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Registered Charity 1050175

# Integrative Department

This is a large department responsible for a variety of educational programmes – all at postgraduate level. In addition to a number of CPD workshops the Integrative Department runs six postgraduate programmes. The MSc in Integrative Psychotherapy is a long standing programme in the department, catering for postgraduate students who wish to become accredited with the UK Council for Psychotherapy (UKCP); this programme is validated by Middlesex University. The department runs two doctoral programmes, both of which are joint programmes with Middlesex University. The Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych) is accredited by the Health Professions Council (in collaboration with the British Psychological Society (BPS)) for the training of Chartered Counselling Psychologists, as well as being accredited by UKCP. The related Doctoral Conversion Programme offers already qualified Chartered Counselling Psychologists the opportunity to develop their work at doctoral level.

Our Certificate/Diploma in Supervision is offered to graduates in the helping professions and covers all the key generic components of a sound supervision training leading to the Metanoia Certificate (or Diploma) in Supervision (please see page 55). Our new coaching programmes, the MSc in Coaching Psychology and the MA in Psychological Coaching, promote an integrative model of coaching based on a number of key clinical and organisational concepts and practices (please see page 51). These latter two programmes are validated by London South Bank University. The department is supported by a highly qualified and experienced staff group.



## MSc/Diploma in Integrative Psychotherapy



This course is designed for the study of psychotherapy integration as a first training in psychotherapy. The qualifying 4-5 year part-time, Integrative psychotherapy training course is based on a model of integration founded on psychotherapy outcome research, the considered and intentional use of the therapeutic relationship, our own and others' clinical experience, and the integration of ideas drawn from all the major areas of thought in psychology and psychotherapy. Participants are enabled to make their own integration in a coherent and logical manner through the application of their learning to client material.

The Integrative Psychotherapy Diploma programme runs concurrently with an MSc validated by Middlesex University. Students on this course can be registered with Middlesex for an MSc; those who satisfactorily complete the MSc programme will graduate with both a Clinical Diploma in Integrative Psychotherapy and an MSc. Some students may wish to enrol only for the Clinical Diploma in Psychotherapy. This Diploma entitles successful candidates to register as Integrative Psychotherapists with the UK Council for Psychotherapy (UKCP).

### Introductory workshops

The introductory workshop is open to people who possess a degree in psychology or an allied degree, a qualification in one of the helping professions, or an equivalent training and/or life or work experience. The workshop commences with an overview of the major traditions in psychology – systemic, cognitive/behavioural, psychoanalytic and humanistic/existential – in terms of their main contributions to practice. This is followed by an exploration of the concept of integration related to historical rapprochements between the traditions. Finally there is a focus on current models of integrative psychotherapy with a discussion of their relevance to the current context in the United Kingdom.

### Introductory workshop dates

2010: 6/7 February, 20/21 March, 10/11 April, 15/16 May, 5/6 June, 3/4 July

2011: 19/20 February, 12/13 March, 16/17 April, 14/15 May, 18/19 June, 16/17 July

### Entry requirements

Psychotherapy is a postgraduate profession and applicants are required to demonstrate that they are able to work at postgraduate level. Applicants will have ONE (or more) of the following:

- A degree in psychology or a related discipline (such as sociology, education, theology, philosophy, etc.); OR
- A non-relevant degree (such as accounting, art, etc.) but also some appropriate training and/or work/life experience; OR

- A qualification in one of the helping professions (such as psychiatric nursing, nursing, probation, social work, teaching, etc.); OR
- A counselling diploma or equivalent qualification; OR
- Significant relevant work and/or life experience. (Students in this last category will need to use the APEL (Accreditation of Prior Experiential Learning) process to establish equivalence once they have been assessed for suitability for psychotherapy training.)

### Application procedures

Applicants are required to attend an introductory workshop and an assessment interview. Applicants must complete the application form, ensuring that the preferred introductory workshop date is requested. The application form must be accompanied by:

- A full CV;
- Two references, one academic and one personal/professional;
- Four passport sized photographs.

Your application will be read by the Head of Department and/or Admissions tutor to ensure that basic entry requirements have been met. You will be invited for an assessment interview following attendance at the introductory workshop.

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

### Philosophical basis of the course

We start from the position that psychotherapy is the considered and intentional use of relationship, grounded in the therapeutic alliance, in the service of the goals of the client. Given the centrality of the intentional use of the relationship and of the self of the psychotherapist in contributing to successful outcomes, we put emphasis on self-reflexive practice, self-understanding, interpersonal encounter and a sensitivity to attunement, mis-attunement and repair in maintaining an effective therapeutic alliance. By co-creating and maintaining a clearly formulated and secure therapeutic alliance, practitioner and client alike are enabled to focus upon complex interpersonal and intrapsychic issues. Such an intersubjective approach to psychotherapy integration requires that psychotherapists develop an understanding of the self in its multiple facets in order to exercise flexibility, judgement, range, skills, intuition and imagination in the appropriate use of the various dimensions of a therapeutic relationship in response to the current relational needs of the client.

An overall theme in the course is on the concept of the self as the central organising principle in human experience based in mutually reciprocal relationships throughout the lifespan. Fundamental to this is the indivisibility of self-experience from our experience of the other and, to this end, we see self as inevitably 'self-in-relationship'. Consequently we address a number of different dimensions of relatedness in the training: the self in relation to self (the intrapsychic dimension); the self in relation to others (the interpersonal domain); the self in relation

to the wider social context (the psychosocial, cultural and political perspective); the self in relation to the environment (the ecological dimension); and the self as a spiritual entity (the transpersonal experience). We consider the development of the self in relationship with others as a constantly evolving intersubjective process over time stretching from earliest infancy to old age and death.

