

Master of Arts in Integrative Counselling and Psychotherapy

SINGAPORE'S ONLY SAC-ACCREDITED UK MASTER'S IN COUNSELLING AND PSYCHOTHERAPY

2 Years (Part-Time) | Weekend Class Schedules + Online Support



**2026
UPDATED**

WELCOME MESSAGE

MESSAGE FROM THE VICE CHANCELLOR'S OFFICE

Roehampton is a very special university.

We have a proud history stretching back over 175 years and are the only campus based collegiate university in London. At Roehampton we pride ourselves on helping all students, regardless of their background, to develop the skills they need for a successful graduate career and fulfilling life. The student experience is at the heart of everything we do. We work in partnership with students to make sure that every moment at Roehampton matters.

We believe that a university education is not just about getting a great degree, but also broadening your experiences, preparing yourself for the world of work, and making lifelong friendships. A Roehampton degree is designed to ensure that you graduate with the qualities you need to succeed: confidence, adaptability and the capacity to work with people from all walks of life.

We hope to see you at Roehampton soon.



Professor Jean-Noël Ezingeard
Vice-Chancellor
University of Roehampton, London



Aventis Alumni

WELCOME TO AVENTIS GRADUATE SCHOOL

Welcome to Aventis Graduate School, where excellence meets education. With a rich legacy of empowering individuals for over 18 years, we stand as a beacon of transformative learning and career advancement. Experience education that transcends boundaries. At Aventis Graduate School, we're dedicated to helping you unleash your full potential and thrive in today's dynamic world through cutting edge curriculum and expert faculty. Headquartered in Singapore, Aventis has over 80,000 learners across Asia.

UNIVERSITY PARTNERS

Aventis collaborates with leading universities across the United Kingdom to deliver the best possible graduate education for working professionals across Asia.



UNIVERSITY OF
CHICHESTER

INDUSTRY PARTNERS

Aventis also collaborates with prominent industry partners and professional bodies to ensure that your qualifications are accredited and recognised by employers.



ABOUT UNIVERSITY OF ROEHAMPTON, LONDON



Parkstead House - University of Roehampton, London

Established in 1841, the University of Roehampton is a **public research university** located in London, the United Kingdom. Today, it is **one of the oldest universities in the UK** with a **proud history** of over 180 years in higher education through its four constituent colleges. As one of the early pioneers of training women as teachers, the university has provided higher education to women far longer than any other institution in the United Kingdom.

Roehampton offers a high-quality UK education experience to over 12,000 students from 140 countries. Over the past decade, the university has continued to grow in strength and reputation, and is recognised as a leading centre for academic research with some of the most highly-regarded academic departments in the UK.

Coupled with outstanding academic teaching staff, modern cutting edge facilities and an ever-expanding network of overseas partner institutions and organisations, it's a true reflection of the growing international reputation of the university.

Success Stories

“Transforming lives through self-awareness and therapeutic growth”

Mr Rahul Shah

Speaker, Trainer
and Counsellor in Training

Master of Arts in Integrative Counselling
and Psychotherapy, 2025 Cohort

The MA in Integrative Counselling and Psychotherapy has been a rewarding journey that enhanced both my professional skills and personal growth. The programme combines strong theoretical foundations with practical application, developing critical thinking, self-reflection, and confidence in working with real-world clients.

While rigorous, it provides meaningful learning and personal development. Throughout my studies, Melvyn and his team have been supportive and responsive, making this a valuable programme for anyone seeking growth both professionally and personally.



“Cultivating empathy through psychology and reflective learning”

Ms Anastasia Tasi Konise

Assistant Vice President,
Talent Management, IHH Healthcare Group

Master of Arts in Integrative Counselling and
Psychotherapy, 2024 Cohort

I chose Aventis and Roehampton's MAICP to build on my psychology background and learn under Dr. Christopher Fong.

The engaging learning environment, supportive lecturers, and collaborative student community have made the experience highly rewarding. The programme has helped me become more empathetic, reflective, and mindful in how I relate to others.





