

Psychological Therapies Knowledge Exchange Programme 2010-2011



Glasgow Caledonian University and the Counselling Unit, University of Strathclyde
in association with
Advanced Professional Training

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Introduction

After a very successful first year, the Professional Development Unit (PDU) at the University of Strathclyde, along with the Division of Psychology at Glasgow Caledonian University, are very pleased to be presenting our 2010-2011 Psychological Therapies Knowledge Exchange (PTKE) Programme. This PTKE Programme opens up many of the modules and units on our BPS-accredited Doctorate in Counselling Psychology to the wider professional community. You will find here a wealth of opportunities for continuing professional development: from CBT to gestalt therapy, group work to counselling with children and young people.

The courses are designed to meet the ongoing training needs of psychologists, counsellors, psychotherapists and other professionals in mental health. We welcome practitioners of all orientations - embracing a pluralistic philosophy: that a wide diversity of therapies have much to offer, and that dialogue and shared learning across orientations benefits both us as practitioners and the field as a whole.

Morna Rutherford

PTKE Programme Co-ordinator
University of Strathclyde

Mick Cooper

Professor of Counselling
University of Strathclyde

Ewan Gillon

Senior Lecturer in Counselling Psychology
Glasgow Caledonian University

Richard Golsworthy

Lecturer in Counselling Psychology
Glasgow Caledonian University

Angela Harris

Lecturer in Counselling Psychology
Glasgow Caledonian University



Application

If you would like to apply for one of the courses listed in this booklet please see the contact details section in each descriptor.

Entry Requirements

Completion of a diploma in counselling, psychotherapy, counselling psychology or equivalent qualification in mental health.

Cancellation Policy & Payments

Payment of the deposit to book a place is non-returnable unless the course is cancelled. Full fee is payable two weeks before the course commences. If you withdraw from the course with less than two weeks notice your fee is non-returnable unless we reallocate your place from the waiting list. If you give us more than two

weeks notice of withdrawal your fee will be returned to you minus the non-returnable booking fee.

Location

Please note all courses will take place at the Jordanhill Campus, University of Strathclyde unless stated otherwise.

Website

New courses and conferences are organised throughout the year so please check the PDU website for up-to-date information and listings.

Website: www.strath.ac.uk/pdu

Feedback

If you have any comments and suggestions for short courses and conferences please contact PDU.

Contact

PTKE Programme Coordinator
Morna Rutherford
Email: morna.rutherford@gmail.com

PDU Administration
Jan Bissett
Email: jan.bissett@strath.ac.uk

Psychotherapy and Counselling Research Methods Masterclasses

The Counselling Unit, University of Strathclyde, Glasgow, is expanding its Continued Professional Development programme by offering Research Methods Masterclasses through the University of Strathclyde's Professional Development Unit.

The three stand alone masterclasses can be combined to provide doctoral level research students and mental health professionals with an in-depth examination of the three main genres of counselling/psychotherapy research. Alternatively, each two-day course can be taken separately on its own to offer specific training within the area described.

Learning Outcomes

- Analyse and articulate the larger philosophical context and assumptions of their and others' research
- Design and analyse systematic, rigorous qualitative research studies
- Design and test the psychometric quality of quantitative measurement instruments
- Design and analyse controlled group studies of therapy/counselling outcome
- Learn how to design and analyse systematic single case studies with one's own or others' cases
- Carry out careful, constructive reviews of counselling research articles



Qualitative Research

Monday 13th and Tuesday 14th September 2010

Quantitative Measure Development Research

Monday 20th and Tuesday 21st September 2010

Causal Research Design

Monday 31st January and Tuesday 1st February 2011

Please note: if you apply for all three Masterclasses together a reduced fee of £430 applies if this payment is received before Monday 19th July 2010

To book a place on this course contact:

Jan Bissett
Professional Development Unit
University of Strathclyde

Tel: 0141 950 3208
Fax: 0141 950 3210
Email: jan.bissett@strath.ac.uk
Web: www.strath.ac.uk/pdu



Qualitative Research

Tutor:

Prof Robert Elliott or John McLeod

Fee:

£160 (deposit of £50 to secure a place)

Date:

Monday 13th & Tuesday 14th September 2010

Time:

9.30am - 4.30pm

This exciting course is designed to provide specialist research training in qualitative research, including extended coverage of relevant philosophy of science issues, current issues in qualitative interviewing and observation, and advanced qualitative data analysis.

Topics

- General issues: science as a value/ethical system; research & practice; appropriate methods framework
- Philosophy of science: epistemological perspectives: truth criteria; research paradigms; describing, understanding & explaining; foundations of qualitative measurement
- Qualitative data collection: sampling; interviewing and focus groups; observation and text-based methods
- Qualitative data analysis: generic approach; grounded theory; Nvivo; hermeneutical/interpretive methods
- Standards for evaluating qualitative research; cross-cultural issues

Quantitative Measure Development Research

Tutor:

Prof Robert Elliott (tbc)

Fee:

£160 (deposit of £50 to secure a place)

Date:

