



## Person-Centred Department

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Registered Charity 1050175

# Person-Centred Department

The Person-Centred Approach is perhaps the first truly 'relational' therapy and the most widely known and practiced approach within the counselling field in the UK.

The founder of the approach, Carl Rogers, felt that it was neither possible nor helpful to try to be the expert of another person's experience. The approach therefore seeks a holistic view and entails both counsellor and client striving to make real human contact. (Thus the 'self' of the therapist is a crucial aspect of the approach and a major emphasis within the training.) The approach has always been 'radical' in that it strives to address power inequalities between counsellor and client and puts forward the challenging contention that at core, each person has the capacity for health, growth and creativity. It is as a consequence of social, economic, cultural, religious and parental influences that we may learn to inhibit our natural, organismic drive to satisfy these capacities. In this way we may lose touch, to a greater or lesser extent, with our ability as a whole organism to know what is good for us, our 'organismic valuing process'. Within a genuine, accepting and empathic relationship, people have the potential to reconnect with this and recognise for themselves, what is hurting and what is healing.

Rogers was the first person to really try to demystify the therapy relationship and open it up to scrutiny through recording and painstaking research analysis of the necessary and sufficient conditions for therapeutic change. There is now very widespread agreement across the range of schools of counselling and psychotherapy that the relationship variables identified by Rogers, along with client variables, are the most important predictors of beneficial outcome. The approach is richly supported by both process and outcome research studies as well as by the findings of recent research in the fields of child development and neuroscience.

The Person-Centred Department offers full training to qualification in counselling and in psychotherapy. Training groups begin at different times in the year to support students to progress at their own pace. We also provide a vibrant programme of workshops and seminars by national and international leaders in the field. The 'Fundamentals' year can also be taken as a 'stand alone' year, suitable for anyone seeking to build on their understanding and practice of counselling skills.

## Qualifying courses

The Person-Centred Counselling Diploma – with optional BA (Hons) – is accredited by the British Association for Counselling and Psychotherapy (BACP). Alongside additional counselling practice and supervision requirements this programme will meet the overall criteria for BACP Registered Practitioners.

The MSc/Postgraduate Diploma in Contemporary Person-Centred Psychotherapy and Applications confers UKCP registration as a psychotherapist at graduation and enables graduates to apply for European Association for Psychotherapy registration. Both the counselling training (on completion of a mental health familiarisation programme) and the psychotherapy training also provide eligibility for registration with the Psychotherapeutic Counselling Section (PCS) of UKCP.

There are no formal entry requirements for the counselling training (only aptitude and 'personal readiness') and so it is particularly appropriate for those who are looking to gain a recognised professional qualification.

## Introductory workshops

These 2-day workshops give participants the opportunity to explore the personal and professional qualities and issues involved in the practice of person-centred therapy. The workshop will comprise a mix of theoretical input and experiential exercises designed to give participants an overview of the person-centred approach and of what it would be like to train at Metanoia. The weekend, therefore, also supports the process of mutual assessment: for the participant of Metanoia; and, for us an experience of applicants taking part in a range of group activities and individual reflection.

### Introductory workshop dates

2011: 10/11 September, 12/13 November

2012: 11/12 February, 14/15 April, 9/10 June

## Entry requirements

Metanoia's counselling courses do not require any specific academic or training qualifications. Applicants need to show that they are interested in learning more about counselling and in developing the personal and professional qualities involved in the practice of counselling or counselling skills. These include the ability to develop a high level of empathy with the client, tolerance and appreciation of different value systems, a willingness and ability to cope with deep feelings and the capacity for self-awareness and self-reflection. All applicants are required to attend an introductory workshop and an assessment interview.

Prospective students need to consider whether to apply for the Diploma, the BA (Hons) or the MSc in Psychotherapy. Applicants who wish to take the degree will need to satisfactorily evidence that they will be able to cope with the academic requirements. This may be done in two ways; evidence of previous academic training to this level or above can be submitted to your Primary Tutor at the beginning of the first year or BA registration can be

made following successful submission of the first assignment at Unit 3 of Year 1. Applicants wishing to take the MSc Psychotherapy will need to attend the relevant orientation and interview day.

