

## BSc (Hons) in Reflective Therapeutic Practice

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Registered Charity 1050175

POST-QUALIFICATION  
TRAINING

# Post-Qualification BSc (Hons) in Reflective Therapeutic Practice



The BSc (Hons) in Reflective Therapeutic Practice is a one-year course of both taught and individual study. Prospective students will already be qualified, experienced and practising counsellors and psychotherapists, who wish to enhance their qualification and clinical practice by undertaking a BSc (Hons) degree validated by Middlesex University. The course is non-modality specific and is therefore open to counsellors and therapists of all orientations.

The importance of inquiry as a general philosophical position is central to our approach at Metanoia and is particularly reflected in this BSc (Hons) programme of study. A basic stance of curiosity is crucial to what we teach and model in this training. Our overall aim is to support and develop the student's capacity for reflection and reflexivity in relation to their clinical work and at one at the same time to enhance the student's ability to position these capacities in theoretical knowledge.

The BSc in Reflective Therapeutic Practice involves the student in a personally relevant clinical inquiry and enables them to explore their inquiry in a structured manner through Action Research principles. In this way it is envisaged that this programme of study will lead to the student's engagement with higher levels of practice and thinking. It is also hoped that some of these enquiries may go beyond the individual consulting rooms of those students and permeate into the wider field.

## Entry requirements

The course is open to qualified counsellors and psychotherapists who are registered with one of the accrediting bodies, namely BACP or UKCP.

Students will enter onto the programme via an APL process. This consists of an initial interview followed by the compilation and satisfactory passing of an APL Portfolio in which students reflect on their previous experience. The interview is designed to assess the potential student's suitability to undertake the particular form of reflective study that typifies the course.

## Application procedures

Applicants must complete the application form. This must be accompanied by:

- A full CV;
- Two references;
- Four passport size photographs.

Your application will be read by the Programme Leader and/or Admissions tutor to ensure that basic entry requirements have been met. You will be invited for an assessment interview.

**Please note:** relevant application materials should be submitted at the same time in order for us to process your application as quickly as possible.



## Philosophy of the Training Programme

The importance of inquiry as a general philosophical position is central to our approach at Metanoia. Practitioners need to be interested at the deepest levels in what their clients are bringing for exploration and the ways in which they, as clinicians, can develop and enhance their capacity to engage with these explorations. The BSc (Hons) in Reflective Therapeutic Practice, with its focus on reflective inquiry, seeks to support the student's in depth engagement with these explorations.

## Aims of the course

The primary aim of the training is to provide a learning environment within which clinicians can reflect upon their clinical practice and engage with the questions which arise as a natural part of this reflection. In particular, and given the centrality of the intentional use of the relationship and of the self of the psychotherapist or counsellor in contributing to successful outcomes, we place particular emphasis on an exploration into how to use oneself as a means of maintaining and advancing this relationship. In this way the overall aims of the programme are to enable candidates to develop:

- A spirit of curiosity and inquiry – how to think about “what works” and for whom;
- The capacity for a critical engagement, evaluation and inquiry into their clinical work;
- The capacity to critique and update theory in the light of experiences in practice;
- And demonstrate a knowledge of and application of theory and inquiry into ethical, effective practice;
- A critical appreciation of broad social, cultural and political domains as they impinge on theory, practice and thinking, together with a commitment to best practice and anti-oppressive approaches in clinical work;
- And demonstrate a commitment to in-depth personal and professional growth, enabling the emphasis on self-reflection and self-awareness and an increasing sensitivity to one's own processes, the processes of the client, and the processes between oneself and the client.

## Training programme design

The BSc (Hons) in Reflective Therapeutic Practice is a part-time training that takes place over the course of one academic year.

Students will enter onto the programme via an APL process, which consists of an initial interview, followed by the compilation and satisfactory passing of an APL Portfolio, in which candidates reflect on their previous experience.