In the Integrative psychotherapy course we draw on many knowledge bases and methodologies from which students are encouraged to develop their own individual integrative theoretical framework for understanding their practice as clinicians and the client's experiences in the therapeutic context, the interplay between these two and how to work with this process. In this climate of open enquiry, each student is enabled to develop an individual approach to integration.

We are not teaching a particular model of integration, rather we are supporting participants in the challenging task of learning to integrate theories and competencies from several traditions in the field of psychotherapy into an evolving model of their own.

The training embraces a clinical developmental view of the evolving self, whilst at the same time stressing the importance of the impact of the social, cultural, ecological and political context on the individual's self identity.

We are aware that such a training requires the full mobilisation of the student's thinking, sensitivity, responsibility, maturity and ability to tolerate ambiguity and uncertainty. Through the many facets of this training students will develop an approach to psychotherapy integration that has its own internal coherence and which reflects their unique personal style.

This training will require of the psychotherapist a commitment to maintain and tolerate several views, even when these may appear to be contradictory, in an effort not to foreclose prematurely on a particular point of view. These differing views serve as a system of continuing self-supervision so that any position taken is a flexible one and responsive to the particular circumstances of a particular client at a particular time in a particular context. Such an approach to psychotherapy integration can serve as an underpinning for both brief-term and longer-term psychotherapy.

### Aims of the course

The primary aim of the training is to provide a learning environment within which people can progressively integrate theory whilst developing their clinical skills in the process of becoming competent psychotherapists.

The focus is on developing and maintaining an effective therapeutic alliance to enable clients to increase their self-understanding, develop an awareness of a wider range of options and increase their ability to effect desired changes in their lives.

### Learning objectives of the training course

- To honour the existing knowledge and skills that people possess and to enable students to augment and refine this body of learning while adding new skills.
- To provide theoretical frameworks within which students can develop their own approach to integration.
- To develop students' ability to describe clinical practice in terms of their own theoretical integration.
- To develop a clear understanding of the application of ethical and professional principles to students' clinical practice.
- To train students in the accurate assessment of client issues and in the selection of appropriate directions for treatment.
- To promote self-awareness and the capacity for self-reflection in the context of the individual's development of an internal map for the psychotherapeutic process.
- To enable students to assess effective/non-effective interventions within the overall process of evaluating therapeutic outcomes.
- To sensitise students to the social, cultural, racial, ecological and political dimensions of a client's presentation.
- To inform students of the wider issues in the world of psychotherapy and to explore the relevance of psychotherapy in the current economic, social, political and environmental context.
- To train students in determining the goals and process of brief-term and longer-term therapy.

### Training programme design

The Diploma/MSc is a part-time training that takes a minimum of four years of structured learning of which the last three years contribute to the MSc. In addition, there is a dissertation module which is usually completed after the final taught year. The initial Introductory year is an essential part of the Diploma course and serves as an assessment and preparation year preceding the long-term commitment to psychotherapy training. Students do not register for the MSc until they have completed this year at which point there is a further assessment process. The Clinical Diploma course and the MSc cover the same content, a similar number of written projects per year, and have the same requirements in terms of personal therapy, clinical work and clinical supervision. All the written work is double marked.

Each training year for the Diploma/MSc is divided into ten 14-hour units. These units include the integration of selected theories from the three main streams in psychology (including personality and developmental theory), current research into neurobiology, relevant strategies, practice and coaching in appropriate intervention skills as well as education in methods for evaluating effective psychotherapeutic outcomes. The broad areas covered in each year are as follows:



### Diploma year 1: Introductory year: An introduction to integrative psychotherapy

Diploma year 1 is an integral part of the programme – it is essential in providing the basic knowledge, insights and skills which will enable students to begin seeing clients under supervision. Diploma year 1 provides an overview of a number of different theoretical and practical approaches to psychotherapy and an introduction to research principles, as well as outlining principles of assessment, risk assessment and approaches to the presenting issues of different types of clients. Students begin to formulate their own integrative philosophy which will guide their clinical work and they are required to do a presentation on that topic by the end of this year. Students are also expected to be in personal psychotherapy on a weekly basis for the duration of this year and for the duration of the training as a whole.

Although this year is a part of the UKCP programme which leads to the Diploma in Psychotherapy it is not an official part of the MSc so students are not at this stage registered with Middlesex University.

### Overview of the MSc years in Integrative psychotherapy

Each training year (module) is equivalent to 40 credits at Level 4. Each year of the training includes theoretical integration of relevant theories, relevant research, relevant strategies, and practice and coaching in the appropriate intervention skills as well as education in models and methods of evaluating the outcomes of psychotherapy conducted in a particular field. The process of psychotherapy over time is built into the overall course design. Every year's design is responsive to and negotiated in terms of student and tutor needs and interests. Throughout the modules advantages, disadvantages, uses, contra-indications and caveats

are explored in depth in terms of when, why and with whom (in terms of individual differences) certain therapeutic strategies and relationship stances would be given precedence over others at particular periods in a person's psychotherapy. The special demands of brief-term and longer-term therapy are addressed throughout the training. The MSc is validated by Middlesex University. Students on this course should make themselves aware of the Middlesex University regulations concerning appeals and academic dishonesty, and links are available via our website to the Collaborative Student's Charter.

### **MSc year 1/Diploma year 2: Clinical process: self in relationship 1**

#### **The ten units in MSc year 1 (40 credits) will encompass the following:**

An exploration of current developmental and neurobiological theories and research which offer significant insight into the development of self in relationship; related theoretical and practical concepts and methodologies which inform clinical practice; and the contexts and power processes in which psychotherapy is theoretically and practically located.

