

# **The Norwich Centre**



**Post-Graduate Diploma in Counselling**

**Brochure**

**2018-2020**

## **Diploma in Counselling**

The Diploma course is designed to offer training of sufficient duration and depth to equip the successful course member to practise professionally in the role of counsellor.

The course programme is designed to provide the breadth and depth of knowledge, skills and personal development in the key areas of counselling theory, skills and experience, underpinned by personal development. It also explores spiritual dimensions of counselling.

The course is based on the original training course offered by PCT Britain, which provided the basis for the well-known training courses at the University of East Anglia and the University of Strathclyde. In offering this training, the Norwich Centre is building on its historical involvement in high quality professional person-centred training.

Dr Caroline Kitcatt, the Centre Director, will be Course Director for this course, she trained on the UEA Diploma in Counselling under Brian Thorne, and subsequently became a tutor on that course for seven years, including taking on the role of Course Director from 2009-2011.

## **Person-Centred Counselling**

The theoretical model of the course is the person-centred approach. Person-centred or client-centred counselling, developed by the late Carl Rogers and his associates during the past sixty years, is characterised by certain beliefs and attitudes which serve to distinguish it from both the analytical and cognitive/behavioural traditions. The person-centred philosophy takes an optimistic view of human nature. The therapist is viewed as a person whose essential skill lies in the ability to create a particular kind of therapeutic relationship within which the client is enabled to find his or her own resources for moving towards a more satisfying way of being. The counsellor's task is to offer a relationship which by its quality of respect, understanding and openness makes possible for the client a new appraisal of self and an opportunity for change and development. In order to engage in such work the practitioner needs to develop the capacity to identify and let go of prejudices and other attitudes which can undermine the growth of clients through the blatant or covert abuse of personal power and the withholding of mutuality.

The Norwich Centre Postgraduate Diploma builds on the work of Professor Brian Thorne, Co-founder of the Norwich Centre, exploring the implications of person-centred theory and practice for spiritual understanding and development.

The person-centred focus will be reflected, not only in the content of the course but also in the assessment processes. Staff members will aim to provide a supportive environment which is nonetheless challenging and both emotionally and intellectually demanding.

## **Course Membership**

This course is designed for people from Britain and overseas wishing to train and

practice as person-centred counsellors. Applicants should have completed training in counselling at Introduction or Certificate level, or have equivalent experience or training in a related role. It is important to have some experience of working in a helping role using counselling skills. Overseas applicants for whom English is not a first language must have an IELTS score of at least 7.

### **Aims of the Course**

The central aim of the course is to provide training which enables students to become reflective practitioners who have studied counselling and themselves in sufficient depth to enter with confidence into counselling contracts with adult and late-adolescent clients.

Integral to this principal aim are the following:

- Achieving a clear theoretical understanding of personality and of the processes implicit in the person-centred approach and the ways these relate to other major therapeutic approaches.
- Developing the attitudes and skills involved in creating the therapeutic conditions and facilitating the therapeutic process in counselling relationships with a range of clientele.
- Learning to use the supervision relationship with a personal supervisor and group in a way that both safeguards the client and also fosters the counsellor's professional development.
- Furthering personal development in all course contexts so that attitudes and values are confronted which inhibit the course member's functioning as a counsellor. The enhancement of self-esteem and the development of self-acceptance are seen as central in the trainee's development of confidence in his or her therapeutic use of the self.
- Attaining sufficient confidence through counselling practice to work in both long-term and short-term counselling relationships.
- Gaining an understanding of spiritual development and the spiritual dimensions in counselling relationships.

### **Structure of Course**

(Maximum 14 members)

This is a two year part-time course. The course begins in September of year 1 with a five day full time intensive week. The remainder of Year 1 consists of 11 weekends, and a five day full time intensive week in July. Year 2 begins the following September, and consists of 11 weekends, and a final five day full time intensive week in July (see website for dates).

## **Counselling Practice**

Members of the course will need to obtain placements with approved providers. Counselling practice normally begins towards the end of term 2, subject to the tutor team's agreement that the trainee is ready to start working with clients.

