## YEAR 3 SECTION

### DIPLOMA IN PSYCHOTHERAPEUTIC COUNSELLING (PSYCHODYNAMIC)

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Diploma in Psychotherapeutic Counselling (Psychodynamic) (Year 3)

OVERVIEW

Year 3 builds on and seeks to take further the different strands that have been part of the previous years at CCS: an understanding of core psychodynamic theory; an awareness of how this might be put into practice in client work; and the self-awareness required to do this ethically and successfully. The main pieces of assessed work for Year 3, the Project and the Case Study, are both based on integrating and exploring the connections between these three key aspects of psychodynamic counselling, and your ultimate success on the course depends on your ability to do this.

But whilst there are clearly important connections between what happens in Year 3 and what you have covered in previous years, there is also a significant difference – namely, your status as what Laurence Spurling (2015) calls “developing practitioners”. Whether you are encountering new ideas for the first time or revisiting more familiar material (and Year 3 will include some of both), you will be doing so with a growing experience of client work, supervision, personal therapy and PPDG behind you, and this inevitably shapes how you will react to what you read and hear. As you read the wide range of psychodynamic writers that will be studied across the course of the year, you should find lots that is relevant for you personally and, just as important, for your client work.

Spurling (2015, p. 17) argues that developing practitioners need and deserve a slightly different approach in the way that they are taught: “Unlike the beginner, who is looking for instruction, the developing student is looking for a dialogue with their teachers, together with more of an opportunity to challenge them as they seek to make sense of the different ways of working and develop their own style.” In Year 3, there will still be some more formal “instruction”, as Spurling puts it, but as the year progresses there will be a growing opportunity for dialogue, for you to explore your own reactions to the teaching material and for you to start to stake out your own preferred ways of thinking and working. You will be invited to think critically about what you read this year, and about what you have been taught before, and to engage with the diversity of ideas within psychodynamic counselling, rather than focusing on a single “right” way of doing things. Within the teaching sessions, hopefully you will be willing to share your ideas and experiences and be open about your personal engagement with the readings – and this may well include not understanding them! But there is also a need to be respectful towards others in the group who may have a different understanding, and to recognise that Spurling’s point about developing your own style will happen at different speeds for different people. You are not expected to have completed your development as a practitioner by the end of Year 3, but it will be useful to have an understanding of the range of different positions within the broad spectrum of psychodynamic counselling and to have a sense of your own position within them.

The year starts with a half term exploring the work of Carl Jung and those who have sought to apply his ideas more recently, which builds on some of what you will have learned in Year 2. Then across the second half of the autumn term and the first half of the spring term, the sessions take a critical look at the practice of psychodynamic counselling – the key question here is perhaps “why do we do what we do?” This is a question that should also be forming an important part of your case study, so the chance to grapple with it here should be beneficial. The second half of the spring term is then spent looking at some of the main types of psychopathology that you are likely to encounter in the consulting room, and thinking about the distinctive ways in which these are understood and worked with in psychodynamic theory and practice. The summer term starts by looking at some themes and issues that are currently raising interest within the psychodynamic world. Then, with life after the course in mind, the year ends by thinking about the type of counsellor that you are in the process of becoming and your plans for the future.
Diploma in Psychotherapeutic Counselling (Psychodynamic) (Year 3)

LEARNING OUTCOMES

By the end of Year 3, successful students will be able to:

- understand and critically assess different and competing viewpoints within the theory and practice of psychodynamic counselling and identify their own position within these debates
- describe and explain (in writing and orally) their understanding of the relationship between theory and practice within their own counselling work
- demonstrate an understanding of the psychodynamic approach to mental health diagnoses and how to use these within client work
- apply models of ethical decision making (based on the BACP Ethical Framework) to ethical dilemmas within the counselling relationship
- look ahead to life after training with a developing sense of their own professional identity and a realistic view of the challenges and opportunities of counselling as a career
Diploma in Psychotherapeutic Counselling (Psychodynamic) (Year 3)

SUBMISSION DEADLINE DATES FOR ASSIGNMENT HAND IN
&
TUTORIALS DATES

Term 1 (Autumn) 2016
Personal Tutor Journal Essay hand in 4th November
Project hand in 7th December
Personal Tutor Tutorials 11th November to 3rd December
Saturday workshop: Ethical Working 3rd December

Term 2 (Spring) 2017
Theory Essay hand in 15th February
Personal Tutor Journal Essay hand in 3rd March
Personal Tutor Tutorials 10th March to 31st March
Saturday 1/2 day workshops: 21st January: Case Study Preparation I
11th March: Case Study Preparation II