### **MSc year 2/Diploma year 3: The process of psychotherapy: self in relation 2**

#### **The ten units in MSc year 2 (40 credits) will encompass the following:**

An exploration of the person of the psychotherapist in relationship with the client (including sexuality and gender issues) will form the focus of the year from the primary perspectives of self psychology, relational psychotherapy, psychoanalytic theory, intersubjectivity theory, existentialism and body process work. The impact of trauma and early developmental processes on the integrity of the self will form a part of the curriculum.

### **MSc year 3/Diploma year 4: Developing an integrative framework for clinical practice.**

#### **The ten units in MSc year 3 (40 credits) will encompass the following:**

The focus of this year will be on the process of the integration stressing the co-creation of the therapeutic relationship at conscious, explicit verbal levels, and unconscious, implicit levels of functioning. There will also be coverage of differential treatment planning for different client presentations from an integrative framework using the DSMIVTR as a basis for discussion. There is a particular emphasis on refining personal style and personal frameworks for integrative practice.

### **Dissertation module**

The dissertation module comprises preparation and completion of a written case study/dissertation and a viva voce examination reflecting a synthesis of the student's personal approach to integration.

### **Conclusion**

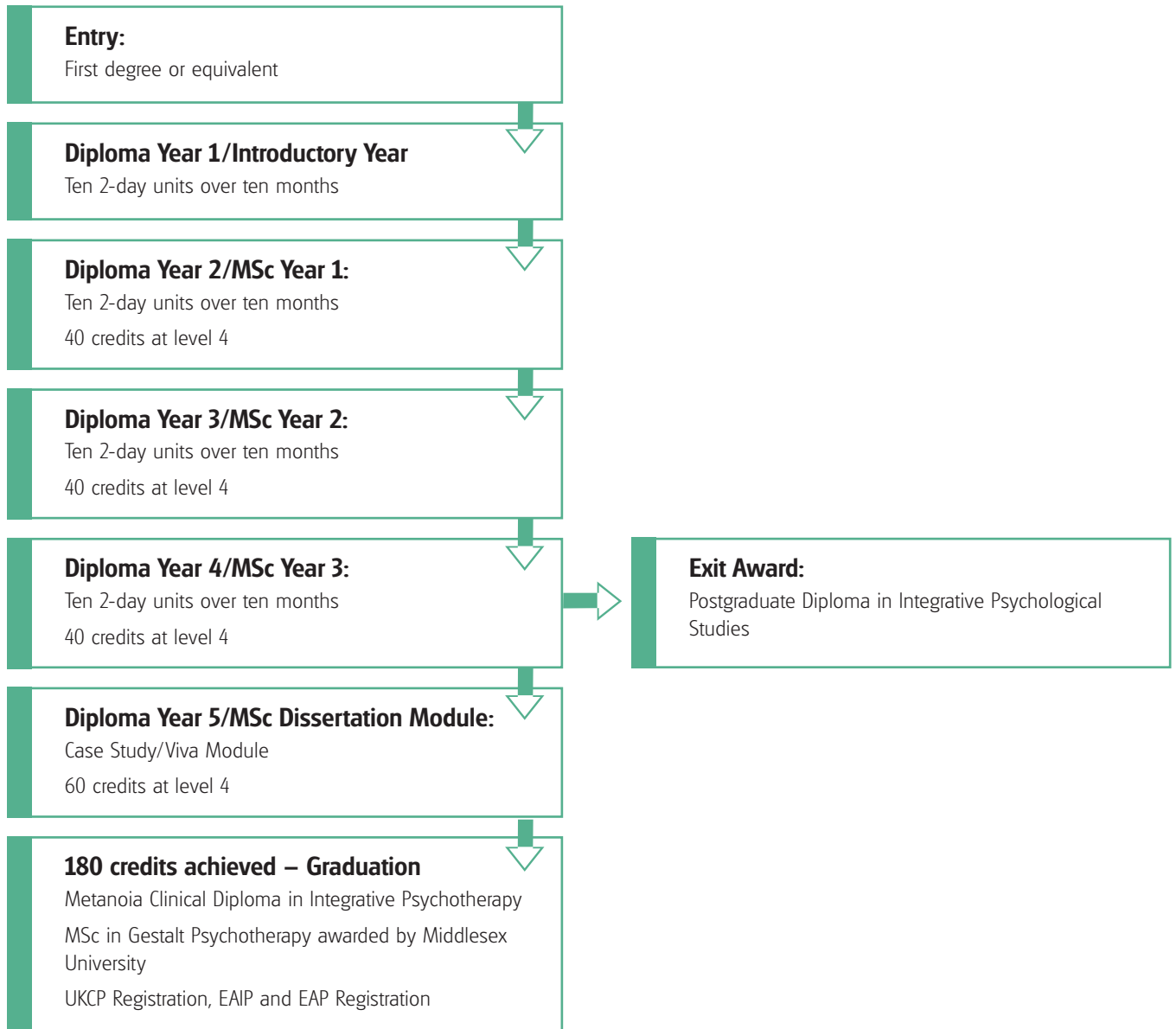
An understanding of the process of psychotherapy over time is built into the overall course design. In the course of the training we focus on the intersubjective nature of the therapeutic endeavour at conscious and unconscious levels of communication. In the process of training, the advantages and disadvantages, the effectiveness and the contra-indications of different interventions, therapeutic strategies and relationship modalities are explored in depth in relation to client presentation. An awareness of the power base implicit in the therapeutic relationship, the impact of the person of the psychotherapist and the embeddedness of the psychotherapeutic endeavour within a social, economic, environmental and political context are given careful consideration.

