

Contents

<i>Acknowledgements</i>	x
<i>Introduction</i>	xi
age and applying for counsellor training	1
angry, feeling	1
application forms	3
assertiveness skills	4
assessment of counselling qualities and skills	7
assessment of coursework: issues	8
assessment of essays and reports	10
assessment of presentations	13
attendance requirement	14
beginning of a course	15
beginning of each training day	16
'best books'	16
'body language'	16
boredom in teaching sessions	17
boundaries	18
brochures, course	22
careers in counselling	23
case studies, writing	24
choosing a career	27
choosing a counselling orientation	28
choosing a counselling orientation: the role of personality	29
choosing a counsellor	30
choosing a course to apply for	31
client, preparing for the training role of	32
'clinical wisdom'	33
co-counselling	33
complaints about the course	34
contact time with tutors	35
core model	35
counselling and coaching	36
counselling and psychotherapy	36
critical thinking	37

criticisms of counselling, and replies	38
decisions, making	42
deferring	43
de-skilled, feeling	44
developing your own model of counselling	44
disability	45
discouraged, feeling	46
distressed, feeling	46
diversity	47
dropping out of your course	48
effectiveness of counselling	50
effectiveness of counsellor training	50
ending of your course	50
essays and reports, writing	52
ethics, professional	55
evidence-based practice (EBP)	56
exercise, physical	57
exercises, experiential	57
exhausted, feeling	58
expectations of training	58
experience (as a factor in applying to a course)	59
experiential groups	59
failing an assessment item or a course	62
fears about counsellor training	63
feedback, giving	64
feedback, receiving and recording	65
fees and funding	67
first day	68
frameworks	68
freewriting	69
future of counselling	70
gender	73
good counsellors	73
groups	75
hidden agendas	76
hours of study	77
imagery and inability to visualise	78
integration	78

integrative counselling	79
intermitting	80
interpersonal process recall (IPR)	81
journal	84
language and linguistics	86
lifeline exercise	88
loss	89
membership organisations	92
mental health and mental health problems	92
metaphors for counselling	94
mindfulness	95
motives for becoming a counsellor	96
multiculturalism	98
non-verbal communication	100
notes, making	100
notes during and after counselling sessions	101
open circle	103
panicky, feeling	106
personal development	106
personal development groups	106
personal therapy	107
personality theory	107
placement, finding a	108
placement, managing your	111
plagiarism	114
presentations, making	115
process reports, writing	116
professional log	117
psychological type (MBTI) theory	118
qualifications, academic	120
race	121
readiness to begin training	121
reading as a skill	121
reading lists	123
references for applications	123
references in academic writing	123
referral	124

rejection for a course or placement	124
relationships with friends, family and work	
colleagues, effects of counsellor training on	125
relationships with the other students	127
relaxation	128
research, ideas for	128
research design, some general aspects of	129
research papers, reading	130
role play versus talking about	
real problems (as a practice client)	131
room, counselling	132
room, training	132
safety	134
selection interviews	134
selection interviews, preparation for	135
selection procedures for counsellor training	136
self-awareness	138
self-care	139
self-development	139
self-esteem	139
sexual attraction	141
sexual orientation	142
skills training	143
skills versus qualities	144
sleep	145
staff	146
strengths	146
stress	149
study skills	152
supervision, preparation for	152
supervision, process of	153
support	154
taping counselling sessions	155
time management	156
transcripts	157
trust in the course group, developing	158
tutorials	159
tutors and contact time	159
upset, feeling	162

values	163
video/DVD labs	164
visualisation	164
work	165
writing, academic	165
writing, expressive	165
<i>References</i>	167
<i>Name index</i>	177
<i>Subject index</i>	181

a

age and applying for counsellor training

- ▷ application forms, assertiveness, critical thinking, experience, rejection, selection, strengths

Despite recent legislation, age is a fixed criterion for entry to some counselling courses: applications from people who are less than 26 or more than 65, for example, are rejected automatically. This criterion confuses chronological age with what may be called real age. At the lower age limit, it confuses years lived with maturity and self-awareness; age in years doesn't tell us much about adults' abilities in general, let alone about a particular adult.