Monday 20th & Tuesday 21st September 2010

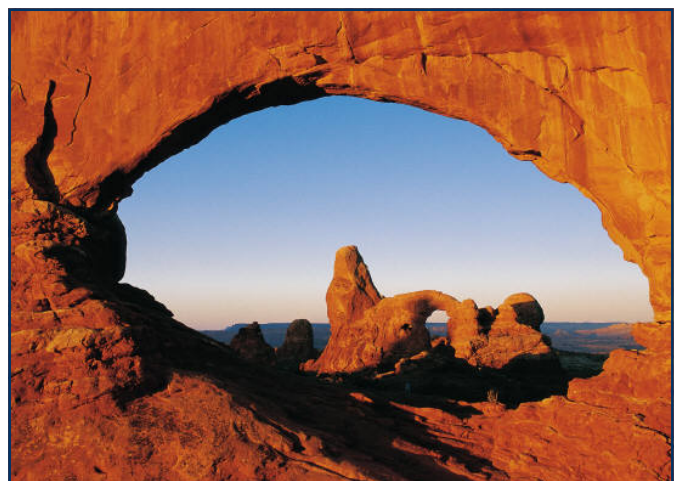
Time:

9.30am - 4.30pm

This innovative course is designed to provide specialist training in quantitative measure development research. Participants will learn how to create and analyse standardised, quantitative surveys, questionnaires and rating scales for efficient data collection and analysis. It covers conceptualising what you are going to measure, evaluating the quality of the measure (reliability and validity), measure construction and design strategies and issues, and psychometric data analysis (reliability, factor analysis, Rasch analysis).

Topics

- Conceptual analysis of psychological constructs
- Psychometric theory: reliability, validity; generalisability theory
- Quantitative scale construction strategies; factor analysis; overview of item response theory
- Strategies for observing/measuring behaviour and interaction





Causal Research Design

Tutor:

Prof Robert Elliott

Fee:

£160 (deposit of £50 to secure a place)

Date:

Monday 31st January & Tuesday 1st February 2011

Time:

9.30am - 4.30pm

To complete the series of research masterclasses, the Counselling Unit, University of Strathclyde are delighted to offer this course which covers an overlooked but essential aspect of counselling research: designing studies in order to make inferences about what caused what. This course is intended to offer an in-depth understanding of concepts of causality in Counselling Psychology and individual and group designs for assessing therapy outcome and process, and causal relationships between process and outcome.

Topics

- Principles of causal inference: modes of explanation; design validity criteria (statistical conclusion validity, internal validity, construct validity and external validity)
- Group designs: correlational, causal modeling; experimental & quasi-experimental; control groups; Evidence Based Practice criteria
- Single case designs: experimental & systematic single case
- Sampling strategies: traditional and alternative; sample size & power analysis
- Quantitative data analysis: exploratory; evaluation of effects; clinical significance, equivalence analysis

Practitioner Development in Cognitive Behavioural Psychotherapy

This training is offered in four separate courses which can be tailored to suit individual learning needs. The full training provides a thorough introduction to the principles, theoretical background and therapeutic practice of Cognitive-Behavioural Psychotherapy (CBT).

The first two modules (6 days) comprise one course and provide the fundamentals of CBT theory and practice. Module 3 (2 days) builds on this introduction, focusing on work with deeper cognitive structures and processes, drawing on recent developments in CBT, notably the contributions of Christine Padesky. While we would recommend attending all three modules, attendance at the first two will provide a foundation from which to commence cognitive-behavioural practice under supervision. Module 3 may be taken separately for practitioners who have some prior training and experience of CBT supervised practice.

It is anticipated that participants undertaking all three modules will undertake some supervised practice in CBT in between modules 2 and 3.

Module 4 (2 days) and 5 (1 day) provide an introduction to the schema-focused approach described by Young and colleagues (e.g. Young et al, 2003). They provide useful developmental learning in conjunction with the earlier modules, but may be undertaken separately as suits the prior experience and learning needs of participants.

N.B. We would not recommend undertaking modules 4 & 5 without some prior training in CBT. Module 5 is not appropriate to undertake on its own, unless participants have had previous training in the Schema Therapy approach.

Course 1 - Modules 1 & 2

Wednesday 15th to Friday 17th September 2010 and Wednesday 29th September to Friday 1st October 2010 (6-day course)

Course 2 - Module 3

Thursday 3rd to Friday 4th February 2011 (2-day course)

Course 3 - Module 4

Thursday 28th to Friday 29th April 2011 (2-day course)

Course 4 - Module 5

Friday 23rd September 2011 (1-day course)

The course instructors are:

- Dr Richard Golsworthy
- Angela Harris
- Tasim M Martin

Biographies can be found on page 21

Location for all modules will be the city centre campus - rooms to be confirmed.

Please note if you apply for all five modules together, a reduced fee of £800 applies if this payment is received before Wednesday 21st July 2010

To book a place on this course contact:

Jan Bissett
Professional Development Unit
University of Strathclyde

Tel: 0141 950 3208
Fax: 0141 950 3210
Email: jan.bissett@strath.ac.uk
Web: www.strath.ac.uk/pdu

Modules 1 & 2

Core theoretical knowledge and practice development for cognitive-behavioural therapy

Tutors:

Richard Golsworthy & Angela Harris

Fee:

£450 (deposit of £75 to secure a place)

Dates:

Wednesday 15th to Friday 17th September 2010 and Wednesday 29th September to Friday 1st October 2010 (6-day course)

Time:

9.30am - 4.30pm

- Making the shift: cognitive-behavioural therapy & other therapeutic models
- Introduction to cognitive and behavioural theoretical models of the person and Psychotherapy

Why use CBT?