Close attention is paid to achieving effective outcomes in psychotherapy drawing on the rich body of outcome research in the field. Students are encouraged to 'research' their own practice in relation to current issues in the research literature.

#### **Course dates**

2010–2011:	4/5 September, 2/3 October, 6/7 November, 4/5 December, 5/6 February, 5/6 March, 2/3 April, 7/8 May, 4/5 June, 2/3 July
2011–2012:	3/4 September, 1/2 October, 5/6 November, 3/4 December, 4/5 February, 3/4 March, 31March/1 April, 5/6 May, 2/3 June, 30 June/1 July

## Structure of the Programme



“ If there is a place where I felt most welcomed as a foreigner, it is Metanoia. I have embarked on an intimate journey of exploration into the conundrums of the human psyche in a safe and compassionate environment. ”

Paula Thomopoulou, Counselling Psychology and Psychotherapy student

## Course requirements

- Formal Teaching: 140 hours per year, minimum; usually 560 hours over 4-5 years to examination.
- Supervision: regular supervision is an integral part of the Integrative psychotherapy training. For beginners we recommend some form of supervision weekly, and for all students we require some form of supervision fortnightly. All Metanoia students need to arrange supervision with a Metanoia-approved primary supervisor, in consultation with their primary course tutor and the programme leader. At the point of registration, students need to have accrued 200 hours of supervision. However, as students build up their client experience, a minimum of one hour of supervision for every six hours of client contact time is essential.
- Personal psychotherapy with a UKCP registered psychotherapist for the duration of training is a requirement. This needs to be of the type, duration, intensity and frequency of the psychotherapy offered to clients and compatible with the Metanoia Integrative training course. This needs to be a minimum of 40 sessions per year, over at least four years of the course. Ongoing psychotherapy is considered ethical and responsible as well as providing a primary avenue of learning 'the inner map', which we believe psychotherapists require in order to move into deep psychotherapy with clients.
- Mental health familiarisation programme to be completed before the viva examination.
- Supervised client contact: students can enter the second year of training only when they are considered ready to see clients by their primary tutor. The level of experience of the individual student will mediate the number of clients seen at each stage of their development as clinicians. However, on entering MSc year 1 (Diploma year 2) students need to be seeing at least two clients per week. By the completion of training the student will have undertaken a minimum of 500 hours of client work supervised by the primary supervisor (or placement supervisors agreed by that person). Primary supervisors will submit a report every year.
- Written work: four written projects per year (three in MSc year 3) must be submitted in the first four years of training, which will count in each case towards the end-of-year assessment. Finally, in order to qualify for the MSc/Diploma a dissertation/case study must be submitted and a viva voce examination taken.
- Seminar attendance: attendance at Saturday night seminars is highly recommended. Students will also be expected to make seminar presentations in the course of the training.

There is regular feedback in the course of the training. Each student is also required to keep a record of all results, tutorials etc. There is open communication between Metanoia tutors, supervisors and placement co-ordinators who work together as a team to enable students to get the most benefit from the training and professional development structures.



**Name: Bernadette Musker**

**Current training year: MSc Year 3**

**Occupation: IT Consultant**

**Location: Surrey**

When trying to decide which course I should commit to, I was looking for one which suited my individuality. As a Clinical Hypnotherapist, I did not want a course that would be too prescriptive and not allow for my own ideas and creativity. The Integrative Course really appealed to me because although the course is very structured in terms of modules, as an organisation, the culture is very open minded and receptive to new ideas. This matches my own curiosity and allows me to develop my own individual and unique integrative practice.

The course has exceeded my expectations. I can honestly say that I have enjoyed every minute of it. I feel lucky to have chosen the right training which will provide a very solid foundation for my new career as an Integrative Psychotherapist.

It has definitely not been easy to combine work, life and studying – it requires dedication, commitment and perseverance. Working full time and doing the course, together with clinical placements, supervision and personal therapy is a lot to juggle, but it can be done. I have found everyone at Metanoia to be very supportive and encouraging. All the tutors are very approachable and helpful, especially when the course is challenging. Metanoia is a beautiful house in the middle of Ealing and the gardens are lovely. It is a warm and welcoming home for all its students. There's a library full of amazing books and a big family kitchen, which as in most houses, seems to be the hub of activity and where you can catch up with all the other students over a cup of tea and a biscuit!

## Final assessment: MSc/Diploma

When students have met the course requirements outlined above they can embark upon the Dissertation module, which includes the dissertation/case study and the viva.

## Examination requirements and procedure

- Submission of a personal training portfolio, containing a CV, log of hours, mental health familiarisation programme report and two letters of support from supervisors/tutors in support of the application for examination.
- The examination has two parts: a written case study/dissertation and a viva voce.
- The written examination involves the dissertation – an extended case study with theoretical comment and a description of the psychotherapist's professional context (MSc: 13,000 – 16,500 words; Diploma: 9000 – 12,000 words). In order to be eligible for the viva, candidates will need to have obtained a pass in the written dissertation/case study. The dissertation/case study must be submitted for evaluation four months prior to the date for the viva examination (two submission dates per annum).
- A viva voce examination of approximately 11/4 hours forms the final stage of this process. Candidates will be expected to bring at least two different recorded samples with accompanying transcripts of their work of 5-10 minutes duration per sequence.
- A pass mark in this section of the examination is essential for an overall pass.

## Accreditation and recognition

Before students can be admitted to the register of the UK Council for Psychotherapy (UKCP), they need to have met all the formal training requirements listed above and successfully completed all the written requirements and the final viva examination.