### Application procedures

Applicants for the Diploma, BA and the MSc (as a first therapy training) are required to attend an introductory workshop and an assessment interview.

Applicants for the MSc in Psychotherapy as a post-qualification therapy training will need to attend an orientation and interview day.

Applicants must complete the application form, ensuring that the introductory workshop date is completed. This must be accompanied by:

- A full CV;
- Two references;
- One passport sized photograph.

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 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.

### Philosophy of the department

The Person-Centred Approach grew from the recognition, by its founder, Carl Rogers, that existing therapies, in reducing people to their component parts, missed something fundamental about the experience of being human. In what perhaps remains the most profound challenge to the therapeutic orthodoxy, Rogers also asserted that it was neither possible nor helpful to try to be the expert of another person's experience.

The trainings provided by the department are guided by deep commitment to the values inherent in the work of Carl Rogers and subsequent theorists and this shapes the relationship between tutors and students, with students being encouraged to take responsibility for their own learning needs whilst being robustly supported and guided by tutors.



## BA (Hons)/Diploma in Person-Centred Counselling



The Metanoia Diploma in Person-Centred Counselling is accredited by the British Association for Counselling and Psychotherapy (BACP). It is also offered as a BA (Hons) in Counselling option validated by Middlesex University. Over three years part-time plus a dissertation module, these programmes aim to provide a supportive and stimulating environment, enabling the development of highly competent, ethical, counselling practitioners. On successful completion, those following the Diploma Programme will be awarded the Metanoia Diploma in Person-Centred Counselling (BACP Accredited). Those taking the optional academic qualification will be awarded both the BA (Hons) in Counselling validated by Middlesex University and the Metanoia Diploma in Person-Centred Counselling (BACP Accredited).

The first year of the Diploma constitutes a Metanoia Certificate in Person-Centred Counselling Skills.

These programmes, when supplemented by additional counselling practice and supervision requirements, will meet the overall criteria for BACP Registered Practitioners.

### Aims of the training course

The overall aim of the person-centred counselling programme is to provide students with a supportive environment in which they can develop those theoretical, conceptual and practical skills and insights which will enable them to become highly competent person-centred counselling practitioners.

The specific objectives of the programme are to:

- Facilitate the growth of a learning environment characterised by the person-centred 'core conditions' of genuineness, acceptance and empathy in which personal and professional development can take place in an enjoyable and stimulating way;
- Foster a learning environment where diversity can be recognised and appreciated;
- Provide students with opportunities to develop their theoretical understanding, their clinical skills, and their self-awareness;
- Enable students to develop a sound understanding of the theory and philosophy of the person-centred approach and to be able to evaluate the approach and their own experience, within a wider theoretical, socio-political and cultural context;
- Create high standards of competency in professional and ethical practice;
- Develop an awareness and understanding of the issues involved in working as a person-centred practitioner in a variety of different contexts;
- Provide students with a range of assessment and feedback opportunities and skills.

## Training programme design

### Weekend format

There are start dates for each year of the course at different times of the year. This is done to support students in taking responsibility for progressing through the training at their own pace, taking 'time out' to address specific areas of personal or professional development if necessary between training years or because of unforeseen life events. This provides the flexibility for students to re-join the next training year when ready. Each year consists of ten monthly 2-day training Units which begin at 9.30am and end at 5.30pm each day. Students will remain within the same training group for the duration of a training year.

### Year 1/Fundamentals year

The Fundamentals is a self-contained year of theoretical and experiential training. It can be undertaken by those who wish to learn more about the person-centred approach in order to develop their understanding and practice of person-centred principles within their ongoing work, whether in business, education, the helping professions or the wider field of mental health as well as those wishing to train as person-centred therapists.

The aim of this first year is to introduce and develop person-centred counselling theory and skills. Students will explore the philosophy and theory of the approach and will be encouraged to evaluate this approach in the context of other counselling theories and their own experience. The year includes considerable emphasis on the development of the 'skills' of person-centred counselling, including opportunities to make use of the Institute's webcam recording facilities.

Throughout the year, students will be given the opportunity to discuss their readiness to begin counselling practice and their progress towards the second year with their Primary Tutor. Self, peer and tutor feedback is an ongoing process throughout the year.