Term 3 (Summer) 2017
Case Study hand in 28th April
Personal Tutor Journal Essay hand in 26th May
Personal Tutor Tutorials 5th June to 20th June
Saturday workshop: Difference and Diversity 1st July

There will also be tutorial meetings with your Year Tutor in the second half of each term.
COURSE CONTENT

THEORY SESSIONS OVERVIEW & WEEKLY TIMETABLE

TERM 1 (AUTUMN) 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>28/09/16</td>
<td>The Jungian psyche: complexes and archetypes</td>
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<tr>
<td>05/10/16</td>
<td>Working with self and other: persona, shadow, anima and animus</td>
</tr>
<tr>
<td>12/10/16</td>
<td>Jungian developmental theory: the process of individuation</td>
</tr>
<tr>
<td>19/10/16</td>
<td>Jungian approaches to dreams and symbolism</td>
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<tr>
<td>26/10/16</td>
<td>HALF TERM</td>
</tr>
<tr>
<td>02/11/16</td>
<td>Jungian theory in contemporary practice</td>
</tr>
<tr>
<td>09/11/16</td>
<td>Psychodynamic case formulation</td>
</tr>
<tr>
<td>16/11/16</td>
<td>The analytic attitude</td>
</tr>
<tr>
<td>23/11/16</td>
<td>Containment, reverie and alpha function</td>
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<tr>
<td>30/11/16</td>
<td>Working with defences</td>
</tr>
<tr>
<td>07/12/16</td>
<td>Progress and evaluation</td>
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TERM 2 (SPRING) 2017

<table>
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<tr>
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<th>Topic</th>
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<tbody>
<tr>
<td>18/01/17</td>
<td>Working with transference</td>
</tr>
<tr>
<td>25/01/17</td>
<td>Working with countertransference</td>
</tr>
<tr>
<td>01/02/17</td>
<td>Psychodynamic interpretation</td>
</tr>
<tr>
<td>08/02/17</td>
<td>Enactment / rupture and repair</td>
</tr>
<tr>
<td>15/02/17</td>
<td>Endings</td>
</tr>
<tr>
<td>22/02/17</td>
<td>HALF TERM</td>
</tr>
<tr>
<td>01/03/17</td>
<td>The concept of mental health</td>
</tr>
<tr>
<td>08/03/17</td>
<td>Neuroscience and psychodynamic theory – friend or foe?</td>
</tr>
<tr>
<td>15/03/17</td>
<td>Psychodynamic approaches to depression</td>
</tr>
<tr>
<td>22/03/17</td>
<td>Psychodynamic approaches to trauma and dissociation</td>
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<tr>
<td>29/03/17</td>
<td>Psychodynamic approaches to anxiety</td>
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</tbody>
</table>

TERM 3 (SUMMER) 2017

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>26/04/17</td>
<td>Psychodynamics of attachment in the digital age</td>
</tr>
<tr>
<td>03/05/17</td>
<td>Siblings in psychodynamic theory and practice</td>
</tr>
<tr>
<td>10/05/17</td>
<td>Mentalization, mindfulness and psychodynamic theory</td>
</tr>
<tr>
<td>17/05/17</td>
<td>Trans: psychodynamic understandings of sex and gender</td>
</tr>
<tr>
<td>24/05/17</td>
<td>Thinking about midlife: beyond midlife crisis</td>
</tr>
<tr>
<td>31/05/17</td>
<td>HALF TERM</td>
</tr>
<tr>
<td>07/06/17</td>
<td>Next steps (session with Sue Arnold)</td>
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<tr>
<td>14/06/17</td>
<td>Becoming a counsellor – conscious and unconscious motivations</td>
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<tr>
<td>21/06/17</td>
<td>Thinking about counsellor / client fit</td>
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<tr>
<td>28/06/17</td>
<td>Working in supervision</td>
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<tr>
<td>05/07/17</td>
<td>Reflections on ending</td>
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Diploma in Psychotherapeutic Counselling (Psychodynamic) (Year 3)

**COURSE CONTENT**
**THEORY SESSIONS DETAILED**

**Term 1 (Autumn): Jungian theory and practice / Critical perspectives on psychodynamic practice**

Week 1: The Jungian psyche: complexes and archetypes

Week 2: Working with self and other: persona, shadow, anima and animus

Week 3: Jungian developmental theory: the process of individuation

Week 4: Jungian approaches to dreams and symbolism
- Marcus West (2011) *Understanding Dreams in Clinical Practice*, London: Karnac, Chapter 5 – Unlocking the network of associations