University of Roehampton, London

NOTABLE ALUMNI

Ng Kian Aik, Paul

CEO,
Hitachi Critical Facilities
Protection Pte Ltd

Lau Eng Kien (Ivan)

CEO,
Singapore O & G Ltd

Alvin Sabai

CEO,
Ifood Pte Ltd

Tan Ivan

Country Manager
cum CEO,
SC Soft Pte Ltd

Sundar Selvaraj

Chairman / Managing
Director,
Jesus Ministries Singapore

Toh Wei Min, Alvin

Managing Director,
Truffles Holiday
Singapore

Sayed Motiul Islam

Managing Director,
Sin Yang Engineering
Pte Ltd

Leow Kian Yew (James)

Managing Director,
Mactech Engineering
& Trading Pte Ltd

Tan Alan

Executive Director,
Marukawa Trading
Pte Ltd

Nirmala Devi

Executive Director,
Singapore Corporate
Counsel Association

Tan Sock Lee (Jess)

Vice President,
Prudential Assurance
(S) Pte Ltd

Sheila Ho How Chai

Senior Director,
HR & Administration,
Prime Biologics Pte Ltd

Estella Sim

Senior Account Director,
Rebound Singapore
Pte Ltd

Prabu S/O Kanan

Director,
Purple Rich
International Pte Ltd

Sherine Chng

Director,
Cyder SG Pte Ltd

Ganesh Kanapathy, Jr

Vice President,
Prudential Assurance
(S) Pte Ltd

Mohamed Ashraf Bin Abdul Halim

Director,
SFA Eduhearts School

Harriot Stobo

Director,
Hewlett Packard (HP)
Singapore

Kiran Sonia Kaur

Associate Director,
Bank of Singapore Ltd

Sriyan Chinthaka

Associate Director,
Standard Chartered
Bank, Singapore
Services Pte Ltd

Richard Foo Meng Twin

Associate Director,
Victor Enterprises
(Santa United International
Holdings)

Scott Kevin

Regional Engineering
Director,
Jones Lang LaSalle

Chen Siew Chyuan

Head of Business Units
SEA, Siegwark
Singapore Pte Ltd

Velden Torsten

Head of Business
Intelligence,
Bayer Southeast Asia

Cecilia Koh Ai Suan

APAC Country
Manager,
Ambu Asia Pacific

BE PART OF AN EVER GROWING MASTER'S
ALUMNI NETWORK IN ASIA.

RANKINGS & RECOGNITION



The Times and The Sunday Times Good University Guide 2022¹

- 10th in London
- 6th in London for Accounting & Finance
- 17th in London for Business Studies
- 11th in London & 31st in England & Wales for Social Inclusion
- 50th in UK for Research Quality



The Guardian - The Best UK Universities 2022²

- 14th in London
- 10th in London for Psychology



The Complete University Guide 2022

- 12th in London³
- 12th in London for Psychology⁴
- 5th in London for Counselling, Psychotherapy & Occupational Therapy⁵



Research Excellence Framework 2021⁷

- Jointly ranked as the best modern university in the country for research
- Highest-ranked modern university in London



THE World University Rankings 2022

- Top 1000 Universities in the World⁸

THE Young University Rankings 2021

- Top 250 Young University



Teaching Excellence Framework 2019⁶

- Awarded Silver for Outstanding Teaching and Learning

- 1 Thomas, Z., 2021. Good university guide 2022, 27th ed. Bishopbriggs, Glasgow: Times Books
- 2 <https://www.theguardian.com/education/ng-interactive/2021/sep/11/the-best-uk-universities-2022-rankings>
- 3 <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/london>
- 4 <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/psychology/london>
- 5 <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/counselling-psychotherapy-and-occupational-therapy/london>
- 6 <https://www.roehampton.ac.uk/news/2019/june/roehampton-awarded-silver-in-the-teaching-excellence-and-student-outcomes-framework/>
- 7 <https://www.roehampton.ac.uk/news/2022/may/the-university-of-roehampton-is-jointly-ranked-as-the-best-modern-university-in-the-country-for-research-quality/>
- 8 <https://www.timeshighereducation.com/world-university-rankings/university-roehampton>

GLOBAL ACCREDITATIONS



University of Roehampton **complies with the academic standards monitored by the Quality Assurance Agency for Higher Education (QAA), UK.**¹ These standards are the same for all programmes. All Roehampton Degrees are recognised by the UK government.²



**Singapore
Association for
Counselling**
FOR COUNSELLING
AND PSYCHOTHERAPY

This programme is proudly accredited by the Singapore Association for Counselling (SAC), recognising our commitment to professional excellence and industry standards.³

INTERNATIONAL PARTNERSHIP

This Master's programme is accredited by the Singapore Association for Counselling (SAC), and Aventis is a registered education institute with the International Association for Counselling (IAC), the global body for the counselling profession with United Nations consultative status.



1 <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Roehampton-University>
2 <https://www.gov.uk/check-a-university-is-officially-recognised/recognised-bodies>
3 <https://sacsingapore.org/career-course-recognition/recognised-programmes/>



Graduation Ceremony - University of Roehampton, London

WHY CHOOSE ROEHAMPTON SCHOOL OF PSYCHOLOGY?