### Year 2

In this year, the focus for training will be on the application of theoretical knowledge and understanding to clinical practice. Issues such as working with mental health crises, bereavement and loss, gender and sexuality and power and prejudice will be explored from a person-centred perspective. Attention will also be given to a consideration of issues for the person-centred counsellor in working in time-limited and longer-term settings. From the beginning of this year students will be seeing clients (normally two or more per week) and receiving appropriate supervision. This practice is usually either at a voluntary counselling placement or at Metanoia's own Counselling and Psychotherapy Service (MCPS). Self, peer and tutor feedback continues to be an ongoing process throughout the year.



### Year 3

The aim of the third year is to prepare students with the necessary skills and knowledge to enter into the professional field of counselling. This will include opportunities to integrate the philosophical, theoretical, ethical and practice elements of their learning.

While the format of the third year is similar to years one and two, there will be greater emphasis on students assuming responsibility for their own learning requirements and strategies. This will include a research and presentation project.

Significant time during year 3 will focus on preparation for the Dissertation Module. This is likely to include the use of audiotapes of current client work, videotapes of live practice, presentations, mock vivas and case study discussion. Self, peer and tutor feedback is an ongoing process throughout the third year.

**Please note:** To satisfactorily complete each year, receive a certificate of attendance and progress in the training, students will need to attend a minimum of three tutorials with their Primary Tutor and pass all relevant learning assignments.

### Dissertation module

Students may begin to meet some requirements of this final year during or following their third year of training. The dissertation module will include the preparation for the viva assessment, a clinical 'study of a counselling relationship' and completion of the related training units.

## Related training units

Students are required to attend a minimum of four related training units (56 hours) from our vibrant programme led by national and international experts in the field throughout the life of the course and up until the Viva. It is strongly recommended that they attend at least one related training unit per year. An additional fee is payable for each related training unit.

## Personal therapy

It is an essential part of counselling training that the student experiences first hand, as a client, the approach they are developing. Students will be required to set up personal therapy for themselves by the end of Unit 3 of the first year. It is usually expected that personal therapy will be weekly and continue throughout the training. This ensures that the student is supported in all aspects of their training and clinical practice.

Further details are available from administration.

## Programme requirements

### Year 1

During the first year a student's ability to undertake the training will continue to be assessed. Assessment will be self, peer and tutor based and will include a consideration of:

- A commitment to underpinning their training and self-development through their own ongoing personal counselling /psychotherapy. This needs to continue for the duration of the training;
- The student's current level of maturity and stability and their capacity and commitment to engage with the course material as a whole;
- The student's level of life and work experience and ability to learn from this;
- The student's current level of self-awareness and the ability to participate in the experiential learning environment within both large and small group settings;



- The student's potential to develop a helping relationship and an awareness of how prejudice and social oppression might impact this;
- The student's ability to reflect on their learning/personal process in an ongoing learning journal;
- The student's ability to manage the academic requirements of the course and to maintain adequate private study.

### Year 2

Second year courses commence in October and April, subject to availability. To move into the second year students will need:

- To have completed 40 hours of personal, weekly counselling (or exceptionally whatever is negotiated as equivalence);
- To have completed all relevant learning assignments from the first year;
- To secure an offer of a counselling placement in readiness to begin building their practice hours;
- To have their application for the second year of training endorsed by their Primary Tutor;
- To become a Student Associate of the British Association for Counselling and Psychotherapy;
- To maintain their learning journal and private study.

### Year 3

Third year courses commence in October and April, subject to availability. To move into the third year students will need:

- To have completed 80 hours of personal weekly counselling. (or exceptionally whatever is negotiated as equivalence);
- To have completed all relevant learning assignments from the second year;
- A minimum of 80 hours client contact and 20 hours Person-Centred supervision since commencement of the course;
- A minimum of 35 hours of peer group case discussion;
- To have their application for the Third Year of training endorsed by their Primary Tutor;
- To maintain their learning journal and private study.

## Differences in studying for the BA (Hons) and Diploma courses

Training groups for each year will include a mix of students, some studying for the Diploma and some studying for both the Diploma and either the BA (Hons) or the MSc Psychotherapy.