Week 5: Jungian theory in contemporary practice
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Week 6: Psychodynamic case formulation

Week 7: The analytic attitude

Week 8: Containment, reverie and alpha function

Week 9: Working with defences

Week 10: Progress and evaluation
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Term 2 (Spring): Critical perspectives on psychodynamic practice / Psychodynamic approaches to psychopathology

Week 11: Working with transference


Week 12: Working with countertransference


Week 13: Psychodynamic interpretation


Week 14: Enactment / rupture and repair


Week 15: Endings


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Week 16: The concept of mental health
- Peter Kinderman (2014) *A Prescription for Psychiatry: Why we need a whole new approach to mental health and wellbeing*, Basingstoke: Palgrave Macmillan, Chapter 2 – Understand, don’t diagnose

Week 17: Neuroscience and psychodynamic theory – friend or foe?

Week 18: Psychodynamic approaches to depression

Week 19: Psychodynamic approaches to trauma and dissociation

Week 20: Psychodynamic approaches to anxiety
Summer Term: Themes and issues in psychodynamic counselling today / The world beyond training: counsellor, client, supervisor

Week 21: Psychodynamics of attachment in the digital age

Week 22: Siblings in psychodynamic theory and practice

Week 23: Mentalization, mindfulness and psychodynamic theory

Week 24: Trans: psychodynamic understandings of sex and gender
- Alessandra Lemma (2013) ‘The body one has and the body one is: Understanding the transsexual’s need to be seen’, International Journal of Psychoanalysis, 94: 277-292

Week 25: Thinking about midlife: beyond midlife crisis

Week 26: Next steps (session with Year 2 Tutor)

Week 27: Becoming a counsellor – conscious and unconscious motivations
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Week 28: Thinking about counsellor / client fit

Week 29: Working in supervision

Week 30: Reflections on ending
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TERM 2 (SPRING) THEORY ESSAY

Write an essay of 3,000 words (+/- 10%) on the following subject:

Critically assess the views of at least one psychodynamic thinker regarding the therapeutic relationship.

Choose from:

- Sigmund Freud
- Melanie Klein
- Carl Jung
- Donald Winnicott
- Patrick Casement
- Stephen Mitchell
- Jessica Benjamin
- Andrew Samuels
- Susie Orbach
- Karen Maroda

You should interpret “the therapeutic relationship” quite broadly to mean whatever goes on in the room between therapist and client. You might want to consider issues such as: psychoanalytic stance; use of transference and countertransference; interpretation; the therapist’s subjectivity; enactment, rupture and repair; boundaries around self-disclosure, touch etc. You probably won’t be able to include all of these points, and some may be more or less relevant for different thinkers – remember that it’s better to cover a few areas in greater detail than to try to say a little bit about lots of different subjects.

In writing your essay, you might find it helpful to approach the question in three different stages:

• describe the key aspects of how the psychodynamic thinker you have chosen understands and works with the therapeutic relationship – where possible, give examples from their clinical work

• critically assess the strengths and weaknesses of their approach – one way to do this would be to compare them with another thinker: what are the similarities and differences in their approach, and why might this be the case?

• reflect on how clinically useful you find their approach, if possible with reference to your own practice – do you work in a similar way, and if not, why not? What might be gained or lost by working in this way?

The key point is to recognise that there are different ways of working, which each have different rationales and justifications, and which might be more or less appropriate in different situations or with different clients. This essay is a chance for you to explore and assess some of these different ways and should also help you to think about your own client work, and your case study.

You will find some reading in the CCS Library, but if you are at all unclear about where to start or would like some further suggestions on where to look then please do contact your year tutor.
### Diploma in Psychotherapeutic Counselling (Psychoanalytic) (Year 3)

**TERM 2 (SPRING) THEORY ESSAY MARK SHEET**

<table>
<thead>
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<th>Comment</th>
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<tr>
<td><strong>Understanding and assessment of core theoretical position on the therapeutic relationship</strong></td>
<td></td>
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<tr>
<td><strong>Appropriateness of examples to theory being discussed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reasoning, criticism and analysis</strong></td>
<td></td>
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</tbody>
</table>

**Overall rating:**
- PASS
- REFER
- FAIL

**Tutor’s signature:**
CASE STUDY

Key information:

Word count: 5,000

Due date: 28th April 2017

Submit 3 copies - one should have your name on, the other two should be anonymous.