Roehampton has an international reputation for counselling and therapeutic training. Gain a strong scientific understanding of the mind, brain, and human behaviour at Roehampton, where 100% of our research is rated “world-leading” or “internationally excellent” for its impact.



You will be taught by leading experts and practitioners in the field of psychology and counselling, who use real-world case examples from their therapeutic work in the classroom.



Our approach incorporates aspects of theory and practice from three main therapeutic traditions; person-centred, cognitive and psychodynamic.



You will graduate well equipped to begin building a career in psychotherapy, counselling, and the wider helping professions.

RANKED TOP 15% WORLDWIDE IN YOUNG UNIVERSITY RANKINGS 2024

Ranked in the top 15% globally in the Times Higher Education Young University Rankings 2024, the University of Roehampton, London, is recognised for its high-quality education, impactful research, and inclusive student community.¹

¹ <https://www.roehampton.ac.uk/news/2024/may/roehampton-ranked-in-top-15-worldwide-in-young-university-rankings-2024/>

International Coaching Week (ICW):

Own your Voice.
Shape the Change.

ICW 2026, May 12-15, Singapore



ROEHAMPTON MA IN INTEGRATIVE COUNSELLING AND PSYCHOTHERAPY

The **2-year, part-time Master of Arts in Integrative Counselling and Psychotherapy**, awarded by the University of Roehampton, equips students with the knowledge, skills, and practical experience to practise as counsellors and psychotherapists working with adult clients. This intensive applied psychology programme is grounded in a comprehensive understanding of the complexities of human behaviour and therapeutic practice, preparing graduates for professional roles in counselling and psychotherapy. The programme offers:



333 hours of face-to-face
teaching and practical



70 hours of personal
therapy sessions*



200 practicum hours with
clients under qualified
supervision*

In addition, students' research skills and ethical understanding relevant to psychology is supported throughout the programme. Teaching and learning strategy within modules will also encourage students to become more engaged in their own learning, to empirically investigate different psychological hypotheses, and managing their workload effectively.

* Separate charges apply.

SALARY GUIDELINES FOR SOCIAL SERVICE SECTOR

MANAGEMENT / EXECUTIVE	SALARY (SGD)
• Head of Agency (Managing operation budget of > \$10m)	\$17,390
• Head of Agency (Managing operation budget of > \$3m ≤ \$10m)	\$13,510
• Head of Agency (Managing operation budget of ≤ \$3m)	\$12,310
• Director (Managing operation budget of > \$10m)	\$12,300
• Director (Managing operation budget of > \$3m ≤ \$10m)	\$11,090
• Director (Managing operation budget of ≤ \$3m)	\$9,980
• Assistant Director / Senior Assistant Director / Deputy Director	\$7,980
• Manager / Senior Manager	\$6,370
PSYCHOLOGY	SALARY (SGD)
• Senior Principal Psychologist	\$11,000
• Principal Psychologist	\$8,350
• Senior Psychologist	\$7,280
• Psychologist	\$4,620
SOCIAL WORK	SALARY (SGD)
• Master Social Worker	\$10,880
• Lead Social Worker	\$7,530
• Senior Social Worker	\$6,600
• Social Worker	\$3,850
THERAPY	SALARY (SGD)
• Senior Principal Therapist	\$10,960
• Principal Therapist	\$8,620
• Senior Therapist	\$5,920
• Therapist	\$3,530

PROGRAMME STRUCTURE

The **2-year (part-time) Master of Arts in Integrative Counselling and Psychotherapy** includes **11 modules**, designed to provide you with the necessary skills to work with a wide range of people with a range of psychological issues in a variety of settings.



Introduction to
Counselling Practice



Foundations of
Professional Practice



Integrative Theory
and Skills



Assessments of Clients
for Counselling and
Psychotherapy



Supervised
Counselling
Practice 1



Personal
Development 1



Integrative Theory
and Practice



Advanced Integrative
Theory and Practice



Personal
Development 2



Supervised
Counselling
Practice 2



The Role of Research
in Counselling

DELIVERY STRUCTURE

The MA Integrative Counselling and Psychotherapy programme is taught by means of interactive lectures and seminars, experiential skills workshops, small clinical supervision groups, and personal development work.

SAT	SUN	MON-FRI	SAT	SUN
9AM - 5PM	9AM - 5PM	REVISION BREAK	9AM - 5PM	9AM - 5PM

ASSESSMENT METHODOLOGY

The course is 100% coursework based and is assessed through a variety of tasks that allow for the demonstration of academic learning. These include a combination of reflective essays, process reports, formal presentations, role plays and research dissertation.