The Diploma and BA (Hons) courses include the same content and course requirements in terms of training, and personal therapy. However, students on the BA programme will need to fulfil further requirements. These include:

- The submission of their learning journal;
- Attendance at three tutorials per year;
- Additional written assignments, meeting different academic criteria.



### Written assignments

Students studying for the Diploma will need to complete a 3,000 word essay in the first and second years. They will also submit a Case Study of 5,000 – 8,000 words.

The submission of a tape of practice, transcript and reflective commentary is also required at the end of each year. In year 3 this is formally assessed as an academic assignment.

Students studying for the BA (Hons) with the Diploma need to complete two 3,000 word essays in the first and second years of the training. In the third year students complete one essay. They also submit a tape/transcript along with a reflective commentary at the end of each year. In year 3 this is formally assessed as an academic assignment.

Two Supervised Practice Reports are required, one at the end of the second and third years. They will subsequently submit a Case Study of 8,000 – 10,000 words.

### Diploma requirements

On successful completion of the following the student will be awarded a Metanoia Diploma in Person-Centred Counselling (BACP Accredited):

- Completion of the three years training units;
- Completion of four related training units (56 hours);
- A minimum of 150 hours supervised counselling experience;
- A minimum of 33 hours of recognised person-centred supervision;

- A minimum of 70 hours peer group case discussion;
- Ongoing personal counselling/psychotherapy throughout the taught training (usually this will mean a minimum of 120 hours by graduation);
- Completion of all summative written assignments (two essays of approximately 3,000 words, one audio/videotape and transcript/reflective commentary of live practice and a Case Study of 5,000 – 8,000 words);
- Two formative audio tapes and transcripts/reflective commentary of client work;
- Maintaining a learning journal;
- Viva assessment.

### BA (Hons) requirements

On successful completion of the following the student will be awarded a BA (Hons) in Counselling and a Metanoia Diploma in Person-Centred Counselling (BACP Accredited):

- Completion of the three years training units;
- Completion of four related training units;
- A minimum of 150 hours supervised counselling experience;
- A minimum of 33 hours of recognised Person-Centred supervision;
- A minimum of 70 hours peer group case discussion;
- Ongoing personal counselling/psychotherapy throughout the taught training (usually this will mean a minimum of 120 hours by graduation);
- Completion of the written assignments;
- Maintaining a learning journal;
- Completion of the Dissertation Module;
- Two audio tapes and transcripts/reflective commentary of client work;
- One audio/videotape and transcript/reflective commentary of live practice;
- Viva assessment.

### Course dates

All three taught years of the Person-Centred Counselling programme commence in October and April, subject to availability. Dates will be issued on attendance at an introductory workshop.

## Structure of the Programme

The BA/Diploma programme is studied over three years part-time plus a Dissertation Module, during which students complete the Dissertation assignment and take part in the Viva exam (see 'programme structure diagram below).





**Name:** Keeley Taverner  
**Current training year:** MSc 3  
**Occupation:** Probation Service Officer  
**Location:** Middlesex

Now in my fourth year at Metanoia, my professional and personal development has been profound in ways unimaginable – a life changing journey of self awareness and enlightenment, I could not have predicted back in 2008. Every unit of every month offers a rare opportunity to discover far more than the topic titles indicate – the combination of academic and experiential learning offers highly valuable and thought provoking insights.

I often refer to Metanoia as my secure base, a special safe place where I feel accepted, nurtured and valued as a unique individual. In essence, the very same qualities which are the cornerstone of the therapeutic endeavour. This deep level of acceptance I experience at Metanoia is not only facilitated by my fellow peers, but is crystallised by the well trained and experienced tutors; who not only embody the qualities I am developing as a psychotherapist, but who actively encourage me to pursue my own deeply personal human interests and intrigues, in order for me to become the best possible psychotherapist that I can be.

## MSc in Contemporary Person-Centred Psychotherapy and Applications



Metanoia offers a dynamic and comprehensive programme designed to provide thorough psychotherapy training in an environment where students are encouraged to take responsibility for their own growth, learning and some of the design of their own training.