Candidates who satisfactorily complete the APL Portfolio are invited onto the Reflective Inquiry Modules, which consist of three different modules held over 8 taught units. These modules prepare the student to undertake a literature review, then to take part in a reflective inquiry into an aspect of their clinical work and additionally supports them whilst they do so, and then helps them to make meaning of and present their findings through a 5000 word Reflective Inquiry Essay, a Reflective Inquiry Oral Presentation and a 5000 word reflection on the Oral Presentation. The eight units will encompass the following:

### Units 1 and 2: Developing an area of inquiry

In these units we will introduce and explore action research principles and students will be assisted to build upon these as a means of developing an initial question upon which they will begin their reflective inquiry.

### Unit 3: Literature reviews

In this units we will discuss the importance and use of literature searches as a means of assisting the student to locate their chosen areas of study into the wider counselling field and explore how to conduct such a search and then how to critically review and present the findings.

### Unit 4: Locating the area of inquiry into a wider context

In this unit students will be assisted to plan the initial stages and organisation of their Reflective Inquiry Project. Students will be assisted to locate their chosen areas of study into the wider counselling and psychotherapy field and explore possible ethical and professional practice issues, along with their management, that the inquiry may raise.

### Unit 5: Exploring the initial findings

In this unit students will be assisted to reflect upon the initial findings that have come out of their reflective inquiry and to identify both how these findings give rise to further reflective enquiries and how to plan these further enquiries.

### Unit 6: Making sense of the findings

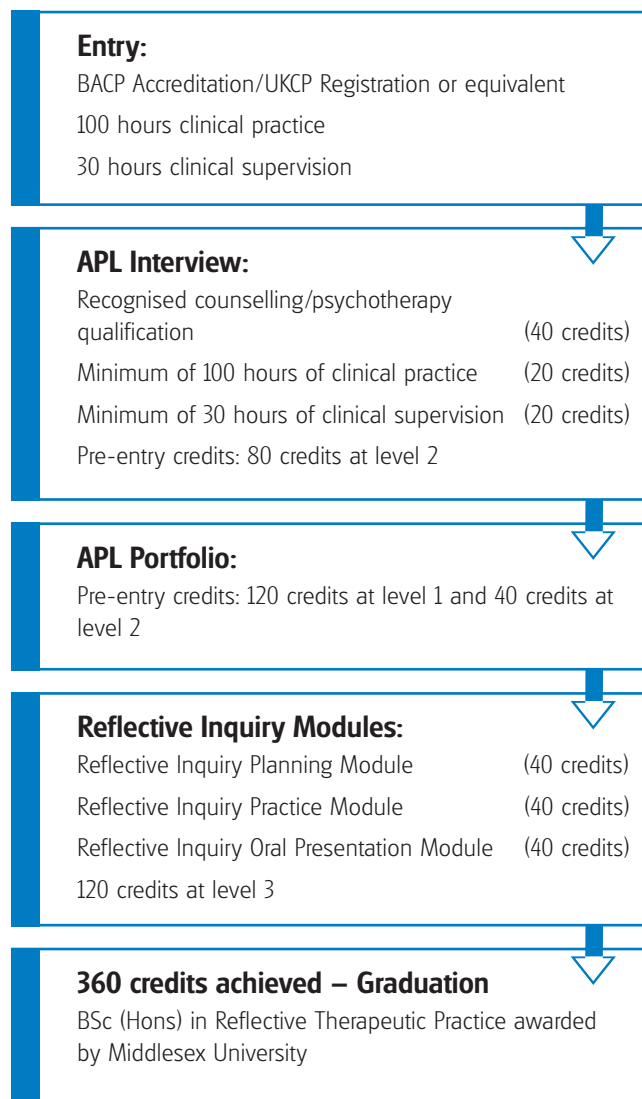
In this unit students will be assisted to make sense of the findings that have come out of their reflective inquiry and to look at ways in which they can present the various inquiry cycles that they have undertaken.

### Units 7 and 8: Student presentations

In these units, students will present their findings, via an oral presentation and be assessed on this. Each presentation will last 30 minutes with 15 minutes for questions, followed by a 15 minute assessment by the assessment panel.

Successful completion of all components of the course will result in the award of a BSc (Hons) in Reflective Therapeutic Practice. Details of the way credits will be awarded to the various stages of the programme can be seen in the diagram below.