CAREER OPPORTUNITIES

The 2 years (part-time) Master of Arts in Integrative Counselling and Psychotherapy will equip graduates with the requisite skills, knowledge, understanding and personal awareness to become professionally equipped counsellors and psychotherapists in a variety of locations and settings.

Graduates can look forward to career opportunities in Family Service Centres, Voluntary Welfare Organisations, Hospitals, Schools and Clinics. Possible future career options include that of:

SENIOR EXECUTIVE ROLES

- Director of Coaching & Talent Development
- Coaching Programme Director
- Head of Learning & Development
- Senior Manager of Organisational Effectiveness
- EAP Consultant

ADJUNCT TRAINER OR FACULTY

- Career Coach
- Life Coach
- Educational Coach
- Adjunct Lecturer

PRIVATE PRACTICE

- Organisational Development Consultant
- Team Development Coach
- Coaching Researcher / Academic
- Diversity and Inclusion Consultant
- EAP Consultant
- Clinical Therapist / Counsellor



MEET OUR FACULTY THAT **DECIPHER MINDS,**
BEHAVIOUR & MENTAL PROCESSES.



Dr Christopher Fong

Doctor of Professional Studies,
The University of Southern
Queensland

- Lead Clinical Consultant with over 25 years of experience across human resources, leadership, and organisational psychology.
- Internationally recognised expert in Applied Behavioural Sciences, specialising at the intersection of clinical psychology and organisational development.
- Appointed National Fellow in Singapore's social services sector in recognition of his impactful leadership and contributions to clinical practice and strategic leadership within the nonprofit landscape.

Mr Benjamin Toh

Master of Guidance and Counselling,
James Cook University (Australia)

- Registered Clinical Member and Registered Clinical Supervisor with the Singapore Association for Counselling (SAC), with over 10 years of professional counselling experience.
- Counsellor and researcher at the National Neuroscience Institute (NNI) and Institute of Mental Health (IMH), contributing to programme evaluation and applied mental health research.
- Experienced in individual performance and intervention across multidisciplinary teams.





Dr Andy Sim

Doctor of Psychology (Clinical Psychology),
California Southern University

- Chartered Coaching Psychologist & Clinical Supervisor – Associate Fellow and Registered Supervisor with the British Psychological Society (BPS); Registered Clinical Supervisor and Counsellor with the Singapore Association for Counselling (SAC); Full Member of SPS and BPS.
- Researcher in Resilience & Emotion Regulation – Doctoral research (Summa Cum Laude) focused on biofeedback based resilience training, demonstrating positive outcomes in emotional regulation, and stress reduction.
- Extensive Clinical experience as Lead Psychologist at Embodied InPsych, focusing on clinical supervision and counselling.

Dr Anthony Wong

PhD in Counselling & Psychological Studies
(Trauma and Crisis Counselling),
Regent University, USA

- SAC Registered Clinical Supervisor at PsyKey LLP, with extensive counselling and clinical supervision experience in trauma, crisis, and mental health practice.
- Specialises in trauma, depression, anxiety, and crisis intervention, utilising integrative approaches including narrative therapy, CTRT, and somatic-based methods.
- Developer of the Integrative Somatic Narrative approach, promoting holistic, empathetic healing and the building of trauma-informed individuals, organisations, and communities.



STUDENT PROFILE

43

years old
on average

28.2

average years of
work experience

99%

working
professionals



48% Male

52% Female



37%

senior management



26%

middle management



38%

professionals and executives

50 COUNTRIES REPRESENTED



16 INDUSTRIES REPRESENTED



Consultancy
Services



Consumer
Goods



Education



Facilities
Management



ICT & Media



Logistics



Government &
Public Sector



Healthcare



Staffing &
Recruitment



Food &
Beverages



Manufacturing



Real Estate



Financial
Services



Telecoms



Travel



Wholesale
Trade

Success Stories

“Empowering Therapists Through Integrative Practice”

Mr Michael Anathony Cuevas

Business Development Director,
Templar Grand Consultants

Master of Arts in Integrative Counselling and
Psychotherapy, 2025 Cohort

The MAICP programme has exceeded my expectations. The lecturers bring deep expertise and passion, while the integrative approach exposes us to diverse therapeutic modalities that can be tailored to each client's needs.

The strong academic and administrative support has made this a truly enriching and empowering learning journey.





“Building Resilience Through Holistic Care”

Ms Rashmi Sharma

Founder,
Insight Pathway

Master of Arts in Integrative Counselling and
Psychotherapy, 2021 Cohort

Inspired by a passion for supporting others, I pursued this programme to develop as a therapist. The knowledge and practical skills gained have strengthened my ability to apply approaches such as CBT, DBT, and Mindfulness to support diverse clients.