## **Course Content**

A weekend will include work in small groups on group supervision and skills practice as well as time in the larger group discussing theory, attending lectures and exploring aspects of personal and professional development. The four core issues of theory, skills, personal development and supervision will be fully integrated wherever possible. The core theoretical content of the course is summarised below but it should be remembered that, while some of this material will be presented through formal lectures and seminars, much will be integrated into counselling skills workshops and supervision groups.

## **The Person-centred Approach**

### **Theory**

- The development and maintenance of the self and the self-concept
- Configurations of the self
- The actualizing tendency
- Self-actualization
- Conditions of worth
- The creation of disturbance
- The locus of evaluation
- Defence, distortion, denial
- Organismic valuing process
- Person-centred perspectives on psychopathology
- Objective and subjective reality (phenomenology)
- Shame and guilt
- Appropriate and inappropriate guilt
- Personality change
- Adjusting to transitions
- The nature of prejudice
- The power of role in determining behaviour
- The development of spiritual awareness
- The social construction of reality
- The centrality of the client's own experiencing

### **The Therapeutic Conditions**

- The creation of a safe environment
- The definition of empathy and exploration of its boundaries
- Levels of empathy
- Blocks to empathy
- Development of the imagination
- Idiosyncratic empathy responses
- Releasing empathic sensitivity
- The definition of unconditional positive regard and exploration of its

- boundaries
- Personal limits to acceptance
- The definition of congruence and exploration of its boundaries
- Intuition
- The quality of presence
- Adapting to different client needs
- The spiritual dimension
- The client's personal language
- Uncovering prejudice
- Attitudes to birth, death, sexuality and spirituality
- Barriers to self-acceptance
- The achievement of self-acceptance
- Releasing congruence

### **The Therapeutic Process**

- The therapeutic climate
- Stages within the therapeutic process
- The relationship between counsellor and client
- Beginnings/middles/endings/referrals
- The working alliance
- Structuring the therapeutic context
- Therapeutic contracts/reviews
- The counsellor in the process of counselling
- Issues of equality/power and how these change
- Counsellor's self-disclosure
- Beyond the counselling hour/extended counselling sessions/can clients become friends?
- Client and counsellor dependency
- Interaction of client and counsellor pathologies
- Therapeutic 'stuckness'
- Blocks to the therapeutic process
- 'Intimacy' and 'mutuality'
- Working with profoundly disturbed clients
- Transcendental experience
- Working with configurations of the self

### **Key Concepts from other Approaches**

- Other counselling approaches compared and contrasted
- Basic concepts of psychodynamic counselling, and cognitive behavioural therapy

### **Professional Issues in Counselling**

- Social and political aspects of counselling
- Working in institutional settings
- Issues of race, culture, gender and sexual orientation in counselling work
- Confidentiality
- Counsellor under-involvement
- Counsellor over-involvement
- The BACP Codes of Ethics and Practice
- Counselling and the law

- Liaising with other agencies and helping professionals
- The research background to counselling
- Current issues in counselling
- Accreditation and registration
- The person-centred approach to supervision
- Group processes and dynamics
- 'Contracts' for groups
- Working with particular client categories (eg the dying, the bereaved, those with eating disorders, alcoholics)
- Child abuse, sexual abuse

### **Learning Approaches**

The course is structured to provide a variety of different learning environments in order to enable course members to develop their skills and knowledge, and self-awareness.

Unstructured large group work is a particular characteristic of person-centred training and is often referred to as community time. This is a whole group activity during which group members, seated in a large circle, are invited to experience self and other within interaction, encounter and communication as it arises. Whilst potentially providing the most opportunity for growth and learning, Community time can also be a space where group decisions are made, aspects of theory explored or concerns raised. From the outset, however, the large group will be the community group where course members confront challenges which are often more demanding than those offered in small groups. The capacity to stay in touch with feelings and to articulate them and the courage to remain congruent in the face of large group pressure are but two of the desirable outcomes which trainees can hope for as a result of their work in the community group.

Skills development will usually take the form of small-group work or sometimes triad work (one speaker, one listener and observer(s)). Other teaching methods to facilitate this learning will include demonstrations, role play and interpersonal process recall. Video and audio recordings will be used to aid reflection and understanding, and monitor and analyse interactions. The aim is to develop a facilitative way of listening that embodies Rogers' core conditions through the appropriate giving and receiving of peer and tutor feedback.