## Structure of the Programme





On completion of the programme, successful candidates will be able to:

- Conduct independent enquiries into their clinical work, which leads to enhanced clinical practice;
- Operate reflexively in both personal and professional arenas, enabling a professional awareness and willingness to communicate with other professionals in the field;
- Critically assess the complex nature of clinical work and demonstrate the ability to work effectively and ethically with such processes;
- Develop and demonstrate a knowledge of and application of theory and inquiry into ethical, effective practice;
- Locate professional clinical practice in the broader domains of social, cultural and political dynamics in a way which fosters anti-oppressive practice and inclusion;
- Appreciate the importance of personal development in the context of professional practice and understand the importance of on-going support and collaboration in this work.

#### Course dates

2010–2011: 18/19 September, 22 October, 26 November, 28 January, 25 February, 25 March, 28/29 May  
 2011–2012: 17/18 September, 21 October, 25 November, 27 January, 24 February, 23 March, 26/27 May

#### Course Requirements

**Supervised Client Contact:** Students on this course will need to be seeing clients throughout the entire programme. As most of the students on the course will be experienced and qualified practitioners it is anticipated that they will be a position to regulate their own client load. With this in mind we do not suggest a maximum number of clients, but state a minimum of three clients per week.

**Supervision:** Regular supervision is an integral part of training. As above we expect most of the students to be negotiating this with their supervisors and whilst this is not a formally assessed part of the course, it is a requirement of the course that students are receiving appropriate levels of supervisory support.

**Personal therapy:** Whilst personal therapy is not a requirement for qualified students on the course, we strongly recommend it as a useful addition. For Metanoia counselling students weekly personal therapy remains a requirement throughout and should be of the type, frequency, intensity and duration of the therapy which the student plans to offer, and should be with a UKCP or BACP registered psychotherapist or counsellor.

**Self, peer, trainer and supervisor assessment:** It is expected that students will keep an on-going log of their training and professional development process over the duration of the course; it is also expected that this will contain on-going self assessment, peer evaluation and feedback from trainers and supervisors.

**Accumulation and recording of hours:** Students are responsible for keeping an accurate log of all their training related hours throughout the training. The BSc (Hons) in Reflective Therapeutic Practice takes place over eight 7-hour training days. It is a requirement of the course that students attend all days. In exceptional circumstances one of these training days can be missed without the student needing to repeat the course, but the student will then need to show either through the submission of a piece of written work or attendance at an extra tutorial, that they have met the learning outcomes for the training unit they have missed. The marking of the written work or the extra tutorial will be at student's own cost.

#### Post Qualification BSc (Hons) Staff

##### Programme Leader and Head of Transactional Analysis Department

**Heather Fowlie**

MA; MSc (Psychotherapy); Certified Transactional Analyst, Teaching and Supervising Transactional Analyst, UKCP Registered Psychotherapist.

##### Course Tutor

**Dr. Biljana van Rijn**

DPsych (Prof), Psychol. MSc in Transactional Analysis Psychotherapy, UKCP Registered Psychotherapist, BAC Accredited Counsellor. Teaching and Supervising Transactional Analyst.

Other teaching staff from Metanoia will be involved in the programme as necessary e.g. for marking of written projects and assessing presentations, their involvement will be determined by matching them to the modalities of the particular student.

##### Administration Staff

###### Academic Co-ordinator for the programmes

**Thilisa Hamilton**

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# Post-Qualification MSc



Qualified Gestalt, Integrative or Transactional Analysis psychotherapists are eligible to study for the MSc in Psychotherapy, validated by Middlesex University, irrespective of where they undertook their original training.

The post-qualification MSc programme has three different components as follows:

- The completion of an Accreditation of Prior Learning (APL) portfolio, which sets out details of previous training;
- Attendance at a post-graduate semester comprising ten days of Metanoia training workshops
- The completion of a dissertation module – which has two components – the submission of a 8,000 – 10,000 word dissertation, demonstrating integration of learning into professional practice and a 30 minute presentation (20 minutes plus 10 minutes of questions) to a group of peers and Metanoia staff.

Full details are available from the relevant Academic Co-ordinator:

## Gestalt Department

**Tamsin Williams**

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## Integrative Department

**Cathy Simeon**

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## Transactional Analysis Department

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