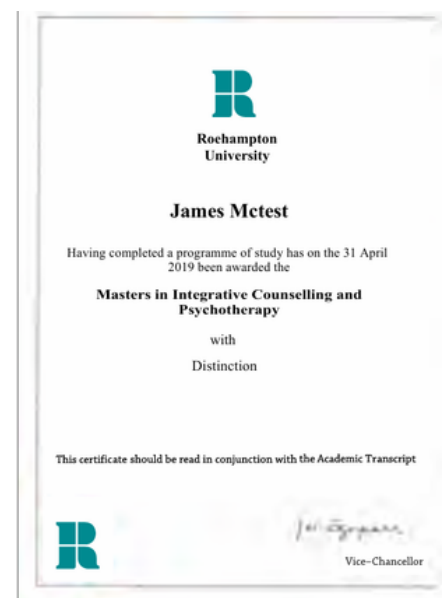
My goal is to help individuals build resilience, confidence, and well-being through compassionate, client-centred care.



SAME DEGREE AS AWARDED ON CAMPUS

Upon successful completion of the programme, you will be awarded a Master of Arts in Integrative Counselling & Psychotherapy degree by the University of Roehampton, London.

Graduation ceremonies are held annually in Singapore and London where you have a choice to graduate in either of these locations.



ADMISSION CRITERIA

Candidates are expected to contribute to the class learning experiences in a cohort and peer learning environment. You will be assessed based on experience, aptitude, and potential.



ACADEMIC LEVEL

An undergraduate degree at grade 2.2 or above in psychology or the social sciences or an arts related subject, **plus;**



ACADEMIC LEVEL

A completed basic counselling skills training **plus;**



ACADEMIC LEVEL

Evidence of experience of working in a helping role with vulnerable adults (either employed or voluntary work).



LANGUAGE PROFICIENCY

Minimum of 6.5 IELTS overall with no less than 5.5 in any band, or equivalent (applicable only for graduates from non-English programmes).

HOW TO APPLY

- Completed Application Form
- Copies of academic certificates and transcripts
- An updated resume
- A copy of NRIC / Passport
- Certificate of Clearance with Singapore Police Force (SPF)
- Non-refundable Application fee of S\$200 (subjected to GST)
- Miscellaneous Fees apply*

FINANCING YOUR MASTER DEGREE

The total course fee* for the Master of Arts in Integrative Counselling and Psychotherapy programme is S\$39,800, subjected to GST.

APPLY NOW

Fees Payable

1 st Instalment - upon acceptance	S\$6,634
2 nd Instalment (before 4 th month)	S\$6,634
3 rd instalment (before 8 th month)	S\$6,634

Fees Payable

4 th Instalment - (before 12 th month)	S\$6,634
5 th Instalment (before 16 th month)	S\$6,634
6 th instalment (before 20 th month)	S\$6,630

*The following fees are outside the tuition fees: practicum, personal therapy, indemnity insurance and police check

AVENTIS WELLNESS CENTRE

A NURTURING PLATFORM FOR ASPIRING COUNSELLORS AND COACHES



Aventis Wellness Centre is a leading provider of Employee Assistance Programmes (EAP) and corporate wellness solutions, offering a comprehensive suite of confidential counselling, mental well-being training, and workplace coaching services for individuals and organisations. The centre offers hands-on practicum opportunities—enabling students to fulfil clinical hours, refine their skills, and gain invaluable real-world experience under the close supervision of seasoned practitioners. Through supervised counselling sessions and practical exposure to diverse client needs, students bridge theory with practice, developing both technical competence and the confidence to engage meaningfully with clients.

Your Counselling Oasis @ Orchard Road



Aventis Wellness Centre offers hands-on practicum opportunities—enabling students to fulfil clinical hours, refine their skills, and gain invaluable real-world experience under the close supervision of seasoned practitioners. Through supervised counselling sessions and practical exposure to diverse client needs, students bridge theory with practice, developing both technical competence and the confidence to engage meaningfully with clients.

AVENTIS WELLNESS PARTNERS WITH HRM ASIA TO RECOGNISE SINGAPORE'S BEST ORGANISATIONS FOR CORPORATE WELLNESS



Aventis Wellness partners with HRM Asia to spotlight Singapore's best employers championing corporate wellness and workplace well-being.



In a powerful move to elevate the standards of workplace well-being across Singapore, Aventis Wellness has officially partnered with HRM Asia to support the 2025 HRM Readers' Choice Awards, celebrating the Best Organisation for Corporate Wellness. This partnership reflects the shared mission of both organisations to inspire healthier, more inclusive, and higher-performing workplaces—recognising companies that make employee well-being a strategic business priority.