- The CBT session
- Assessment: interview & psychometrics
- Introducing the cognitive model to clients: engagement, education & rationale
- Structuring the session

Key skills:

- Identifying & working with cognitions (automatic thoughts)
- Guided discovery & reframing: cognitive content & processes
- Identifying conditional assumptions and unconditional beliefs
- Behavioural experiments: the relationship of behaviour to cognitions and assumptions
- Behavioural strategies
- The therapeutic relationship & working alliance

Case-conceptualisation (formulation):

- Diagnostic categories and the role of manualized approaches
- Client-centred formulation
- Formulation and practice: anxiety, depression and obsessive-compulsive problems

Continuing professional development:

supervision; the cognitive therapy scale; content change and attitude change: mindfulness in cognitive therapy



Module 3

Developing CBT: Working with deep cognitive structures

Tutors:

Richard Golsworthy & Tasim M Martin

Fee:

£160 (deposit of £50 to secure a place)

Date:

Thursday 3rd to Friday 4th February 2011 (2-day course)

Time

9.30am - 4.30pm

- The role of early life experience
- Behaviour and the maintenance unhelpful beliefs
- Working with conditional assumptions & core beliefs
- Developing new models for living
- Enhancing resilience and optimism
- The relational stance of the CBT therapist

Module 4

Introduction to Schema-focussed Therapeutic Approaches: complexity, integration and the therapeutic relationship

Tutors:

Richard Golsworthy & Tasim M Martin

Fee:

£160 (deposit of £50 to secure a place)

Date:

Thursday 28th to Friday 29th April 2011 (2-day course)

Time

9.30am - 4.30pm

- Theoretical development of cognitive approaches & assumptions of short-term CBT; Axis I & Axis II disorders
- The development of schema theory & therapy
- Schema definitions
- Schema domains
- Schema processes: coping styles and responses
- Assessment in schema therapy (interview & psychometrics)
- Case conceptualisation
- Schema change processes & strategies
- Cognitive strategies
- Experiential strategies
- Behavioural pattern-breaking
- The therapeutic relationship in assessment and therapy
- Working with complexity: support, supervision & limits of competence; therapist self-care & unhelpful therapist schemas

Module 5

Working with Modes in Schema Therapy

Tutors:

Richard Golsworthy & Tasim M Martin

Fee:

£80 (deposit of £30 to secure a place)

Date:

Friday 23rd September 2011 (1-day course)

Time

9.30am - 4.30pm

- The development of the 'schema mode' concept
- Common schema modes
- Identifying and labeling schema modes
- Seven steps in schema mode work
- Schema modes as dissociated states
- 'Borderline personality disorder' diagnoses and schema mode work



Creating Optimal Conditions for Therapeutic Change: An Expansion and Reformulation of Rogers' Necessary and Sufficient Conditions Hypothesis

This workshop will provide a critical analysis, and reformulation of Carl Rogers' 1957 hypothesis regarding the "Necessary and Sufficient Conditions for Psychotherapeutic Change." Rogers hypothesis will be examined critically in light of substantial developments in relevant theory and research over the past 53 years. While some aspects of Rogers' original hypothesis still pass the test of time, other aspects are seen as being limited or incomplete. A model for optimal therapist-client engagement will be presented.

Participants will be able to:

1. Review critically Rogers' original "necessary and sufficient conditions hypothesis."
2. Understand the need to revise this hypothesis in light of theoretical developments and research evidence over the last 50 years.
3. Expand their knowledge of what constitutes ideal therapeutic conditions and practices.
4. Develop research-based rationales for altering the practice of person-centered and other humanistic psychotherapies
5. Assess with their clients how therapy is progressing and make necessary changes.
6. Articulate 12 components of therapist and client attitudes and activities that will inform and enhance successful client outcome.
7. Understand the critical importance of client involvement and active participation in the therapeutic process.

Articulate ways in which the therapist can bring forward important aspects of self on the client's behalf.

Tutor:

David J. Cain

Fee:

£80 (deposit of £30 to secure a place)

Date:

Thursday 4th November 2010

Time:

10.30am - 4.00pm (4.5 hours cpd)

Course Outline:

- I. Introduction
- II. Critical review of Rogers' Necessary and Sufficient Conditions" hypothesis.
- III. Presentation of an optimal model of therapeutic practice that expands and reformulates Rogers's hypothesis.
- IV. Illustrations for altered and improved therapeutic practice will be provided. Discussion and conclusions.

Instructional Methods:

The majority of the presentation will be didactic with participant discussion. Illustrations of modified practice based on a newer formulation will be presented.

To book a place on this course contact:

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Web: www.strath.ac.uk/pdu

Practitioner Development in Working with Family Members



This week's training is designed to develop practice in working with family members. Each two-day or single-day course may be taken separately or combined with each other to form an individual training that introduces participants to the fundamentals of practice.

Family Therapy and Systemic Practice: An Introduction

Monday 22nd & Tuesday 23rd November 2010

Working with Children

Wednesday 24th November 2010

Working with Young People

Thursday 25th November 2010

Working with Couples: An Introduction

Friday 26th November 2010

Please note if you apply for the whole week a reduced fee of £375 applies if this payment is received by us before Monday 27th September 2010

To book a place on this course contact:

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Web: www.strath.ac.uk/pdu



Family Therapy and Systemic Practice: An Introduction

Tutors:

Marian Gerry & Kirsty Darwent

Fee:

£160 (deposit of £50 to secure a place)

Date:

Monday 22nd & Tuesday 23rd November 2010

Time:

9.30am - 4.30pm

This two-day training introduces practitioners to systemic ideas and working with people within the context of their families. This can be in direct family work or by keeping the family in mind in individual work.