The Clinical Diploma in Integrative Psychotherapy accredits successful candidates as psychotherapists and they are, therefore, eligible for registration as Integrative Psychotherapists with UKCP, which compiles a voluntary register of psychotherapists accredited by its member organisations, all of whom adhere to agreed standards of training and common guidelines for ethical and professional practice.

Awareness of the national and international context of psychotherapy integration may be deepened by participation in the activities of professional psychotherapy associations. Of particular relevance to integrative psychotherapists will be the activities of SEPI (Society for the Exploration of Psychotherapy Integration), EAIP (European Association for Integrative Psychotherapy), UKAPI (United Kingdom Association for Psychotherapy Integration) and UKCP (UK Council for Psychotherapy). Successful candidates are also eligible for the ECP (European Certificate of Psychotherapy) and the Certificate of the European Association for Integrative Psychotherapy.

# Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)



The Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych) was validated by Middlesex University in May 2006. This is a joint programme between Middlesex University and Metanoia Institute and reflects an innovative design integrating professional practice, research and inquiry, and clinical theory and process into an overall educational programme designed to produce professional practitioners of the highest quality.

This programme is approved by the Health Professions Council, the statutory regulator for practitioner psychologists in the UK. It is a legal requirement that anyone who wishes to practise using a title protected by the Health Professions Order 2001 (e.g. Counselling Psychologist) is on the HPC Register. For more information, please see the HPC website at: [www.hpc-uk.org](http://www.hpc-uk.org)

The programme is also accredited by the British Psychological Society. The Society is the professional body responsible for developing and supporting the discipline of psychology and disseminating psychological knowledge to the public and policy makers. It is the key professional body for psychology and psychologists, with numerous benefits of membership. Please see [www.bps.org.uk/membership](http://www.bps.org.uk/membership) for further information. Successful completion of the programme confers eligibility to apply for Chartered Membership of the Society and full membership of the Division of Counselling Psychology.

If you already hold Chartered Counselling Psychologist status and wish to undertake the Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych): Doctoral Conversion Programme, please see page 74.

## Programme philosophy

Our overall philosophy is about integration – of theory, practice and research, of the personal and the professional, and of the bringing together of different kinds of knowledge as a way of offering the highest capabilities in service provision and the related contribution to the development of practice based knowledge. There is a particular and exciting challenge in the context of this programme of taking practice as a starting point and bringing this together with doctoral level capabilities.

The importance of inquiry as a general philosophical position is key to our approach. The basic stance of 'curiosity' is crucial to what we teach and model in this training. Practitioners need constantly to be interested at the deepest levels in what their clients are bringing for exploration. At the same time, the professions of counselling psychology and psychotherapy need to maintain a structured interest in the evolution of knowledge, in particular of professional knowledge, in pursuit of higher levels

of practice and thinking. Our integrative approach emphasizes not only attention to theories and practices of psychological therapy, but also to the ways in which theory, practice and inquiry can themselves be more coherently integrated than has often been the case in the field to date.

In relation to issues of practice, we start from the position that both counselling psychology and psychotherapy involve the considered and intentional use of an ethical relationship, grounded in a therapeutic alliance, in the service of the goals of the client. This remains true whether 'the client' is an individual or an organisation. Given the centrality of the intentional use of the relationship and of the self of the therapist in contributing to successful outcomes, we place particular emphasis on self reflexive practice, self-understanding, interpersonal encounter and sensitivity to attunement, mis-attunement and repair in maintaining an effective therapeutic alliance. By co-creating and maintaining a clearly formulated and secure working alliance, practitioner and client alike are enabled to focus upon complex intrapsychic, interpersonal, and contextual issues within which their work proceeds. While the course seeks to educate candidates in a range of approaches covering the three main traditions of psychological therapy, our emphasis is on supporting ultimate integration in terms of a candidate's own practice. We are also interested in theoretical integration and in the ways in which current research is supporting development towards greater integration across different modalities of psychological therapy.

The programme focuses on building integrative frameworks for the therapeutic process drawing on relational psychoanalysis, systemic, cognitive-behavioural, humanistic and existential views of the person. Recent advances in developmental and self psychology, as well as the exploration of consciousness and the contribution of research in the neurosciences, provide a particularly useful perspective against which we can explore a range of theoretical ideas, and which offer a research based approach for potential integration.

The 'self-in-relationship' perspective offers us a central organising principle of human experience around which we can address a number of key theoretical and clinical dimensions. Consequently we address a number of different dimensions of relatedness in the training: the self in relation to self (the intrapsychic dimension); the self in relation to others (the interpersonal domain); the self in relation to the wider social context (the psycho-social, cultural and political perspective); the self in relation to the environment (the ecological dimension) and the self as a spiritual entity (the transpersonal experience). We consider the development of the self in relationship with others as a constantly evolving intersubjective process over time.

Our approach to training is informed also by research results which consistently point to the quality of the helping relationship in clinical work as probably the most significant component in a successful therapy encounter. Such research suggests that the choice of a particular theoretically based psychotherapeutic method appears to have little differential influence on the effectiveness of psychotherapy. A commitment to an intersubjective stance based in a two-person psychology presupposes the centrality of the psychotherapeutic relationship

as the primary healing factor. An intersubjective approach to integration requires that counselling psychologists and psychotherapists develop an understanding of the self in its multiple facets in order to exercise flexibility, judgement, range, skills, intuition and imagination in the appropriate use of the various dimensions of a therapeutic relationship in response to the current relational needs of the client.