CapitaLand Investment (CLI) is recognised as the Gold Winner of the Best Organisation for Corporate Wellness at the HRM Asia Readers' Choice Awards 2025. As the official sponsor and presenter of this category, Aventis Wellness celebrates CapitaLand Investment's exceptional leadership in fostering a healthy, inclusive, and futureready workplace—one where employee well-being sits at the heart of organisational success.



Singapore General Hospital (SGH) is recognised as the Silver Winner of the Best Organisation for Corporate Wellness award at the HRM Asia Readers' Choice Awards 2025. As the official sponsor and presenter of this category, Aventis Wellness celebrates SGH's outstanding leadership in fostering a healthy, supportive, and resilient workplace ecosystem.



Singapore Nurses Association (SNA) is recognised as a Bronze Award Winner of the Best Organisation for Corporate Wellness award at the HRM Asia Readers' Choice Awards 2025. As the official sponsor and presenter of this category, Aventis Wellness celebrates SNA's dedication to strengthening wellness, learning, and professional development across its nurse members and workforce.



IHH Healthcare is recognised as a Bronze Award Winner of the Best Organisation for Corporate Wellness award at the HRM Asia Readers' Choice Awards 2025. As the official sponsor and presenter of this category, Aventis Wellness celebrates IHH Healthcare's dedication to creating innovative wellness programmes that support employee engagement, mental resilience, and occupational well-being.



From left: Featuring Aventis Wellness Centre Advisory Board: Dr Christopher Fong (Director of Aventis Wellness Centre), Reena Goenka, Melissa Zehnder, Ching Keong Yap, Melvyn Goh

PANEL DISCUSSION: AI IN COUNSELLING - REPLACEMENT OR REINFORCEMENT?

Aventis Graduate School recently hosted an insightful panel discussion on the role of Artificial Intelligence in Counselling and Psychotherapy. Together with esteemed panellists Melissa Zehnder, Ching Keong Yap, and Reena Goenka, alongside special guest Dr. Christopher Fong, participants explored the opportunities, challenges, and ethical considerations surrounding AI in mental health support.

The discussion highlighted how technology can enhance accessibility and support services, while reaffirming the importance of empathy, trust, and human connection in the counselling process. This meaningful exchange reflects Aventis Graduate School's commitment to preparing future counselling professionals to navigate the evolving intersection of technology and human-centred care.



INTRODUCTION TO COUNSELLING PRACTICE

This module provides an introduction to counselling skills and preparation for counselling practice at placements. It aims to provide students with the knowledge and skills necessary to start working with clients in placements, to assist students in setting up suitable placements, and to prepare them for the use of personal therapy and supervision. It is delivered in an interactive manner, allowing students to learn theory and then apply it directly to their own experiences and to their beginning practice in counselling skills. Sessions will usually involve some theoretical and practical input from the tutors, and experiential work in which to apply this input.

LEARNING OUTCOMES

- Gain an understanding of basic practical skills and generic concepts relevant to counselling practice, such as empathy and working alliance;
- Gain a basic understanding of the counselling process;
- Gain a basic understanding of contracts, time frames and boundaries;
- Gain a basic understanding of the counselling relationship;
- Be able to demonstrate some ability to hold the core conditions;
- Be able to reflect on themselves in relationship with others;
- Be able to identify issues related to cultural diversity and difference;
- Be able to give and receive feedback in an honest and constructive manner.



FOUNDATIONS OF PROFESSIONAL PRACTICE

The aim of this module is to develop the counselling skills introduced in the previous term in preparation for reflective, ethically based counselling practice in placement. Building on the introductory module of the previous term, this module aims to develop trainees' counselling skills while looking at challenging aspects such as stuckness, big feelings, and sensitive topics. The emphasis is on practical preparation for working in areas such as the use of supervision, BACP ethics, and note-taking. Students will be supported to ensure that they will be in placement before the second year.

LEARNING OUTCOMES

- Be able to work ethically, safely and professionally within the context of practice placements;
- Demonstrate awareness of the possible effects of difference, context and time frame in the counselling relationship;
- Be able to critically evaluate their skills, set goals for further development and take initiative in their learning;
- Be able to make use of a range of learning resources, including supervision and personal therapy;
- Be able to reflect critically on their learning across academic and experiential components of the programme;
- Be prepared to be in placement at the outset of the second year of training.