Ensure you include a Case Study Synopsis Sheet (form included in Year 3 section)

Overview

The Year 3 case study builds on your experience of writing the practice case study at the end of Year 2, and as a starting point it would be helpful for you to read through the guidance you received for that piece of work, your practice case study itself and the written feedback you received on it. This should identify the strengths and weaknesses of your first attempt and give you a sense of where you might want to focus particular attention this time. At the same time, the Year 3 case study is not just a repeat of the Year 2 case study – even if you are in a position to write about ongoing work with the same client, the final outcome should be very different. You will be writing as a more experienced practitioner, with a deeper understanding and awareness of both what is happening in the room and the wide range of theory that might help you to make sense of this. Making this connection between theory and practice, as well as exploring the impact the work has had on you personally and on your professional development, will be at the heart of writing a successful case study.

In addition to the information provided last time, you will also find below the assessment and marking criteria – these should give you a clear sense of what the assessors are going to be looking for and the standard of work that you should be aiming for. If you have any questions then please ask your year tutor.

Sources of support

In addition to the sources of support mentioned in the guidance for the Year 2 case study (including your supervisor and members of your supervision group), preparation for the Year 3 case study includes some more formal opportunities for support and guidance in the shape of two Saturday morning workshops in the Spring term, which will be led jointly by the Training Manager and the Year 3 Tutor.

- The first workshop is held early on in the term. By this point you are not expected to have started writing, but it would be good if you had started to think about which client to write about and some of the sort of issues that you might want to explore in your case study. The workshop will revisit some key questions (what is a case study, what are the assessors looking for etc.) and will give you a chance to talk together about any questions or concerns that you may have.

- The second workshop is held later on in the term, and it would be good if you have made some progress in writing a draft of your final case study by this point in order to make the most of the time available. This workshop will give each student an opportunity to talk through their work so far and to ask questions about how to develop their ideas more fully. Again, sharing ideas together will be an important part of the session.
Please note that whilst you are welcome to (and in fact encouraged to!) discuss your work with relevant members of the training team (year tutor, your personal tutor, your supervisor etc.), you should not ask any member of staff to comment on drafts of your final case study. As before, though, you may find it helpful for a fellow student to read and comment on a draft – a second pair of eyes can be really useful in picking up mistakes and identifying passages that make sense to you as the writer but might not be so clear to your readers.

**Assessment guidance**
The Year 3 case study is marked by two assessors – the Year 3 Tutor and one marker who has not been involved in the Year 3 teaching and does not know your work. Each assessor looks at your work independently and then a final mark is agreed between them in the moderation process, as described in Section 1 of the Handbook.

The assessors will be looking for and commenting on the following aspects of your work, which are weighted as below. Please make sure that you read through these carefully in order to have a clear sense of what you should be including in your case study.

*Understanding, use and integration of psychodynamic skills and theory (30%)*
For example, ability to: develop and monitor a therapeutic relationship with the use of core psychodynamic skills; monitor rapport and the therapeutic alliance; think about and monitor unconscious processes; facilitate a shared understanding of a client’s presenting issues and narrative; generate working hypotheses using psychodynamic theory; appropriately choose, describe and explain therapeutic interventions; monitor, evaluate and respond to the outcome of interventions.

*Awareness of self and other, including reflective and reflexive practice (30%)*
For example, ability to: think about the impact of the sessions on both client and counsellor; distinguish between internal and external worlds, including self and other; identify and work with defences and resistance, transference and countertransference etc.; identify and respond appropriately to acting out in the client-counsellor couple; offer empathic curiosity in the developing relationship; embrace alternative hypotheses and be influenced by the client.

*Ethical attitude (30%)*
For example, qualities of the professional practitioner as outlined in the BACP Ethical Framework, including ability to: respect the client’s need to function autonomously; establish and maintain boundaries; promote client autonomy and alleviate suffering; identify and work within one’s limits; demonstrate appropriate use of supervision; refer one’s work to an established evidence base for professional psychodynamic practice.

*Presentation (10%)*
For example, the writing is coherently planned and structured; employs clear, cogent, grammatical use of language; contains accurate and thorough referencing.