The training seeks to model:

- Tutors and students sharing the responsibility for the co-construction of a facilitative learning environment characterised by the person-centred 'core conditions' of genuineness, acceptance and empathy in which personal and professional development can take place in an enjoyable and stimulating way;
- Openness to diversity and self-awareness;
- Genuineness and relational depth between tutors and students.

### Aims of the training course

The overall aim of the contemporary person-centred psychotherapy programme is to provide students with a supportive environment in which they can develop those theoretical, conceptual and practical skills and insights which will enable them to become highly competent person-centred psychotherapists.

The specific objectives of the programme are to:

- Provide students with the knowledge, skills and experience to prepare them to work as competent person-centred psychotherapists in both brief and longer term therapy;
- Provide an environment for effective learning which will encourage and motivate students to learn, and promote autonomous learning;
- Enable students to develop lifelong learning and research skills;
- Enable students to develop as reflective practitioners within the field of psychotherapy able to engage in meaningful dialogue with practitioners from other orientations and in a range of multi-disciplinary contexts;
- Enable students to develop an awareness and understanding of the wider political, social and cultural context of psychotherapy;
- Enable students to develop anti-oppressive practice in their therapeutic work;
- Enable students to establish high standards of ethical and professional practice.

## 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
- A counselling diploma or equivalent qualification; OR
- Significant relevant work and/or life experience. (Students will need to establish equivalence once they have been assessed for suitability for psychotherapy training.)

For those taking this route it is possible to gain a Diploma in Psychotherapeutic Counselling along the way (on completion of three years of training and successful completion of the Dissertation and Viva).

Applicants with an existing Diploma/BA in Person-Centred Counselling may apply for direct entry into later years of the training on successful submission of an APL (Accreditation of Prior Learning) application.

## Fundamentals year

The 'Fundamentals' year comprises ten, 2-day weekend modules running once monthly.

The aim of the fundamentals year is to introduce and develop person-centred theory and practice. Students will explore the philosophy and theory of the approach and will be encouraged to evaluate this approach in the context of other theories of therapy and their own experience. The year includes considerable emphasis on the development of the 'skills' of person-centred therapy, including opportunities to make use of the Institute's webcam recording facilities.

Throughout the year, students will be given the opportunity to discuss their readiness to begin counselling practice and their

progress towards the second year with their Primary Tutor. Self, peer and tutor feedback is an ongoing process throughout the year.

## MSc year 1

### Contemporary person-centred psychotherapy, comparative child development and context

This year provides opportunities to examine ongoing developments in person-centred theory and practice including the work of Dave Mearns and Mick Cooper on relational depth and configurations of self. Influential models of child development (including the work of Daniel Stern and John Bowlby) and contemporary neuroscientific research relevant to psychotherapy will be drawn upon with the emphasis on their implications for person-centred development theory and clinical practice. This year will enable students to relate these ideas to their own developing practice and this will be supported with attention to the socio-political and cultural context in which the person-centred approach originated and is currently developing.

## MSc year 2

### Contemporary person-centred psychotherapy, ethics, use of self and research methodology

This year provides opportunities for students to develop their awareness of ethical decision making and professional practice in a variety of settings. Attention will be given to an exploration of personal values and beliefs and how these support and inform clinical practice. The year also provides opportunities to explore the impact of the person of the therapist, issues of power, personal history and therapist characteristics, on clinical practice. The relationship between congruence, transparency and self-disclosure, will be considered along with the implications for working at relational depth.

The year also introduces psychotherapy as a research endeavour and will aim to equip students with the tools to become both sophisticated consumers of research able to critique from a Person-Centred perspective and practitioner-researchers placing themselves at the centre of their own practice.

## MSc year 3

### Contemporary person-centred psychotherapy, advanced clinical specialisation

This year will provide opportunities to deepen the aware practice of person-centred psychotherapy. There will be opportunities to extend and refine personal and professional awareness of a variety of practice issues including a person-centred perspective on the body in psychotherapy, the role of shame and issues raised by working trans-culturally. The year will also enable deeper exploration of key commonalities and differences between the differing 'tribes' within the person-centred approach with emphasis being given to students being able to find their own position and identity within these closely associated perspectives.