It will provide an introduction to contemporary systemic thinking and its application to practice. The therapist's stance in systemic thinking will be considered, focussing on the role of the therapist and such concepts as 'safe-uncertainty', 'circularity', 'hypothesising' and 'curiosity'. Participants will learn about the significance of generations and lifecycle; and the usefulness of genograms in therapeutic work and family organisation will be explored, including its potential significance for promoting positive change and the dilemmas around using normative family structures.

The concept of engagement as a basis for family work will be explored, and the importance of understanding different family members' perspectives as the family and therapist co-construct shared understandings of difficulties and meaning.

Working with Children

Tutor:

Sandra Grieve

Fee:

£80 (deposit of £30 to secure a place)

Date:

Wednesday 24th November 2010

Time:

9.30am - 4.30pm

Working with Virginia Axline's Principles as a base, we will explore ways of engaging therapeutically with children and young people. Freedom for self expression is crucial for children in the therapeutic relationship. In this one-day workshop we will practice working permissively and playfully while attending to boundaries which provide sufficient safety for self exploration.

The day will serve as an introduction to working playfully and respectfully with children and help participants gain an insight into the qualities that children bring to the therapeutic relationship. We will work with mirror, metaphor and movement in ways that can anchor us in a child's world.





Working with Young People

Tutor:

Susan McGinnis

Fee:

£80 (deposit of £30 to secure a place)

Date:

Thursday 25th November 2010

Time:

9.30am - 4.30pm

Counselling young people is challenging and stimulating, demanding an ability to engage with them in their world, at their level of development and in contexts in which therapeutic values must be balanced with sometimes complex legal and ethical issues. Working from, and expanding on, a core person-centred approach, we will focus on Rogers' theory of personality in tandem with input on physical, cognitive and emotional development in adolescence and explore how many of the common concerns about young people, such as behaviour, are conceptualised in a person-centred framework.

Participants should also finish the day with a confident understanding of basic legal concepts and a robust process for working through ethical dilemmas that underpin therapeutic work with this client group, as well as an awareness of research that tells us about what they find helpful.

We will be working interactively as a group, using factual input, our own experience, role play and discussion to explore every facet of working with young people.

Working with Couples: An Introduction

Tutor:

Rosemary Mullan

Fee:

£80 (deposit of £30 to secure a place)

Date:

Friday 26th November 2010

Time:

9.30am - 4.30pm

This one-day training aims to introduce practitioners to working with couples from different therapeutic perspectives.

Participants will have the opportunity to apply learning from family systems work to couple therapy, with the couple seen as the central and most influential submit of a larger family system (Fraenkel).

The day will also focus on a person-centred approach to couple work, introducing 'multi directional partiality,' or 'being on everyone's side at the same time' (O'Leary), through the creation of a collaborative relationship where spatial, moral and temporal symmetry is borne in mind. Participants will be encouraged to reflect on how they can create a space where both clients learn that they can speak and be heard, and how this process impacts on the couple's relationship. Parallels will be explored between working with couples and working with configurations of self in individual work.



Please note these courses can be taken individually or combined as one course.

An Introduction to the Fundamentals of Pre-Therapy and Contact Reflections

This workshop offers an insight into Prouty's Pre-therapy work and its development in different contexts. Clients who have difficulty with psychological contact present a challenge to counsellors and health care practitioners to find some way of making contact possible. Contact reflections can be integrated into counselling and psychotherapy practice with any client who moves in and out of psychological contact.

This workshop will cover the origins and development of Pre-therapy in different settings. Through discussing the core principles of this specialised work, we will explore the expressive and pre-expressive self, 'grey-zone' functioning, domains of contact (reality, affect, communicative) and contact reflections and behaviours.

Demonstration of this work will illustrate practice and there will be opportunity to work with role play in small groups.

Application in the field of dementia offers an insight into research in the field, and the different emphasis on non-verbal communication.

Participants will be offered workbooks and research outcome measures to use in this work.

To book a place on this course contact:

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Web: www.strath.ac.uk/pdu

Tutor:
Penny Dodds

Fee:
£70 (deposit of £30 to secure a place)

Date:
Thursday 24th February 2011

Time:
10.30am - 4.00pm (4.5 hours cpd)



Groupwork - A Professional Training

This intensive five-day course focuses on two overlapping areas – the power and uniqueness of group therapy and the central importance of relationships in therapy and in our lives generally.

Research shows that therapy in groups is as potent as therapy one-to-one. Group therapy also has quite specific advantages over one-to-one therapy in a number of areas. Unfortunately therapists frequently have not learned adequately how to provide high quality group therapy.

This five-day course will give participants personal experience of participating in two major forms of group work – skills training groups and interpersonal process groups. Each day of the course will contain a section involving a classic stress management, cognitive behavioural style, skills group. This will both provide practical training in a variety of methods including relaxation, therapeutic writing, savouring, implementation intentions, goal setting, and mindfulness in daily life. It will also give an opportunity to explore the specific benefits and the therapist expertise involved in providing psycho-education and skills training in a group format.