INTEGRATIVE THEORY AND SKILLS

This module aims to introduce students to the theory and practice of humanistic models or counselling and psychotherapy. It focuses on the person-centred approach. The person-centred model is presented as a well-established example of theory and practice which is phenomenologically based. It contains a generally agreed set of therapeutic principles that emphasise the central importance of the therapeutic relationship. Person-centred practice requires the student to attend to the relational environment they are providing and to refrain as far as possible from imposing their own meanings upon the other person's experience. It requires a sustained effort of attunement to the other, as well as openness to and awareness of the therapist's own internal processes. As such, it offers students a basis for deep and relational clinical work.

LEARNING OUTCOMES

- Develop a comprehensive knowledge of person-centred classical and contemporary theory;
- Develop a critical understanding of a phenomenological and existential perspective on human experience and how this can be used to inform therapeutic practice;
- Have an awareness of the implications of social context and the impact of diversity for interpersonal relationships;
- Develop the knowledge and skills necessary for ethically based therapeutic practice from a phenomenological perspective;
- Have an awareness of psychological and psychosocial development through the lifespan;
- Have an awareness of the importance of self-care for therapists;
- Develop an awareness of the growing evidence base for person-centred therapies.



ASSESSMENTS OF CLIENTS FOR COUNSELLING AND PSYCHOTHERAPY

This module has three strands which are deeply inter-related – Assessment, Diagnosis and Clinical Disorders. In this module, prevalent presenting problems will be addressed in relation to assessment for treatment planning. It is expected that trainees will transfer this learning to other presenting issues clients bring, in order to demonstrate their competencies in autonomously investigating appropriate treatment approaches and their use of supervision to sustain their ethical practice.

LEARNING OUTCOMES

- Be able to critically evaluate the arguments for assessment, diagnosis, and psychological tests, and justify one's own positions and procedures;
- Be aware of and skilled in interview strategies to assess clients;
- Have a knowledge of the major psychiatric classification systems and their underlying assumptions;
- Be familiar with seminal and up-to-date research findings which inform current treatments for common and specialised psychological disorders;
- Have a developed understanding of different ways of working with clients presenting a range of common and specialised psychological disorders;
- Critically evaluate theories, research findings and treatment methods with the aim of developing a creative and personal approach to working with a range of clinical presentations.



SUPERVISED COUNSELLING PRACTICE 1

As competence can only develop through practice, students are required to work with clients at suitable placements to gain practical experience. In order to pass this module, they must complete a minimum of 80 hours of client work under qualified supervision at a ratio of one hour of supervision to every 10 hours of client work and fortnightly. Supervision of client work is an essential part of the development to become a competent practitioner and is an ongoing professional requirement after qualification. It serves both the welfare of clients and the professional development of the counsellor. Furthermore, supervision provides a context for reflecting on personal strengths and limitations as they arise in practice, and for support in difficult situations. It is also a thinking space for reflecting on what is happening in the therapeutic relationship and relating theory to practice.

LEARNING OUTCOMES

- Be able to establish and maintain a satisfactory working alliance;
- Be able to make contracts, maintain boundaries, and be able to reflect on and address difficulties in these areas;
- Be able to reflect on issues of difference and their effect within the counselling relationship and begin to address these as appropriate;
- Demonstrate an awareness of the therapeutic relationship and the ability to work with it when appropriate;
- Be able to contribute meaningfully and respectfully to others' client material in the supervision groups;
- Be able to receive others' feedback and comments non-defensively and in a spirit of open and honest inquiry.



PERSONAL DEVELOPMENT 1

The modules 1 and 2 address the individual trainee's personal development in one-to-one therapy and in regularly writing a learning journal. Trainees' therapists are required to be in therapy with experienced practitioners, with at least three years post qualification experience. The rationales for these learning experiences are for the trainee to discern and process deeply any issues emerging in the training content, intra or interpersonal dynamics or in their client work, and to reflect and write about these experiences so that they gain a sense of emerging insights and greater self-knowledge.

LEARNING OUTCOMES

- Have a basic understanding of the counselling process;
- Have an understanding of self-examination and reflection;
- Have an understanding of the counselling relationship from the perspective of a client;
- Be able to understand self – making connections that provide self-insight and awareness;
- Be able to reflect on themselves in relationship with others;
- Be able to understand the complexities of feedback in an honest and constructive manner.



INTEGRATIVE THEORY AND PRACTICE

This module will further develop students' capacities to reflect and work from an integrative and relational perspective, with a particular focus in the first term on psychodynamic symbolic and unconscious communications. Such communications may be based in past experiences of family, society and culture or in current experiences of relationships and current cultural identity. It is important for practitioners' development to begin to recognise and understand the possible meanings of such communications and to use them in ways that are helpful to understand relational dynamics with clients. In the second term, a CBT training is provided which addresses the clients' and counsellors' current experiences of each other and teaches strategies for working with specific presenting problems.

