. I don’t think that you can make a decision just because something feels right. You have to think about all the facts.
22. I am rather fussy about how I do things - a bit of a perfectionist.
23. In discussions I usually pitch in with lots of ideas.
24. In discussions I put forward ideas that I know will work.
25. I prefer to look at problems from as many different angles as I can before starting on them.
26. Usually I talk more than I listen.
27. Quite often I can work out more practical ways of doing things.
28. I believe that careful logical thinking is the key to getting things done.
29. If I have to write a formal letter I prefer to try out several rough workings before writing out the final version.
30. I like to consider all the alternative before making my mind up.
31. I don’t like wild ideas. They are not very practical.
32. It is best to look before you leap.
33. I usually do more listening than talking.
34. It doesn’t matter how you do something, as long as it works.
35. I can’t be bothered with rules and plans; they take all the fun out of things.
36. I’m usually the ‘life and soul’ of the party.
37. I do whatever I need to do, to get the job done.
38. I like to find out how things work.
39. I like meetings or discussion to follow a proper pattern and to keep to a timetable.
40. I don’t mind in the least if things get a bit out of hand.

Scoring

For each question you ticked on the other sheets, put a ‘1’ beside the question number on this sheet. Put nothing for crosses. Add up the 1s in each column.

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Theorist  Pragmatist  Activist  Reflector
Learning Styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: Activist, Theorist; Pragmatist and Reflector. These are the learning approaches that individuals naturally prefer and they recommend that in order to maximise one's own personal learning each learner ought to:

- understand their learning style
- seek out opportunities to learn using that style
- develop their ability to learn in other styles

With this information you will be in a far better position to do three really useful things [quoting P. Honey]:

1. *Become smarter at getting a better fit between learning opportunities and the way you learn best.* This makes your learning easier, more effective and more enjoyable. It saves you tackling your learning on a hit-and-miss basis. Equipped with information about your learning preferences, you'll have many more hits and fewer misses.

2. *Expand the 'band width' of experiences from which you derive benefit.* Becoming an all-round learner, increases your versatility and helps you learn from a wide variety of different experiences - some formal, some informal, some planned and some spontaneous.

3. *Improve your learning skills and processes.* Increased awareness of how you learn, opens up the whole process to self-scrutiny and improvement. Learning to learn is your most important capability since it provides the gateway to everything else you want to develop

Please complete the questionnaire BEFORE reading the characteristics. This information will help you to maximise your learning on the course by developing and expanding your flexibility to learn.

The characteristics of the four Learning Styles are summarised in the following table:

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<th>Learning style</th>
<th>Attributes</th>
<th>Activities</th>
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| **Activist**   | Activists involve themselves fully and without bias in new experiences. They enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with | • Brainstorming  
• problem solving  
• group discussion  
• puzzles  
• competitions  
• role-play  
For assignments and course reading you might find it helpful to study for short rather than extended periods of time. You need to make sure that you allocate time to review your assignments carefully before you submit them so that you |
implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

| Theorist | Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If its logical its good." Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant. | • Want to ask lots of questions • statistics • stories • quotes • background information • applying theories • evidence The systematic approach needed to study probably suits you, but you may find it hard to contemplate trying new things and taking some risks in role plays. You're probably happy to take time to look back over your work and learn from your feedback but you need to make sure that you're also prepared to try new things in order to develop your skills. Although checking, editing and proof-reading are vital stages in the assignment process, you may be tempted to spend more time than you can afford on fine-tuning. Remember that there comes a point when you need to just let go. |

| Pragmatist | Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first | • time to think about how to apply learning in reality • case studies |
opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is "There is always a better way" and "If it works it's good".

**Reflector**

Reflector

Reflector likes to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the

<table>
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<td>practical application</td>
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You like to be clear about why you are doing things and you like to see results, so you may sometimes feel impatient with open-ended discussions or trying things in role plays without really knowing why. You may also find it difficult to get down to the assignments or find ways to relate the theory to your practical experience. Please make a tutorial if you need help with this for your assignments. Even though you probably like having the chance to experiment and try new things, you may be tempted to avoid the activities which encourage you to stop and think and to reflect on each of the activities on the course. However, this is a vital part of learning.

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<th>questionnaire</th>
<th>journalling</th>
<th>observing activities</th>
<th>feedback from others</th>
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You probably enjoy being able to work at your own pace and may struggle with the time limits in role plays and avoid taking risks on the basis that there is not enough time. You may spend too much time trying to work out what to do or say, and thus miss out on
drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

opportunities to learn through experience. With assignments you may need to ensure that you plan ahead by breaking your work down into manageable chunks and producing a timetable for completion so that you manage to meet the deadlines.