Each day of the course will also contain a section involving an interpersonal process group, based

**Tutor:**

James Hawkins

Fee:

£400 (deposit of £75 to secure a place)

Date:

Monday 7th to Friday 11th March 2011

Time:

9.30am - 4.30pm

on Irvin Yalom's approach as described in his classic book "The theory and practice of group psychotherapy". This therapy format uses interactions between group participants as a key source of learning and growth. The ways we relate to others in the outside world will tend to emerge also in our relationships in the group. An essential difference is that in the group we can look at and help each other with these developing moment-to-moment emotions and interactions. This is fascinating, alive and fluid. It can be a tremendously helpful opportunity to learn about ourselves and the qualities we want to evolve as therapists and in our lives more generally. Again experience in this group format will both be practical and personal and will also give us an opportunity to explore the benefits and therapist skills involved in providing this very different form of group therapy.

As well as time in the group trainings, we will also discuss the rich research findings highlighting the crucial importance of relationships both for maintaining health and for promoting wellbeing. We'll look at our own interpersonal styles, our current relationship networks, and the effects of our past relationships and upbringing. We will explore how this experiential understanding can enrich our personal work in the groups, and also help us use these techniques better in therapeutic work with clients. We'll explore too when our reactions are likely to be healthy drivers of action in our lives and when our reactions distort and push us away from how we want to be. We will look at how we can work with these challenges in a variety of ways including



when our reactions are likely to be healthy drivers of action in our lives and when our reactions distort and push us away from how we want to be. We will look at how we can work with these challenges in a variety of ways including mindfulness, self-compassion, emotional processing, and interpersonal expression. Again this will be fed into our group work, and into expanding the skills and experience we can offer clients in therapy.

To encourage the process group time to be as helpful a learning experience as possible, the maximum whole group size will be 30 participants. This means that the number of places available for external participants is limited. Due to the wonderful success of this course in 2010, the demand for places is likely to be high. **We recommend early application.**

Please note that a reduced fee of £375 applies if this payment is received by us before Monday 20th December 2010

To book a place on this course contact:

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Men, Masculinity & Psychotherapy



This workshop for female and male therapists will explore men's relationship to therapy by first considering what we understand a 'man' to be, and by linking this to the culturally dominant masculinities we see around us.

We shall explore the complexity of such masculinities, examining their nature, their effects and what they ask of us as psychotherapeutic practitioners (and clients), particularly in terms of the meanings associated with emotional distress and healing. This exploration will be situated within a social context highlighting the range of cultural, as well as psychological, barriers men may experience in accessing therapeutic provision. Finally the workshop will explore the implications of these barriers for those working within the therapy arena, considering ways in which they may be challenged and overcome in the services we provide.

Tutor:
Ewan Gillon

Fee:
£70 (deposit of £30 to secure a place)

Date:
18th March 2011 (to be confirmed)

Time:
10.30am - 4.00pm (4.5 hours cpd)

To book a place on this course contact:

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Psychotherapy and Positive Psychology



Positive psychology focuses on what helps humans flourish. Recent meta-analyses have shown that positive psychology interventions – cultivating positive feelings, positive cognitions, and positive behaviours – significantly enhance wellbeing, decrease depressive symptoms (Sin & Lyubomirsky, 2009), and reduce mortality (Chida & Steptoe, 2008). Increased happiness and wellbeing are valuable in themselves. Fascinatingly such improvements also reduce relapse rates, bolster resilience and boost effective functioning.

This one day workshop highlights the relevance of recent positive psychology research for psychotherapists and looks a bit more deeply at several specific areas including Seligman & Peterson's paths to happiness, Fredrickson's broaden-and-build theory of positive emotions, Deci & Ryan's self-determination theory, and Gilbert's compassionate mind training. We'll also explore assessment methods in positive psychology, and the field's relevance both for our clients and for ourselves.

Tutor:

James Hawkins

Fee:

£70 (deposit of £30 to secure a place)

Date:

Friday 1st April 2011

Time:

10.30am - 4.00pm (4.5 hours cpd)

To book a place on this course contact:

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Gestalt Therapy

This course is aimed to offer participants an understanding and some experience of the theories and the practice of Gestalt psychotherapeutic approach. The modality of the workshop will be an integration of experiential training, group discussions, video material and theoretical input.

Over the 3 days I would like to explore with you some of the main aims of Gestalt therapy, such as giving the chance to clients to experiment new experiences through techniques that allow the dialogue between polarities (psychodrama, the empty chair, body work, arts, etc) and enhancing their awareness and responsibility in exploring ways that enable them to create a contact between their own needs and the environment. Through the experiential work and the other input, I would also like to overview the main theoretical principals underpinning this approach (existentialism, humanism, phenomenology and also some of the eastern philosophies that have influenced it) as well as the more recent reflections and researches of practitioners on the dialogic processes.



Tutor:

Lucia Berdondini

Fee:

£240 (deposit of £50 to secure a place)

Date:

Monday 23rd to Wednesday 25th May 2011

Time:

9.30am - 4.30pm

To book a place on this course contact:

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The Pluralistic Framework for Psychological Therapy: Developing a Personal Model of Integration

How can psychological therapists draw together a range of concepts, models and practices into a personally integrated approach?

This two-day workshop introduces practitioners to the 'pluralistic' approach to psychological practice, and helps them articulate -- and develop -- their own, personally integrative model of working. The workshop begins by outlining the pluralistic framework, as developed by Mick Cooper and John McLeod, which holds that there is no one 'right' way of practising therapy, and that many different methods can be of value in helping clients achieve their goals. Through discussion, input, personal exercises and case examples, it will go on to look at how therapists can help clients to identify their goals, and how they can try to facilitate their movement in this direction. The second day of the workshop invites participants to look more specifically at the particular goals that they are most able to help clients achieve, and the methods they are best able to draw on to facilitate this.