It may be worth arguing that you are an exception if you are unusually young or old to apply for counsellor training (and the average age is probably about 35 years with a typical range of, say, 26 to 55), or, of course, if you don't meet the age criterion for a course you want to apply for. A stated age limit is more likely at the lower end, but the higher end may in practice be a barrier too. Acknowledge your age and make a reasoned case, positively stated, with some detailed examples, showing how you think you meet the other selection criteria. (See particularly the entries on Application forms, Experience and Strengths.)

angry, feeling

- ▷ assertiveness, journal, self-awareness, trust

Anger is an emotion which is often linked to a sense of injustice or threat. It is likely that you will have felt angry yourself and experienced others being angry in a range of situations. You may also encounter it during your counsellor training or in work with clients.

Anger is natural and can be both healthy and useful in increasing determination and mobilising resources to address injustice. However, if uncontrolled or managed ineffectively it can also have negative consequences, reducing your ability to process information effectively and control behaviour. Anger can occur as a relatively quick emotional response when something happens that seems unfair or threatening, or it can develop as a more sustained emotional state in response to ongoing perceived injustice. Individuals vary in terms of what triggers anger, how it is experienced and how it is expressed (or not). Stress and anxiety can also affect the way anger is triggered and expressed.

As a counsellor, it is important that you are able to allow clients to experience and express anger because it may be an important part of their story, or a factor in the problems they wish to deal with. Anger can feature in clients' problems in a range of ways, from being an emotion which they have repressed, attempted to deny or are afraid of in others, to being experienced powerfully and frequently leading to inappropriate aggression, violence or intimidation. Counsellors who are themselves afraid of or uncomfortable with anger may discourage clients from getting in touch with their feelings or expressing them, and may be tempted to collude with clients to avoid becoming a target for anger.

Anger is most likely to be constructive rather than destructive if it is recognised, reflected on, and expressed appropriately by the person who feels it, avoiding direct aggression (or violence), indirect aggression (such as withdrawal or isolation), or resentment. Anger and aggression are linked but they are not the same thing, and expression of anger in a non-aggressive way can lead to exploration of the perceived causes or triggers, discussion of any injustice or unfairness which is felt, and, hopefully, negotiation and resolution.

It is likely that your counselling training will at times generate circumstances in which either you feel angry (with peers, tutors, clients or yourself) or someone else on the course does. The level of trust in the course group will hopefully develop enough (see entry on Trust) for there to be opportunities to practise feeling, expressing and exploring anger in constructive ways, or facilitating others in doing so.

Some prompts for reflecting on anger:

- Try to take some time (however brief) to reflect on what else you are feeling.
- What exactly are you experiencing (feelings, thoughts, physically)?
- What do you see as the cause of your anger?
- Who are you angry with?
- What perceived threats, unfairness or injustice are you responding to?
- What else is going on in your life right now that might be contributing to your feelings?
- What past experiences might be shaping your responses?
- Are these feelings familiar, part of a pattern?
- How much do you know about what any other people involved might feel?
- How could this be resolved satisfactorily? What do you actually want?
- How reasonable and realistic is that?
- How might a 'win-win' outcome be achieved?

For discussions of anger and anger management, see Williams and Scott (2006) and the website of the British Association of Anger Management.

application forms

- ▷ assertiveness, critical thinking, experience, qualifications, references (for applications), selection, strengths

Some people attracted to counsellor training – probably most – find the idea of selling themselves unappealing. It may help to think of completing an application form not as selling yourself or ‘making a pitch’ but as opening a negotiation in which you describe yourself honestly and the selectors describe themselves and their course honestly.

Your honesty here, as in the counselling skill of self-disclosure, doesn’t mean an unflinching bluntness or total openness. It means selecting the most relevant information (evidence) from your experience, beliefs and other knowledge about yourself, and then using other skills and qualities relevant to counselling and counsellor training – critical thinking, self-awareness – to present it with impact. It also means investigating the other people in the negotiation and seeking to be clear about their needs and values.