This year will also provide opportunities to deepen understanding of the models of psychopathology and mental health crisis prevalent in the UK's mental health system including DSMIVTR categories. These more 'diagnostic' categories will be related to





person-centred models of mental distress, including Margaret Warner's concept of 'fragile process' and Garry Prouty's work on 'Pre-Therapy' supporting students to become influential within informed dialogue with professionals whose approaches maybe rest upon different underlying assumptions.

### **Residential Weekends**

These important aspects of the course enable more expansive time to be spent together as a group at the end of each MSc training year. Residential weekends offer time to the life of the group and provide further opportunities for creativity, feedback and community, supporting both group and individual development.

### **Dissertation module**

There are a number of options for successful completion of the dissertation module which usually consists of three separate parts:-

1. The research/investigation project
2. The study of a psychotherapy relationship
3. The viva unit

Number 1, the research/investigation project, may be replaced by:-

- a suitable (assessed) conference presentation and write up (5,000 words)

or by

- publication of an article in a relevant journal/text on an aspect of person-centred psychotherapeutic practice plus write up (5,000 words)

Dissertation projects 1 and 2 can also be combined into one, 'intensive (systematic) study of a psychotherapy relationship (15-17,000 words) followed by successful completion of the viva.

In the course of each of these units students will continue the process of formulating their own personal model of person-centred psychotherapy, as well as incorporating research

philosophy and thinking into this person-centred stance. At this level, study is more self-directed; there are no day units during this year, but a number of preparation days and seminars are offered to trainees to support the completion of the study of a psychotherapy relationship, the investigation/research project and/or the conference presentation. Preparation days are also offered to support development towards the viva examination. These preparation days are optional.

### **Study of a Psychotherapy Relationship**

(Word Count: 10-12,000 words)

This Unit involves the preparation of a substantial study which provides evidence of the student's integration of theory and practice in their clinical work.

### **Research Investigation Project**

(Word Count 5,000 words)

This Unit involves the design and carrying out of a research/investigation project relevant to the theory and practice of person-centred psychotherapy. This research project needs to be submitted before attendance at the viva examination.

Intensive (systematic) study of a psychotherapy relationship (15-17,000 words)

These two dissertation projects can be combined into one, 'intensive (systematic) study of a psychotherapy relationship' (15-17,000 words)

An intensive study of a psychotherapy relationship can be defined as a systematic, rigorous study of an individual therapy relationship in which the available evidence is used to achieve a plausible account of the process and outcome of the relationship in a form that has pragmatic value in terms of informing practice.

A viva examination demonstrating the student's clinical work takes place after completion of the study and research projects.

The main focus for assessment in the dissertation assignments and viva will be the candidate's ability to demonstrate their competence as a self-reflexive person-centred psychotherapist; their understanding of person-centred theory and how this understanding informs their practice.

### **Related training units**

Over the course of their training, students are required to complete 56 hours of related training units. These are 2-day Workshops (14 hours each), on a number of themes, provided by Metanoia on a rolling programme. It is strongly recommended that you complete at least one for each year of the course so that you can integrate these broader issues into your training experience. An additional fee is payable for each related training unit.