By the end of the workshop, participants should have an in-depth understanding of the pluralistic framework for practice, and an integrated sense of how they can be most helpful to clients.

To book a place on this course contact:

Jan Bissett
Professional Development Unit
University of Strathclyde

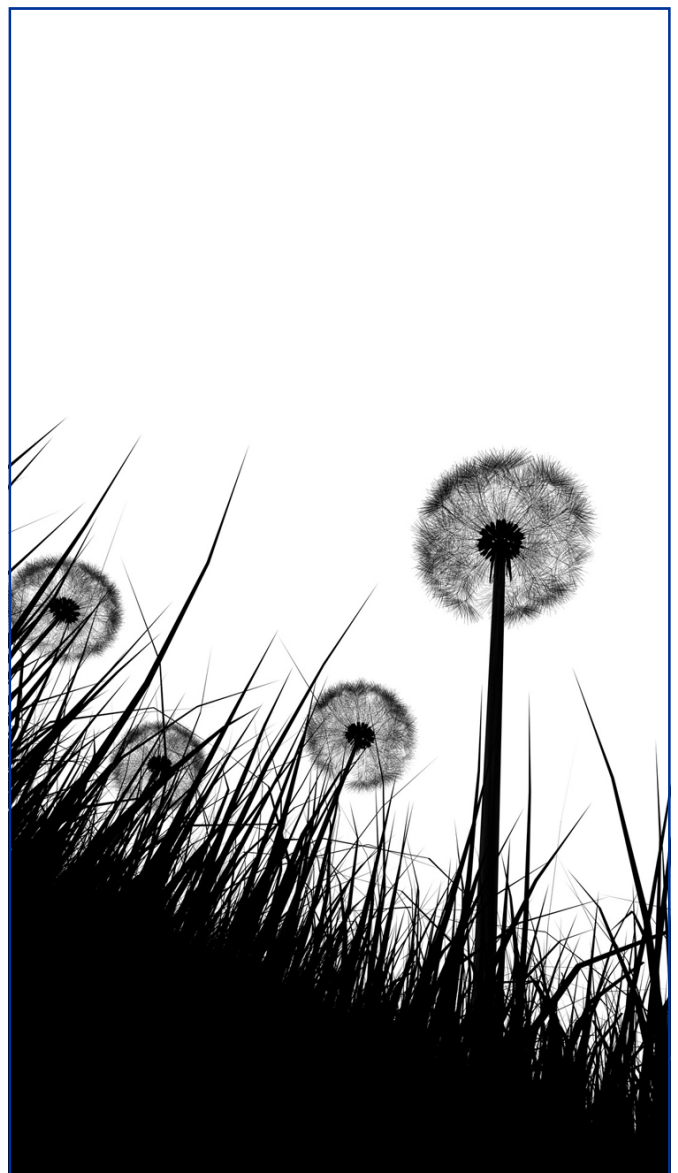
Tel: 0141 950 3208
Fax: 0141 950 3210
Email: jan.bissett@strath.ac.uk
Web: www.strath.ac.uk/pdu

Tutor:
Mick Cooper

Fee:
£160 (deposit of £50 to secure a place)

Date:
Thursday 26th & Friday 27th May 2011

Time:
9.30am - 4.30pm



Facilitator Biographies

Lucia Berdondini

Lucia Berdondini, has been working over the past 15 years both in Italy and in the UK, as academic, psychologist, counsellor and psychotherapist. She was trained as Person Centred counsellor (1994) and, later, Gestalt psychotherapist (2004) and supervisor (2006) in Italy. In 1999 she completed her PhD at the University of Surrey Roehampton, School of Psychology and Counselling. Lucia is an Accredited Registered member of BACP since 2003 and works as private psychotherapist with children, adolescents and adults, individually and in groups and a supervisor. More recently she was also trained in Psychology of Emergency and she collaborates with the Italian Red Cross and with PeaceWaves International Network Onlus. Since 2008 she has been working mainly in Afghanistan in several projects regarding peace reconstruction, women and children's rights. Her areas of interest, as practitioner and as researcher, are: crisis and emergency psychotherapy (with an experiential approach); counselling with children and adolescents involved in situations of bullying, abuse and/or living in extreme situations such as countries in war, orphanages, refugees camps, etc; women's right.

David J. Cain

David J. Cain, Ph.D., A.B.P.P., CGP is the author of the APA text *Person-Centered Psychotherapies* (2010) and the therapist in the APA DVD entitled *Person-Centered Therapy over Time* (2010). He is the editor of *Humanistic Psychotherapies: Handbook of Research and Practice* (2002) and of *Classics in the Person-Centered Approach* (2002). Dr. Cain received his doctorate in clinical and community psychology from the University of Wyoming. At present, he is teaches at the California School of Professional Psychology, San Diego of Alliant International University and the psychology department at Chapman University. A former colleague of Carl Rogers, he is the founder of the Association for the Development of the Person-Centered Approach and was the founder and editor of the *Person-Centered Review*. He is a Diplomate and Fellow in Clinical Psychology of the American Board of Professional Psychology and a member of the National Register of Certified Group Psychotherapists. Dr. Cain is the psychotherapy editor for the *Journal of Humanistic Psychology* and serves on the editorial boards of *The Humanistic Psychologist*, *Person-Centered and Experiential Psychotherapies*, *Person-Centered Journal*, and the *Journal of Contemporary Psychotherapy*. He edited a Special Issue of the *Journal of Humanistic Psychotherapy* entitled "Advancing Humanistic Psychology in the 21st Century" and edited a Special Issue of the *Journal of Contemporary Psychotherapy* entitled "Contributions of Humanistic Psychotherapies to the Field of Psychotherapy." Dr. Cain is a former President of the Society for of Humanistic Psychology of the American Psychological Association. His primary professional commitment is the advancement of humanistic psychology and psychotherapy. He maintains a private practice in Carlsbad and San Marcos, California.