In our view, the main errors perpetrated in the most important section of the standard application form, the ‘personal statement’, are (1) lack of selection of material (conciseness is good); (2) lack of impact (some sense of language is vital); (3) lack of structure (e.g. a stream of consciousness approach); and (4) lack of specificity or concreteness (give a specific example or two for general claims or briefly explain something that may be interpreted negatively).

Take the final suggestion above, for example, and consider an applicant who has had more jobs than most people. How do *you* interpret this fact? (As a critical thinking exercise, you might at this point like to actually think of as many interpretations as you can.) And second, if it were your application, how would you present this aspect of your experience?

Some interpretations of numerous changes of job are:

- ▷ no staying power (this may be the most common interpretation, rightly or wrongly);
- ▷ range of experience and is now ready for a more committed approach;
- ▷ a lot of these jobs may have been temporary;
- ▷ such an effective worker that she’s been headhunted or promoted often;
- ▷ antagonises employers for some reason and is encouraged to move on;
- ▷ has been experimenting and gradually developing a sense of what is right for him by discovering what isn’t right;
- ▷ unrealistic expectations of work;
- ▷ bad luck.

A trained interviewer will probably try to find out which of these explanations, or a variation, is most true, but you can save the interviewer some work and, crucially, make being offered an interview more likely, if you’re appropriately specific. Generally, commenting is better than hoping the selector won’t notice.

In a sense, this is ‘spin’, but it’s honest spin, or at least it should be (see entry on Selection interviews). This is so for two reasons: pragmatic (you may be closely questioned about it when interviewed) and ethical (consistent with the core counselling quality of genuineness or ‘being yourself’).

Is it worth saying why you want to do the particular course? Generally, the answer is yes, though our experience is that this is an irrelevant consideration: we’ve known students who have started the course in sceptical mode, e.g. student S whose motives were unclear but possibly linked to career advancement in teaching and who took a detached, rather cynical approach initially but then became engaged by counselling – excellent selection decision by us! Conversely, there are a few students who begin full of passion and enthusiasm (convincingly conveyed in their application forms and their interviews) but then lose interest. However, most selectors will probably ask you about your motives for choosing counselling and their course, and they will expect sound answers.

assertiveness skills

▷ feedback, language, non-verbal communication, self-awareness, self-esteem, writing (expressive)

Assertiveness can be defined as ‘being able to express and act on your rights as a person while respecting the same rights in others’ (Nicolson et al. 2006: 78). It is often seen as a cognitive-behavioural technique (CBT) but is consistent with ideas about being true to oneself from humanistic approaches to counselling. At its heart is the question, ‘How much do I do what I want to do and how much do I do what others want me to do?’

Assertiveness theory and skills are relevant to counsellor trainees in two main ways: as a strategy for self-care, and as an option and perspective to consider for some problems with tutors and other students. It is also relevant to several aspects of counselling itself, e.g. setting and maintaining boundaries (Bayne et al. 2008).

Two central assertive skills are making requests and saying no. For example, suppose you want to ask if writing an essay in a particular way is acceptable to a tutor, but are embarrassed (it seems pedantic) or scared (you might look silly) to do so. Such fears might usefully be explored in counselling or in writing, but at the level of actions you could try the assertive skill of making a request.

Thus, you might first check the rights in Table 1. Numbers 2, 3, 8 and 9 – and possibly 10 – are the most likely to be relevant here. Are any of them difficult for you to either believe in or act on? Then you could analyse the potential costs and benefits. If the benefits matter more to you, you next prepare a form of words – a *key phrase* you’re comfortable with can be very helpful.

A further preliminary step is to rehearse, in imagination, or using a mirror, or recording yourself, alone or with feedback. At this or another stage you may

change your mind (rights 7 and 11). If you wish to continue, the next step is to actually make the request to your tutor. Finally, you may review what happens in a constructive way, looking out for irrational beliefs like ‘It’s awful when I’m rejected’ (cf. right 4) and ‘It’s terrible to have made such a mess of such a simple thing’ (cf. right 6).