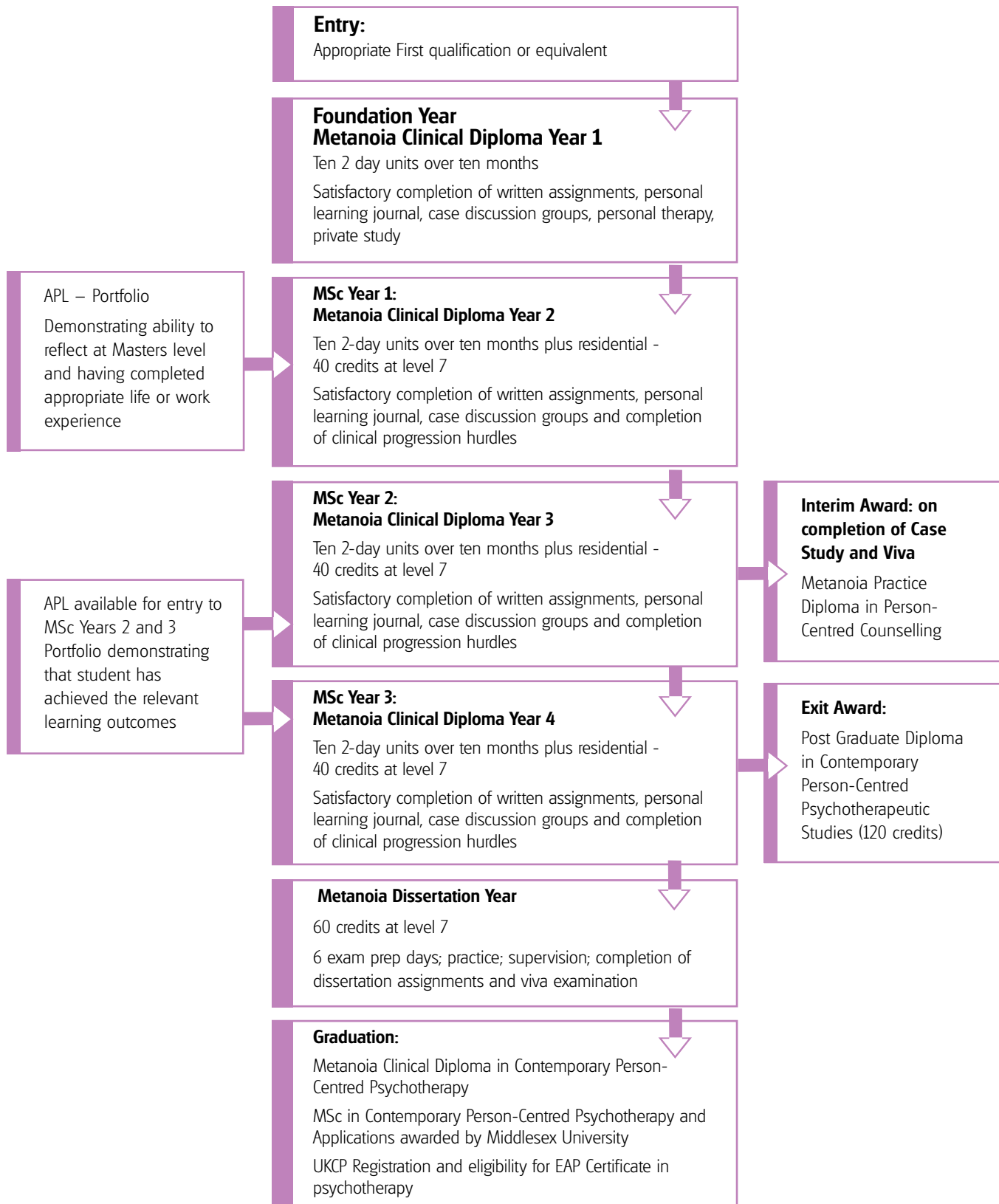
### **Recognition**

Upon graduation successful candidates will receive the award of an MSc in Contemporary Person-Centred Psychotherapy and Applications validated by Middlesex University.

The MSc confers UKCP registration as a psychotherapist and enables graduates to apply for registration with the European Association of Psychotherapy (EAP).

## Structure of the Programme

The MSc programme is studied over four years part-time plus a Dissertation Module, during which students complete the Dissertation assignments and take part in the Viva exam (see programme structure diagram below).





**Name: Gabriel Silveira**  
**Current training year: MSc 3**  
**Occupation: Counsellor**  
**Location: Cardiff**

I graduated as a psychologist and psychotherapist in Brazil and was excited about coming to live in Britain. Finding this course that values experiential process and applied academic knowledge has certainly been a very fortunate outcome for me.

I find that at Metanoia I have been invited into an exciting journey of ongoing development, feeling challenged both as a professional and as a person whilst being consistently supported and valued.

The facilitative environment that first attracted me to the person-centred approach is deeply present in the learning process and has helped me to feel at ease to explore issues ranging from professional reflections to deep level personal exploration. My conviction about the value of person-centred therapy is strengthened through my lived experience of the manner in which the course has been run.

I travel a considerable distance to attend but am happy that I made the right choice of course and wholeheartedly recommend it to others.