Theory will be presented in a variety of ways, including experiential work alongside more traditional methods, such as lectures and presentations.

Supervision groups: these groups will meet regularly to explore client work, personal issues which are relevant to the counselling activity and to integrate theory with practice.

Study groups: these groups are designed to take the best possible advantage of the varied backgrounds and academic experience of trainees. They will consist of 4 members and will have the initial task of 'nurturing' each member in relation to academic study. Course staff will act as consultants to the groups if requested.

Personal development groups: a person-centred training attaches great

importance to personal development. The objective is for the participants to work on aspects of their personal development that are important to their professional effectiveness. These groups are intended to help trainees develop an awareness of their own strengths and vulnerabilities, and to provide a safe setting for personal change which will enable trainees to work more effectively with clients.

The first week of the course will be designed to introduce members to a number of these varied learning approaches so that from the outset trainees will have the opportunity to experience something of the demanding intellectual, emotional and social challenges which counsellor training presents.

### **Supervision**

Supervision in some therapeutic traditions is an activity which focuses almost exclusively on the work with clients currently being undertaken by the supervisee. This is not the case in the person-centred tradition. The counsellor is encouraged to use the supervision relationship not only to explore work in progress but also those issues of personal concern which impact upon the development of personal effectiveness and well-being. In person-centred counselling the state of being of the supervisee is not only a legitimate but an essential part of the agenda in supervision.

In addition to this, every course member is required to have individual supervision while counselling practice is taking place. The cost of individual supervision is not included in the course fee but will be negotiated with individual supervisors. Individual supervision is not a substitute for personal therapy and separate arrangements should be made for this if it becomes desirable.

The contract formed between a course member and the individual supervisor will enable supervisors to confirm with the Course Director that the necessary frequency of supervision is being provided.

### **Self-Directed Learning and External Constraints**

The person-centred approach is committed to affording individuals maximum opportunity for directing their own learning within the context of a learning community where the needs of each individual are respected and acknowledged. The Diploma Course is designed to facilitate the development of each individual trainee and the staff share the commitment to creating an environment where individual needs and preferences can be met. Trainees are encouraged to make full use of the course community meetings to comment on their course experience and to make known special needs and interests which can then be incorporated into the programme where possible. The specific sessions designated from the outset as 'community designed time' do not preclude further additions or modifications to the course's curriculum in the light of participants' needs and interests. An early opportunity will be afforded to identify the experiences and resources which trainees bring to the course so that individuals can draw maximum benefit from the past experience of their colleagues and have a clear sense of the expertise which exists within the group.

It is the task of staff and course members to ensure, if at all possible, that individual needs and preferences and the constraints imposed by external

requirements are held in healthy and creative tension where subjective and objective factors can be integrated.

### **Assessment**

It is a basic assumption of the course that counselling training must assist the course participant to become as fully functioning as possible as a person in the counselling role. To this end it is of critical importance that the trainee develop the capacity to be self-reflective and to acquire the skills necessary for rigorous and continuous self-assessment and self-appraisal. Such skills will include, for example:

- An ability to remain in touch with one's own experiencing while engaging fully with others.
- An awareness of introjected beliefs about the self and others and how these influence perception and behaviour.
- An awareness of the ways in which personal prejudices influence judgement and behaviour
- An ability to develop personal learning goals.
- A willingness to examine critically and systematically personal relationships and attitudes.
- A confidence to tolerate and learn from having assumptions and attitudes challenged by others.
- An acceptance of responsibility for one's own behaviour and learning.
- The capacity to appraise self openly and to use the products of consultation with others as an essential part of self-assessment.

The centrality of the development of self-assessment skills for the counselling practitioner underpins the assessment procedures of the course as a whole. The course community will establish an assessment discourse in the context of which participants will experience tutor assessment, peer assessment and the constant challenge of self-assessment.