Mick Cooper

Mick Cooper is a Professor of Counselling at the University of Strathclyde, Co-director of the Doctorate in Counselling Psychology, and a Chartered Counselling Psychologist. He has delivered training programmes, both nationally and internationally, on a range of topics: existential therapy, relational depth, research findings and pluralistic therapy. Mick is author of *Existential Therapies* (Sage, 2003), *Essential Research Findings in Counselling and Psychotherapy* (Sage, 2008), and co-author of *Working at Relational Depth in Counselling and Psychotherapy* (Sage, 2005, with Dave Mearns) and *Pluralistic Counselling and Psychotherapy* (Sage, 2010, with John McLeod). He is also co-editor of *The Handbook of Person-Centred Psychotherapy and Counselling* (Palgrave, 2007). Mick lives in Glasgow with his partner and four young children.

Penny Dodds

Penny Dodds, trained as a Mental Health Nurse (Maudsley) in the 80's. Has worked in older peoples mental health services in a variety of settings in-patient, day services, community. She also worked as an Admiral Nursing, nurse specialists working with the family carers of people with dementia. She currently works as a Lecturer Practitioner with Sussex Partnership NHS Foundation Trust and the University of Brighton. Her doctoral work was an Action Research Study exploring staff learning and using Pre-Therapy Contact Work with people with dementia.

Kirsty Darwent

Kirsty Darwent joined the Family Therapy Training Project at the Scottish Institute of Human Relations as a trainer and course coordinator in 2002 and is accredited as a Systemic Psychotherapist with the UKCP through the Association of Family Therapy. Kirsty worked for a number of years as Counsellor with young people, while also practicing within NHS mental health settings. Her work within Child and Adolescent Mental Health Services lead her to undertake a MSc in Family Therapy at The Institute of Psychiatry. Since qualification in 1996, she returned to CAMHS and specialist CAMHS services and is currently in independent practice. She uses her systemic thinking as a member of an NHS board and combines it with the person centred approach as a Breastfeeding Supporter, supervisor and trainer with the Breastfeeding Network.

Robert Elliott

Prof Robert Elliott, Ph.D. (UCLA, 1978), is a leading authority on qualitative research methods and one of the pioneers of the use of these methods in counselling and psychotherapy research. He has developed several qualitative data collection and analysis methods, including Brief Structured Recall, the Change Interview, and Comprehensive Process Analysis. He developed an influential set of guidelines for evaluating qualitative research. He is Professor of Counselling in the Counselling Unit at the University of Strathclyde, and Professor Emeritus of Psychology at the University of Toledo (Ohio). He is co-author of *Facilitating emotional change* (1993), *Learning process-experiential psychotherapy* (2004), and *Research methods in clinical psychology* (2002), as well as more than 90 journal articles or book chapters. He has served as president of the Society for Psychotherapy Research and as co-editor of the journals *Psychotherapy Research* and *Person-Centered Counseling and Psychotherapies*.

Marian Gerry

Marian Gerry is a freelance systemic practitioner offering supervision, therapeutic consultation, organisational consultancy, therapy and training. She currently leads the Family Therapy Training Project for the Scottish Institute of Human Relations. Marian has a professional background in social work, working in adolescent psychiatry and child and family psychiatry since 1984. She trained in family therapy at the Scottish Institute of Human Relations and is an AFT and UKCP accredited Family Therapist. Having completed her MBA in 1995 she has pursued an interest in and has experience of working with family businesses and professional partnerships where interpersonal relationships are impacting adversely on decision making.

Ewan Gillon

Dr Ewan Gillon is a Chartered Counselling and Health Psychologist, and is Co-Director of the D.Psych in Counselling Psychology run jointly by Glasgow Caledonian and Strathclyde Universities. He has a particular interest in therapy with men and written widely on this issue from a humanistic perspective. He is also Centre Director of the Edinburgh Psychology Centre, where a specialist men's Therapy Service is located.

Richard Golsworthy

Dr Richard Golsworthy is a Chartered Counselling Psychologist working in private practice and as a Lecturer at Glasgow Caledonian University. Over the last 15 years he has worked within the NHS, both in psychiatric and primary care services, and, from 2002, set up and delivered the psychological service of the Glasgow Maggie's Centre, working with people diagnosed with cancer and their families. Richard has particular interests in the therapeutic relationship in cognitive-behavioural psychotherapy, mindfulness approaches and relationships between the body, movement and emotion.

Sandra Grieve

Sandra Grieve is a Person-Centred Therapist, Psychodramatist, Supervisor and Trainer. She is a staff trainer with the Northern School of Psychodrama, a tutor on the Strathclyde University Diploma in Counselling, works as part of the team of school based counsellors in East Dunbartonshire and has a private practice as a therapist, supervisor and trainer. She contributed a chapter to the book *Communicating With Children and Adolescents – Action For Change*. She has a particular interest in and passion for young people with a learning disability and other people in the process of becoming.