### Accreditation requirements

- Participation at all taught units, (or negotiated equivalence) tutorials etc. usually over a period in excess of 4 years.
- Supervision: 200 hours.
- Successful completion of all written work.
- Personal weekly individual and/or group psychotherapy throughout.
- A mental health familiarisation placement (unless previous relevant experience can be evidenced).
- Client hours: 500 by graduation.
- 120 hours of peer case discussion.

### Course dates

2012-2013: 15/16 September, 13/14 October, 10/11 November, 8/9 December, 12/13 January, 9/10 February, 9/10 March, 13/14 April, 11/12 May, 8/9 June, 6/7 July

2013-2014: 14/15 September, 12/13 October, 9/10 November, 7/8 December, 11/12 January, 8/9 February, 8/9 March, 12/13 April, 10/11 May, 7/8 June, 5/6 July

### Entry to second and subsequent years of training

At the end of the first (or Fundamentals) year students are assessed by their Primary Tutor and the Department Head.



## Person-Centred Department Staff

### Head of Department

#### **Peter Pearce**

MSc Psychotherapy (Middlesex), UKCP Registered Psychotherapist, EAP Registered Psychotherapist, BACP Senior Registered Practitioner, BACP Senior Registered Trainer, UKRC Registered Independent Counsellor.

### Course Tutors

#### **Dr. Fevonia (Fenia) Christodoulidi**

PhD Counselling, University of Manchester, MSc. Educational Research, University of Manchester, Certificate in Supervision, University of Newcastle Upon-Tyne, MA Counselling Studies, University of Durham, Postgraduate Counselling, Centred of psychosocial Approaches, Athens, BACP Accredited Counsellor

#### **Catherine Dwyer**

Diploma in Person-Centred Counselling.

#### **Dagmar Edwards**

MSc, Dip. Couns, Dip. GPTI, Cert. in CBT, UKCP Registered Psychotherapist.

#### **Sheila Haugh**

MA Psychotherapy, Diploma, Client Centred Psychotherapy PCAI (GB) Supervising Person centred Practice (PCAI) UKCP registered psychotherapist, BACP Accredited counsellor

#### **Kieran McCrystal**

BA (Hons) in Person-Centred Counselling (Middlesex), Certificate in Supervision, BACP Accredited Practitioner.

#### **Natasha Morgan**

MA (Oxon), Diploma in Person-Centred Counselling (Metanoia Institute), Dip GPTI, MSc Clinical Psychotherapy, Certificate in Supervision, BACP Accredited Practitioner, UKCP Registered Psychotherapist.

#### **Margaret Ridgewell**

M.Ed, MSc Psychotherapy, BA, PGCE, Dip Couns (Metanoia Institute), Dip IDHP, Dip GPTI, UKCP Registered Psychotherapist.

#### **Ros Sewell**

MSc Psychological Counselling and Psychotherapy (Surrey), Advanced Diploma Counselling (University of London), BACP Senior Registered Practitioner, RGN, RM, Dip. Drama Therapy.

#### **Anne Smith**

MA Counselling & Psychotherapy (Research), PG Dip. Counselling, B. Ed. (Hons), Clinical Practitioner in Eating Disorders, BACP Senior Accredited Therapist, BACP Senior Accredited Supervisor, UKRC Registered Practitioner

#### **Geraldine Thomson**

BA (University of Liverpool), Diploma in Person-Centred Counselling (Metanoia Institute).

#### **Mike Worrall**

BA (Oxon), Diploma in Person-Centred Counselling (Metanoia Institute), Certificate in Person-Centred Supervision, BACP Senior Registered Practitioner.

## Visiting Tutors

### **Professor Mick Cooper**

Professor of Counselling at the University of Strathclyde.

### **Dr. Stephen Goss**

PhD, MBACP, PG Dip. Couns., BA (Hons).

### **Professor Stephen Joseph**

Professor of Psychology, Health and Social Care at the University of Nottingham, Co-director of the Centre for Trauma, Resilience and Growth.

### **Dr. Colin Lago**

Director of the Counselling Service at University of Sheffield from 1987-2003, now a freelance consultant.

### **Dr. David Murphy**

Chartered Psychologist (BPS), Lecturer in Trauma Studies, Centre for Trauma, Resilience and Growth, University of Nottingham, Honorary Psychologist Specialising in Psychotherapy, Nottinghamshire Healthcare NHS Trust

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