Our emphasis on reflexive capabilities is one of the factors which makes the doctoral level work of candidates on this programme so radical in many ways. Doctoral level work has traditionally been quite a fragmented activity, especially in the context of mainstream psychology. On this programme we are promoting the philosophical idea that fragmentation is not only problematic in practical terms, but that philosophically and theoretically it is actually impossible. Because this is such an important part of our philosophy it also manifests itself in our assessment processes in that a candidate needs to show a presence in those assessments, in effect to make a relationship with the reader of written work, or the participants in presentations, in order for the outcome to be successful. We are aware that this approach requires the full mobilisation of the candidate's thinking, sensitivity, responsibility, maturity and ability to tolerate ambiguity and uncertainty.

In terms of the clinical setting we are aware that there are many literatures to be explored and that we cannot cover all of these on our particular programme. Our bias overall in our integrative endeavour has been towards the psychoanalytic and psychodynamic literatures in that these have, in our view, most forcefully influenced the field of psychological therapy. Current trends in that tradition, towards what is described as relational psychoanalysis, speak increasingly to the integration of psychoanalytic concepts with a more humanistic philosophy grounded also in the practicalities of the therapeutic endeavour.

### **Overall aims of the programme**

In the context of the comments above, the more specific aims of this programme are to enable candidates to:

- Develop a coherent philosophical, professional and ethical base as an on-going support to their practice, and become authoritative in the critical evaluation of philosophical paradigms and value systems in relation to therapeutic work;
- Critically evaluate the theories underpinning the practice of psychological therapy with particular emphasis on an integrative philosophy and related theory and research, and on a psychoanalytic/psychodynamic approach to clinical work informed by a humanistic philosophy;
- Develop a critical appreciation of broad social, cultural and political domains as they impinge on clinical theory, thinking and practice, together with a commitment to best practice and anti-oppressive approaches in clinical work;
- Evaluate the effectiveness of their own practice, and develop a capacity for reflexivity in both practice and academic pursuits as a support for accountability to the public and the profession as a senior practitioner in the field;



- Develop the capacity for critical inquiry into the nature of current and new professional knowledge and to contribute to the advancement of such knowledge in professional project work at doctoral level;
- Develop and demonstrate a commitment to in-depth personal and professional growth, enabling the development of an understanding of the process of therapy from the client's point of view, and an appreciation of the multiple levels of complex communication that occur in the therapeutic setting.

### Introductory workshops

Introductory workshops are an integral part of the application process to the DCPsych and are also a formal part of the assessment process. Attendance at the introductory workshop is open to DCPsych applicants who possess a good degree in psychology which confers the Graduate Basis for Chartered Membership (GBCM) with the BPS, as well as relevant life or work experience. These workshops are run in collaboration with the MSc in Integrative Psychotherapy. The workshop commences with an overview of the three major traditions in psychology – psychoanalytic, cognitive/behavioural and humanistic/existential – in terms of their main contributions to practice. This is followed by an exploration of the concept of integration related to historical rapprochements between the traditions. Finally there is a focus on current models of integrative psychotherapy and counselling psychology with a discussion of their relevance to the current context in the United Kingdom.

### Entry requirements

The programme reflects a doctoral level profession and applicants are required to demonstrate that they are able to work at doctoral level.

Applicants need:

- A 2:1 (or higher) degree in psychology which confers the Graduate Basis for Chartered Membership (GBCM) (formerly the Graduate Basis for Recognition – GBR as specified by the British Psychological Society (BPS));
- Relevant work or 'life' experience.

### Introductory workshop dates

- 2010: 6/7 February, 20/21 March, 10/11 April, 15/16 May, 5/6 June, 3/4 July
- 2011: 19/20 February, 12/13 March, 16/17 April, 14/15 May, 18/19 June, 16/17 July

### Application procedures

Applicants are required to attend an introductory workshop and a formal assessment session. The introductory workshop must be successfully completed ahead of the second part of the assessment process.

Applicants must also complete the application form, ensuring that the preferred introductory workshop date is also confirmed.

Applications must be accompanied by:

- A full CV;
- Two references, one academic and one personal;
- Four passport sized photographs;
- A personal statement outlining why this course is considered relevant to the applicant's personal and professional development.

Your application will be read by the Head of Department and/or Admissions Tutor to ensure that basic entry requirements have been met. You will be invited for an assessment interview following successful completion of the introductory workshop.

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

### Programme outcomes

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

- Demonstrate a systematic and critical understanding of philosophy and theory in the psychological therapies, with a particular focus on an integrative approach to this work supported by developmental and psychodynamic research and thinking;
- Critically assess the complex nature of communication at multiple levels in the context of clinical work and demonstrate an ability to work effectively and ethically with such processes;
- Locate professional clinical practice in the broader domains of social, cultural and political dynamics and work with these dynamics in a way which does not foster oppression and exclusion;
- Operate reflexively in both the personal and professional contexts enabling an authoritative awareness of the professional role and a willingness to communicate with other senior professionals both within and outside the clinical field;
- Conduct independent work based practitioner research which highlights issues at the forefront of clinical practice and which contributes significant and new knowledge to the professional field;

## Structure of the Programme

This is a part-time programme which runs over 5 years if entry is at the first level. Where appropriate, entry can be at a higher level with a successful submission providing Recognition and Accreditation of Learning (RAL) credits at levels 4 and 5.