LEARNING OUTCOMES

- Demonstrate a complex and critical understanding of unconscious communications and psychodynamic processes characteristic of the therapeutic encounter;
- Be able to make therapeutic use of their own and their clients' unconscious communications;
- Demonstrate awareness of the effects of context and cultural differences and be able to address these within the counselling relationship;
- Be able to conceptualise and work with diverse forms of difference, for example: gender preferences, race and ethnicity, belief systems, socio-economic groups and age diversity;
- Be able to work with CBT techniques where appropriate and agreed with clients.



ADVANCED INTEGRATIVE THEORY AND PRACTICE

The rationale for this module is to enable learners to develop and apply an integrative, relational model of therapeutic practice at a professional level and to understand the reasons for working in this manner. Although students will be learning to practice from this particular integrative perspective, it is important that they understand integrative theory and the critiques of it in order to have a rationale and context for their own practice. There will be a substantial skills learning component, using a variety of experiential formats designed to develop learners' skills in moment to moment therapeutic work using an integrative, relational model. The focus of this component will usually be the therapeutic relationship.

LEARNING OUTCOMES

- Demonstrate a complex and critical understanding of unconscious communications and psychodynamic processes characteristic of the therapeutic encounter
- Be able to make therapeutic use of their own and their clients' unconscious communications.
- Demonstrate awareness of the effects of context and cultural differences and be able to address these within the counselling relationship.
- Be able to conceptualise and work with diverse forms of difference, for example: gender preferences, race and ethnicity, belief systems, socio-economic groups and age diversity.
- Be able to work with CBT techniques where appropriate and agreed with clients.



PERSONAL DEVELOPMENT 2

The modules 1 and 2 address the individual trainee's personal development in one-to-one therapy and in regularly writing a learning journal. Trainees' therapists are required to be in therapy with experienced practitioners, with at least three years post qualification experience. The rationales for these learning experiences are for the trainee to discern and process deeply any issues emerging in the training content, intra or interpersonal dynamics or in their client work, and to reflect and write about these experiences so that they gain a sense of emerging insights and greater self-knowledge.

LEARNING OUTCOMES

- Have a basic understanding of the counselling process;
- Have an understanding of self-examination and reflection;
- Have an understanding of the counselling relationship from the perspective of a client;
- Be able to understand self – making connections that provide self-insight and awareness;
- Be able to reflect on themselves in relationship with others;
- Be able to understand the complexities of feedback in an honest and constructive manner.



SUPERVISED COUNSELLING PRACTICE 2

This module continues on from Supervised Counselling Practice 1, in facilitating trainees to gain their final 120 supervised client hours in the second year of this training. Supervision of client work is an essential part of their development to become competent practitioners and is an ongoing professional requirement after qualification. It serves both the welfare of clients and the professional development of the counsellor. Furthermore, supervision provides a context for reflecting on personal strengths and limitations as they arise in practice, and for support in difficult situations. It is also a thinking space for reflecting on what is happening in the therapeutic relationship, and consistently relating theory to practice.

LEARNING OUTCOMES

- Gain a systematic understanding and critical appreciation of leadership and management of organisational change in organisations operating in a global environment;
- Learn how to lead and manage complex organisational change situations both systematically and creatively, making sound judgments;
- Formulate and communicate your vision to tackle and solve situations of organisational change;
- Recognise the need for and initiate change and will learn how to manage change;
- Develop a change strategy as well as to display leadership and organisation development skills, by selecting appropriate leadership styles for different situations (setting objectives, motivating, monitoring performance, coaching and mentoring).



THE ROLE OF RESEARCH IN COUNSELLING

The aim of this module is to introduce the student to a range of qualitative and quantitative research methodologies and to the philosophical positions that underpin them. The student will learn to evaluate critically the strengths and limitations of each approach and consider the links between research and therapeutic practice. The module aims to assist the student in developing the skills and knowledge base to equip them to identify, design, plan, and carry out a small-scale empirical research project that has relevance for counselling and psychotherapy theory and practice.

LEARNING OUTCOMES

- Demonstrate a critical awareness of the role and function of qualitative and quantitative research in counselling and psychotherapy practice;
- Demonstrate a critical understanding of a range of qualitative and quantitative research methodologies and be able successfully to apply an appropriate methodology to their chosen area of study;
- Be able to identify and critically evaluate the different philosophical paradigms and epistemological positions that underpin various research approaches;
- Demonstrate a knowledge of the models of reflexivity inherent in various methodological approaches and be able critically to apply one of these models to their own research method and design.



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