Angela Harris

Angela Harris is based at NHS Lothian Older Adults Psychology Service in Edinburgh and Glasgow Caledonian University. She also works in private practice as a Chartered Counselling Psychologist. Her interest is in helping elderly clients, their families and carers find ways to use cognitive-behavioural techniques as a positive force for change. She has earned a reputation for providing skilled and inspirational training. Prior to training in counselling psychology, she previously worked with multinational companies in a range of roles in career development and human resources.

James Hawkins

Dr James Hawkins is a psychotherapist and a medical doctor. He has over thirty years experience of teaching both skills training and interpersonal groups. He is also highly aware of much of the relevant developing research that helps us evolve our ability to be more helpful for our clients. For more background on James and the material the courses will cover, go to the tag cloud at James's blog www.stressedtozest.com and click on group work, mindfulness, emotions, relationships, positive psychology, positive emotions, self-determination, compassion and other relevant terms.

John McLeod

John McLeod is Professor of Counselling at the University of Abertay, Dundee. He is author of *Narrative and Psychotherapy* (1997), *Practitioner Research in Counselling* (1999), *Qualitative Research in Counselling and Psychotherapy* (2001), *Doing Counselling Research* (2003), and many other books and articles. He is the founding editor of the journal *Counselling and Psychotherapy Research*. He is the director the *Tayside Clinic*, a practice-based research clinic in Dundee, where he is currently carrying out research on a collaborative pluralist model of psychotherapy and on how clients construct outcome.

Tasim Martin

Tasim M Martin is a Chartered Counselling Psychologist currently working in private practice and at Glasgow Caledonian University. She has also worked in specialist services in the NHS, the voluntary sector, women's support services and the prison service. Recently, Tasim has developed and delivered innovative training and consultancy to primary care teams and the voluntary sector on effective understanding and work with people experiencing problems associated with a diagnosis of personality disorder. She has specialist training and skills in *Dialectical Behaviour Therapy*, a CBT-based approach developed specifically for people with a diagnosis of borderline personality disorder. She has a particular interest in contemporary mindfulness and acceptance based approaches to CBT.

Susan McGinnis

Susan McGinnis is the founder of the University of Strathclyde Counselling Unit's Counselling in Schools Projects and manager of the service in the Glasgow schools. She has also developed - and co-facilitates with Sandra Grieve - the Unit's course on working with young people. She has been editor of the journal *Counselling Children and Young People* and is author and editor of the BACP *Good Practice Guidance for Counselling in Schools* documents in addition to contributing chapters to *How We Feel: An Insight Into the Emotional World of Teenagers* (Jessica Kingsley, 1997) and *Safeguarding Children in Schools* (Jessica Kingsley, 2008).

A long-time advocate of counselling provision for children and young , she has an interest in policy making and is a member of the COSCA Children and people in Scotland Young People Standing Policy Group. Most importantly, she continues to work therapeutically with young people as a counsellor in a school.

Rosemary Mullan

After 15 years of working in education and youth work, Rosemary trained as a couple counsellor with York St John University using the Egan Model. In 2000, she gained the Postgraduate Diploma in Counselling at the University of Strathclyde. She has extensive experience of working in both the voluntary sector and the NHS as a counsellor and trainer, and completed training in CBT work in 2008. In her work with couples, Rosemary is interested in how she can be facilitative of each client's freedom to grow and be understood and make their own choices, while permitting the other to be safe and connected in their presence.

Application Details



To apply for any of the courses please complete the application form on the next page, or apply online at:

<http://www.strath.ac.uk/pdu/facultycourses/counselling/ptke>

Please photocopy application form as required.

Further Information

For further information about the courses included in this booklet along with details about forthcoming conferences please visit the Counselling Unit website:

<http://www.strath.ac.uk/pdu/facultycourses/counselling>

Application Form

Course Title:

Name:

Address:

Email:

Tel No. (home/mobile):

Professional Qualifications:

Institution:

Date Qualified:

Current Professional Practice:

Please make a brief statement about your reasons for wanting to participate in this course and add any other information you feel is relevant to this application:

Do you require wheelchair access?

YES/NO

Do you require signage?

YES/NO

Do you have any other special requirements?

YES/NO

If so, please specify requirements:

Please return application form and payment (cheques made payable to **'University of Strathclyde'**) to: Professional Development Unit, University of Strathclyde, Jordanhill Campus, 76 Southbrae Drive, Glasgow, G13 1PP **before** the deadline indicated for each course.

(Please tick)

I enclose my deposit payment

I enclose full payment of reduced fee

I enclose full payment

I require a receipt for my payment

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Alternatively, please raise an invoice for the full amount to:

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Source Questionnaire

The information provided on this questionnaire is used to determine whether a suitable advertising media has been used for this booklet. It would be helpful if you could take time to complete this, as it provides important information for our future marketing.

Where did you hear about our programme of PTKE courses?

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (please specify)

Thank you for your cooperation

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (please specify)

Thank you for your cooperation

Contact Details

Professional Development Unit
University of Strathclyde
76 Southbrae Drive
Glasgow
G13 1PP

Tel: 0141 950 3208
Fax: 0141 950 3210
Email: jan.bissett@strath.ac.uk
Web: www.strath.ac.uk/pdu/facultycourses/counselling