### Introductory Postgraduate year: Level 4

#### 'Key Issues and Approaches in Psychological Therapy'

Assessments: 3 written assignments and 1 presentation (60 credits at L4)

**Exit award: PG. Cert. in Psychological Studies**

### DCPsych year 2: Level 4

#### This year consists of three taught modules which run concurrently:

- Key Issues in Practitioner Research (1): 1 presentation (20 credits L4)
- Personal and Professional Learning: 100 hours of client work; assessed by Reflective Essay, Supervisor's Report and Placement Questionnaire (40 credits at L4)
- Self in Relationship (1): 3 written assignments (40 credits L4)

**Exit award: MSc in Applied Psychological Studies on successful completion of a Practice Evaluation Project of 8,000 words (40 credits at L4)**

### DCPsych year 3: Level 5

#### This year consists of three taught modules which run concurrently:

- Practice and Professional Knowledge: 150 hours of client work; assessed by Reflective Essay, Supervisor's Report and Placement Questionnaire (40 credits at L5)
- Key Issues in Practitioner Research (2): Research Proposal (20 credits at L5)
- Self in Relationship (2): 3 written assignments (40 credits at L5)

### DCPsych year 4: Level 5

#### This year consists of three modules which run concurrently:

- Project Planning; assessed by 1 presentation (20 credits L5)
- Advanced Practice: 200 hours of client work; assessed by Reflective Essay, Supervisor's Report and Placement Questionnaire (40 credits at L5)
- Key Issues in Advanced Clinical Work: Assessed by 2 written assignments (40 credits L5)

### DCPsych year 5: Level 5

#### This year consists of two taught modules which run concurrently:

- Client Case Study and Clinical Viva Examination: 13-16,500 word Client Case Study (50 credits at L5) and Clinical Viva (30 credits at L5)
- Practitioner Research Project: A 35,000 word project (100 credits at L5)

**Exit award: MProf on successful completion of a 12-15,000 word Practitioner Research Project (40 credits at level 4)**

### Overall, 540 credits achieved (160 at L4, 380 at L5)

- Award of DCPsych
- BPS Chartered Counselling Psychologist status
- UKCP Registration



**Name:** Natalie Anne Purslow  
**Current training year:** Year 2 – Doctorate in  
 Counselling Psychology & Psychotherapy by  
 Professional Studies  
**Occupation:** Integrative Counselling  
 Psychologist & Psychotherapist in training,  
 Support Worker and Personal Trainer  
**Location:** Richmond, London

Metanoia exudes the core conditions that provide the crucial foundations for growth. Metanoia's philosophy is embedded at the route of Counselling Psychology & Psychotherapy – the relationship at the heart of the change process. I found that arriving at Metanoia there was a sense of a womb like quality that feeds the soul and allows for the development of personal and professional integration in the process of becoming a therapist. Metanoia is a supportive and holding environment that also offers clinical experience through a placement at the MCPS clinic that is particularly useful during the earlier stages of training. It is a truly inspirational and challenging training as a vehicle for becoming a Counselling Psychologist and Psychotherapist at Doctoral level.

- 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.

### Overall requirements of the DCPsych programme

- Relevant education, training and experience at entry, including the Graduate Basis for Chartered Membership (formerly the Graduate Basis for Recognition – GBR as specified by the BPS).
- Participation in all of the modules and successful completion of related requirements.
- Personal psychological therapy for at least four years of the programme, beginning in the Introductory Postgraduate Year.
- Supervision of clinical work with clients to the ratio of 6:1 and at least 200 hours of supervision overall.
- Completion of at least 500 hours of client work in at least three different settings.
- Completion of a mental health familiarisation programme or equivalent level of experience.
- Experience of both short term and long term therapeutic work with clients.
- Fulfilment of the assessment criteria as specified by the relevant descriptors for doctoral level work.

#### Course dates

##### Introductory Postgraduate year

2010–2011: 4/5 September, 2/3 October, 6/7 November, 4/5 December, 5/6 February, 5/6 March, 2/3 April, 7/8 May, 4/5 June, 2/3 July

2011–2012: 3/4 September, 1/2 October, 5/6 November, 3/4 December, 4/5 February, 3/4 March, 31 March/1 April, 5/6 May, 2/3 June, 30 June/1 July

##### DCPsych years 2-4

2010–2011: 3/4/5 September, 1/2/3 October, 5/6/7 November, 3/4/5 December, 4/5/6 February, 4/5/6 March, 1/2/3 April, 6/7/8 May, 3/4/5 June, 1/2/3 July

2011–2012: 2/3/4 September, 30 September/1/2 October, 4/5/6 November, 2/3/4 December, 3/4/5 February, 2/3/4 March, 30/31 March/1 April, 4/5/6 May, 1/2/3 June, 29/30 June/1 July

##### DCPsych year 5

2010–2011: 3 September, 1 October, 5 November, 3 December, 4 February, 4 March, 1 April, 6 May, 3 June

2011–2012: 2 September, 30 September, 4 November, 2 December, 3 February, 2 March, 30 April, 4 May, 1 June

## **Integrative Department Staff**

### **Joint Heads of the Integrative Department**

#### **Professor Maria Gilbert**

MA (Clin Psych), BA (Hons) (English), Chartered Clinical Psychologist, TSM (GPTI), TSTA (ITAA), UKCP Registered Psychotherapist, BACP Accredited Supervisor, Visiting Professor at Middlesex University.

#### **Professor Vanja Orlans**

MA, MSc, MSc, MSc, PhD, Dip. GPTI, ATSM (GPTI), AFBPsS, UKCP Registered Psychotherapist, Chartered Occupational Psychologist, Chartered Counselling Psychologist, Foundation Member with Senior Practitioner Status, BPS Register of Psychologists Specialising in Psychotherapy, Visiting Professor at Middlesex University.

### **Course Tutors**

#### **Simon Cavicchia**

MSc Gestalt Psychotherapy, MSc Change Agent Skills and Strategies, MA, BA (Hons) (Oxon), UKCP Registered Psychotherapist.