The supervision and skills practice groups on the course provide regular opportunities for the course members' continuous self-assessment and for tutor and peer assessment. In addition, there are five varied assignments designed to offer feedback to the course member. These will include two essays: a case study exploring the therapeutic process; an exploration of person-centred personality theory. The other assignments involve producing a video tape of skills practice sessions and two audio tapes of actual counselling work. The video tape and audio tapes will be accompanied by written analyses. All these assignments may be subject to peer assessment as well as to tutor assessment and should reach an agreed standard.

The process of self-appraisal will be further strengthened by the requirement on all course members to keep a personal journal of their learning on the course. This journal will be detailed and highly personalised with specific attention being given to the central six areas of the training.



### **The Self-Appraisal Statement**

This statement is a detailed account of the course member's appraisal of his or her performance on the course, strengths and weaknesses, plans for future professional development, judgement of competencies in different working contexts, and an overall summative judgement on the appropriateness of receiving the Diploma at this time or deferring it until further objectives can be met. The journal will be of considerable value when reviewing the experience of the course.

In compiling the self-appraisal statement students are asked to consider the six central areas of the training and to assess whether or not they have achieved an acceptable standard in each area. The staff team will provide guidelines outlining appropriate criteria for establishing satisfactory progress in each area.

The process of self-appraisal culminating in the appraisal statement will involve the course member in obligatory consultations with the course staff, other participants, the individual supervisor and clients. It is a rigorous and demanding process which is designed to be fully in harmony with the person-centred approach to education.

### **Progress Difficulties**

If, at any time during the course, staff have persistent doubts about the participation or practice of a course member or if they have received complaints about these, they have a responsibility to discuss these with the trainee and to consider the possibility of further action.

Where staff have serious doubts about a course member's professional suitability or capacity to complete the course successfully they will, whenever possible, confront the trainee with these doubts before the end of the first term's training.

### **External Examiner**

An External Examiner will be appointed who holds a senior position in the field of counsellor education. The External Examiner's task is to monitor the progress of the course, to offer consultative support to the staff and to review the work of course members and the course assessment procedures.

### **Course Fee**

Course fees are due at the start of each of the two years, but may be paid in one payment, or by instalments. If you wish to pay by instalments, please contact the Course Director to discuss this.

The fee for the course for 2018-2020 is £7000, so you will be due to pay £3500 at the beginning of each of the two years. This does not include the cost of individual supervision.

### **Selection**

Applications are welcomed from interested people regardless of race, religion, gender or sexual orientation. In addition the course will make every effort to accommodate those with physical disabilities. Applicants will normally be expected to be graduates but those with other professional qualifications or who can

demonstrate appropriate academic skills will be considered. In the selection process the staff will be particularly concerned with the following questions:

- Does the applicant have prior counselling experience or of work in a facilitative role? Such experience demonstrates that the applicant has tested himself or herself and is sure that the counselling role is appropriate. It is rare to take people on a Diploma course who do not have such previous counselling or cognate experience.
- Has the applicant undertaken previous counselling or counselling skills training? It is essential for the applicant to have had significant prior experience of counselling training before embarking on such a substantial course. A Certificate in Counselling Skills, for example, is an excellent preparation for a Diploma training.
- Has the applicant undertaken some personal development work, either through personal counselling and/or group work?
- Does the applicant wish to qualify as a counsellor or is he/she interested chiefly in the personal growth which the course can provide? This is a core selection issue. While personal development is an integral part of counsellor training, selectors will wish to ensure that this is not the primary motivation of the applicant.
- Will the applicant be able to meet the academic challenges of the course? Although this is a course which considers the practical to be as important as the theoretical, it is nonetheless necessary for selectors to feel confident that course members will be able to cope with the rigorous academic work appropriate to a post-graduate Diploma.
- Does the applicant have a genuine interest in spirituality and a preparedness to engage in the exploration of a range of spiritual traditions?
- Does the applicant have a personality which is appropriate for person-centred counselling? The question of personality is of crucial importance in determining suitability for the role of counsellor. One question which will always be in the mind of selectors is: would this person be able to handle appropriately his or her own personal power in the counselling role?

Selection will take place on the basis of a completed application form, two references and an in-depth interview. It is a strong preference that applicants from overseas be interviewed face to face. Failing this, the applicant will be offered a telephone interview at his or her expense.