You will also see below the marking criteria / grade boundaries that the assessors will use in marking your work. Again, please make sure that you read through these carefully in order to have a clear sense of what is required to attain the different grades and what you should be aiming for.
Diploma in Psychotherapeutic Counselling (Psychodynamic) (Year 3)

**CASE STUDY MARKING CRITERIA**

<table>
<thead>
<tr>
<th>Understanding, use and integration of psychodynamic counselling skills and theory</th>
<th>Awareness of self and other, including reflective and reflexive practice</th>
<th>Ethical attitude</th>
<th>Presentation</th>
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<tbody>
<tr>
<td><strong>Distinction 80+</strong></td>
<td>Demonstrates excellent understanding of connection between skills and theory; engages critically and creatively with a wide range of relevant reading; provides and thoughtfully explores relevant verbatim extracts to support the analysis.</td>
<td>Demonstrates excellent awareness of self and other within therapeutic relationship; provides a careful and critical account of impact of clinical work on ongoing personal and professional development.</td>
<td>Provides excellent evidence of ethical attitude towards clinical work, with careful and critical engagement with BACP Ethical Framework; clear and thoughtful account of critical use of supervision to support clinical work.</td>
</tr>
<tr>
<td><strong>Merit 70-79</strong></td>
<td>Demonstrates very good understanding of connection between skills and theory; engages with a range of relevant reading, with some evidence of critical analysis; provides and explores relevant verbatim extracts to illustrate the clinical work.</td>
<td>Demonstrates very good awareness of self and other within therapeutic relationship; provides a good account of impact of clinical work on ongoing personal and professional development.</td>
<td>Provides very good evidence of ethical attitude towards clinical work, with careful engagement with BACP Ethical Framework; clear account of critical use of supervision to support clinical work.</td>
</tr>
<tr>
<td><strong>Pass 60-69</strong></td>
<td>Demonstrates good understanding of connection between skills and theory; makes use of some relevant reading but not always in a critical way; provides some verbatim extracts but not always clear how these help to illustrate the clinical work.</td>
<td>Demonstrates good awareness of self and other within therapeutic relationship; provides some account of immediate personal impact of clinical work, and some sense of ongoing personal and professional development.</td>
<td>Provides good evidence of ethical attitude towards clinical work, with good engagement with BACP Ethical Framework; good account of use of supervision to support clinical work.</td>
</tr>
<tr>
<td><strong>Refer 50-59</strong></td>
<td>Demonstrates some understanding of connection between skills and theory; makes use of some relevant reading but with little critical engagement; provides some verbatim extracts but with only limited illustration of the clinical work.</td>
<td>Demonstrates some awareness of self and other within therapeutic relationship; provides some account of immediate personal impact of clinical work, but with only limited sense of ongoing personal and professional development.</td>
<td>Provides some evidence of ethical attitude towards clinical work, with some engagement with BACP Ethical Framework; some account of supervision, but with only limited evidence of how this helped to support clinical work.</td>
</tr>
<tr>
<td><strong>Fail Less than 50</strong></td>
<td>Demonstrates little understanding of connection between skills and theory; makes limited or wholly uncritical use of relevant reading; provides few or no verbatim extracts to illustrate the clinical work.</td>
<td>Demonstrates little awareness of self and other within therapeutic relationship; provides limited account of immediate personal impact of work and little or no sense of ongoing personal and professional development.</td>
<td>Provides little evidence of ethical attitude towards clinical work, with little or no engagement with BACP Ethical Framework; little or no discussion of supervision.</td>
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# CASE STUDY SYNOPSIS

*Please print*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Supervisor Name:</th>
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<table>
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<tr>
<th>CCS Client Ref No.:</th>
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<table>
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<tr>
<th>Date of first session:</th>
<th>No. of sessions attended:</th>
<th>No. of sessions missed:</th>
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The aim of this synopsis is to provide a summary of the content of your Case Study, including sufficient factual information to allow the case supervisor to confirm that the content of your submission corresponds with the casework, as presented in supervision. Case Study assessors will also receive (anonymised) copies of your synopsis for comparison with the content of your Case Study.

Your synopsis should include, for instance: such personal details of the client as you consider relevant; themes of the work and at what stage of counselling they occurred and so on. Please note that this is by no means an exhaustive list; students are responsible for including what best reflects and describes Case Study content.

Please write your synopsis on the following sheet, using the text format described in the Case Study Guidelines.

Word count: 350

Please submit this sheet, completed, with your synopsis on the following sheet, with the named copy of your Case Study. Please do not bind these 2 sheets in with the Case Study.

Please submit a copy of the synopsis only (not this sheet) with each anonymous copy of your Case Study.

I confirm that the following synopsis corresponds with casework of the counsellor and client identified above.

Signed:  
Student: Supervisor:  
Date: Date:

Student Identifier – (Office Use Only)