#### **Dr. Harbrinder Dhillon Stevens**

DPsych (Prof), MSc Integrative Psychotherapy, UKCP Registered Psychotherapist, Postgrad. Dip. Child Art Psychotherapy (HPC Registered), Cert. Training and Development (ITD), Dip. Training Management (ITD), BA (Hons) Politics, CQSW (GSCC Registered Social worker), Diploma in Applied Social Studies, Postgrad. Dip. in Person Centred Supervision, Postgrad. Certificate in Leadership Coaching.

#### **Dagmar Edwards**

MSc, Dip. Couns (Metanoia Institute), Dip. GPTI, UKCP Registered Psychotherapist.

#### **Dr. Jenifer Elton Wilson**

Doctor in Professional Studies (DProf), Chartered Counselling Psychologist, UKCP Registered Psychotherapist and BACP Accredited Supervisor.

#### **Paul Hitchings**

PGCE, BSc, MSc, Chartered Counselling Psychologist, UKCP Registered Integrative Psychotherapist.

#### **Professor Maja O'Brien**

PhD, Chartered Counselling Psychologist, Visiting Professor at Middlesex University.

#### **Dr. Patricia Moran**

PhD, MSc, BSc, MBACP, AFBPsS, Chartered Psychologist.

#### **Dr. Werner Prall**

MA, MSc, PhD, UKCP Registered Psychoanalytic and Integrative Psychotherapist.

#### **Cynthia Ransley**

BSc, AIMS, MSc Integrative Psychotherapy (Metanoia Institute), UKCP Registered Psychotherapist.



#### **Steven B. Smith**

BA (Hons) Applied Social Sciences, BA (Hons) Theology and World Religions, MSc Integrative Psychotherapy (Metanoia Institute), UKCP Registered Integrative Psychotherapist, Certificate in Integrative & Transpersonal Supervision and MA in Jungian & Post Jungian Studies.

#### **Dr Lucia Swanepoel**

DCPsych, BSc, UKCP Registered Psychotherapist, Chartered Counselling Psychologist.

### **Assistant Tutors**

#### **Angela Douse**

MSc Integrative Psychotherapy (Metanoia Institute), BA Hons, DipSW, UKCP Registered Psychotherapist, MBACP.

#### **Helen-Jane Ridgeway**

MSc Integrative Psychotherapy (Metanoia Institute), Clinical Dip Counselling & Psychotherapy, Dip Groups, Dip Group Facilitation. UKCP Registered Psychotherapist.

#### **Philippa McInerney**

MSc Integrative Psychotherapy, BSc, CQSW, MBACP, UKCP Registered Psychotherapist.

## Visiting Tutors

### Julianne Appel-Opper

Diplom-Psychologist, Psychological Psychotherapist (German State Registered Psychotherapist), Clinical Psychologist (German Association of Professional Psychologists), UKCP Registered Integrative Psychotherapist and Gestalt Psychotherapist.

### Ainslie Baker

MSc Integrative Counselling Psychology and Psychotherapy, BA, Chartered Counselling Psychologist, UKCP Registered Psychotherapist.

### Pat Bryant

MSc, RMN, RGN, Dip GPTI, UKCP Registered Psychotherapist, SPTI Supervision Diploma.

### Professor Michael Carroll

C.Psychol., PhD, MA, BA, BACP Registered Supervisor, Visiting Industrial Professor, University of Bristol, Fellow BACP, Fellow APECS Accredited Executive Coach and Executive Coach Supervisor.

### Philip Joyce

BSc, MSc (Social Work), MSc (Gestalt Psychotherapy), BACP Accredited Supervisor, UKCP Registered Psychotherapist, European Certificate of Psychotherapy.

### Khurshed Dehnugara

BSc (Hons.), Member Chartered Institute of Marketing, MSc Integrative Psychotherapy (Metanoia Institute), UKCP Registered Psychotherapist.

### Katherine Murphy

BA, MSc, PGDE, PGDAppSocSci/CQSW, TSTA(P), Registered Psychotherapist.

### Professor Diana Shmukler

PhD, MSc Clinical Psychologist (S.A. Medical and Dental Council) TSTA (ITAA) Integrative Psychotherapist, Teacher and Supervisor, former Associate Professor of Applied Psychology (University of Witwatersrand, Johannesburg) former visiting Professor of Psychotherapy (University of Derby and University of Middlesex) and Visiting Professor, University of Utrecht, Netherlands.

### Professor Charlotte Sills

MA, MSc (Psychotherapy), PGCE, Dip. Syst. Integrative Psych., UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy), TSTA (ITAA), BACP Registered Supervisor, European Certificate of Psychotherapy, Visiting Professor at Middlesex University.

### Dr. Biljana van Rijn

DPsych (Prof), MSc (TA Psychotherapy), Graduate Psychologist (University of Belgrade), UKCP Registered Psychotherapist, BACP Registered Practitioner, Certified Transactional Analyst (Psychotherapy), Teaching and Supervising Transactional Analyst (Psychotherapy), European Certificate of Psychotherapy.

## Administration Staff

### Academic Co-ordinator for Integrative programmes

#### Cathy Simeon

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“ I studied for my Diploma in Person Centred Counselling at Metanoia in 1996. I also passed by BA (Hons) in 2003 and I am currently taking my MSc in Integrative Psychotherapy. Then and now, I have found Metanoia to be a warm, caring and professional place to be. The standard of teaching is second to none.

The kitchen is always a bustling cauldron of laughter and friendship. One can always find a friendly face if you are feeling under the weather and need a helping hand.

If anyone wants to train as a psychotherapist or counsellor, and you want the best for yourself, train at Metanoia. ”

Ian Johnson, Person Centred Counselling Graduate and Integrative Psychotherapy student