### **Preparatory Work for the Course**

In preparation for the course, participants are asked to read the following books:

Mearns, D. McLeod, J and Thorne, B. (2013) *Person-centred Counselling in Action* (Fourth Edition) London : Sage  
Rogers, C. (any editions) *Client Centered Therapy or On Becoming a Person*

(Various publishers)

Thorne, B. Sanders, P. (2012) Carl Rogers. (Third Edition) London : Sage

Mearns, D. (1998) Person-centred Counselling Training. Sage

Axline, V. (any edition) Dibs: In Search of Self. Pelican

The primary aim at the outset of the course will be to focus on the present functioning of the course members as helpers. This process will begin with members writing 'autobiographies' tracing their development and including their own account of strengths and weaknesses and how these have come about. Part of the early work of the course will involve presenting and exploring these autobiographies with a tutor and other trainees.

## **Staff**

### **Course Director - Dr Caroline Kitcatt**

Caroline has been the Centre Director of the Norwich Centre since 1999. She has taught on counselling courses since 1998, at all levels from Introduction to Post-Graduate Diploma, for organisations including Norfolk Adult Education, Great Yarmouth College and UEA. She completed her PGCE (Post Curriculum Education) in 2003, focusing on facilitating learning in counsellor training. Her doctoral thesis 'Dancing Barefoot: An exploration of women's experience of the spiritual accompaniment/direction relationship' can be downloaded from the UEA website.

### **Core Staff**

Eva van Eeghen

Eva grew up in the Netherlands and New Zealand, and also lived in France for two years before settling in England. Eva's professional background was in nursing and she came to counselling when she realised that the part she loved best was to sit with people and accompany them on their emotional and psychological journeys. Eva gained a Masters in Counselling from UEA. Eva is a Registered and Accredited member of the BACP, and she tutors on the Introduction to Counselling Skills, the Certificate in Counselling Skills, and the Post-Graduate Diploma in Counselling courses at the Norwich Centre, as well as being a Personal Development (P.D.) facilitator on the other Diploma in Person Centred Counselling also at the Norwich Centre. In the past she has taught on the Postgraduate Certificate in Counselling Skills at the UEA. Eva also has a private practice based in Diss (South Norfolk) and in Norwich.

Jamie Geary

Jamie specialises as a child and adolescent counsellor working in schools with pupils and their parents. He also trains and clinically supervises other therapists and professionals who work with children and young people. His interests are the nature of the therapeutic relationship and its correlation to neurological research

and its involvement in the self- actualisation process. He is keen to research working at relational depth as a key component to the self-regulating mechanism of the brain. He has 20 years of experience of working in a professional capacity with families, children and young people. He also worked in the first educational therapeutic centre in this area and has worked as a therapist for the last 10 years. He has a passion for the Person Centred Approach and see that it forms the foundation for the way he approaches life.

Kaz Lever

Kaz taught on the Post-Graduate Certificate in Counselling Skills at UEA between 2012 and 2017. She first worked at the Norwich Centre as a volunteer counsellor while completing her Masters in Counselling, after which she taught on Introduction-level courses. Kaz gained her FETQ (Further Education Teaching Qualification) in 2003, initially teaching the oil painting and life drawing associated with her first career in the fine arts. She developed an interest in counselling while studying psychology and after having had therapy herself. Kaz works in private practice and is based in Norwich and in Halesworth, Suffolk.

The core tutorial staff facilitate community meetings, practice development groups, supervision groups and theory sessions.

All the individual supervisors and personal development group facilitators are experienced professional counsellors, covering a variety of work settings.

### **Applications**

Applications are invited for the course commencing in September 2018. The closing date is 15th July 2018, or earlier if the course is full. Interviews will take place from January 2018 and places will be offered to suitable applicants following interview.

Application forms may be downloaded from [www.norwichcentre.org](http://www.norwichcentre.org)

Or email [training@norwichcentre.org](mailto:training@norwichcentre.org)

Phone 01603 617709

In producing this brochure we are grateful for permission to draw on material from the original course brochures of PCT Britain

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