Table 1 *Assertive rights*

1. I have the right to be treated with respect	and	Others have the right to be treated with respect
2. I have the right to express my thoughts, opinions and values	and	Others have the right to express their thoughts, opinions and values
3. I have the right to express my feelings	and	Others have the right to express their feelings
4. I have the right to say ‘No’ without feeling guilty	and	Others have the right to say ‘No’ without feeling guilty
5. I have the right to be successful	and	Others have the right to be successful
6. I have the right to make mistakes	and	Others have the right to make mistakes
7. I have the right to change my mind	and	Others have the right to change their minds
8. I have the right to say that I don’t understand	and	Others have the right to say that they don’t understand
9. I have the right to ask for what I want	and	Others have the right to ask for what they want
10. I have the right to decide for myself whether or not I am responsible for another person’s problem	and	Others have the right to decide for themselves whether or not they are responsible for another person’s problem
11. I have the right to choose not to assert myself	and	Others have the right to choose not to assert themselves

More formally expressed, the basic skill of making a request is as follows:

- 1 Choose person, request and timing carefully. Consider the possible costs and benefits, your values, your rights and the other person’s rights. (A representative sample of assertive rights is in Table 1.)
- 2 Write out your request, being brief and specific, and checking that it doesn’t sabotage itself, i.e. try to convey *and* believe that you don’t know the answer (but are hopeful!).
- 3 Consider including an emotion, e.g. ‘I’m embarrassed ...’
- 4 Rehearse, ideally with coaching from a skilful observer. Check *how* you are making the request: slight adjustments to posture, expression and voice quality can make you look, and probably feel, more assertive.
- 5 Select time and place (if applicable) to actually make the request.
- 6 Review what happened. The entries on Rejection, Feedback (receiving and recording) and Decisions may be helpful.

For excellent discussion and vivid examples, see Dickson (1987), which is for both sexes despite its title.

The basic skill of saying no is just as straightforward (in theory):

- 1 Be brief.
- 2 Speak clearly and confidently.
- 3 Rehearse.
- 4 Select time and place (if applicable)
- 5 Review.

Dickson (1987) also suggests some useful refinements, e.g.:

- noticing your *first* reaction (to take it into account, though not because it will necessarily be decisive);
- asking for time to think;
- asking for details;
- expressing an emotion;
- offering an alternative;
- calm repetition (if the other person persists).

This approach to assertiveness skills is more consciousness-raising than prescriptive. It emphasises self-awareness, individual style and choices, and being genuine. Assertive rights are one of several complicating factors. Accepting one of the rights can be very enlightening, while ignoring it can be a crucial obstacle. For example, someone might be very angry and upset by a colleague's change of mind but then work through the rights listed in Table 1 and find that number 7 offers a useful perspective. Solutions are not always so easy, of course, but can be achieved.

One way of applying Table 1 is to consider the right-hand column first. Which do you find most difficult to assert? Then consider the left-hand column. Are there any you want to delete (cf. the second right)? Or to add? This list is a composite from Bond (1986), Dickson (1987) and others. The format is from Bond and makes explicit the dual nature of assertiveness: respect for self and respect for others. The last right listed emphasises the point that no one is assertive all the time – though most of us, it seems, would like to be more assertive than we currently are.

The last detailed review of research on assertiveness was many years ago (Rakos 1991). Rakos reviewed hundreds of studies and raised many issues but there has been little research since. He focused mainly on clinical use rather than, like Dickson (1987) and other popular books, on training for people in the general population, and he referred to the clinical use as *therapy* and the personal growth use as *training* (p. 187). He noted the 'extravagant claims' made in some self-help books and remarked that there is a lack of research on their effectiveness and on assertiveness training itself. However, in his view, assertiveness 'is entrenched as a mainstream behavioural intervention; and

like other empirically validated techniques, it is quite effective when used appropriately' (p. xi).

assessment of counselling qualities and skills

▷ **assessment of coursework, de-skilled, presentations, self-awareness, skills versus qualities, strengths**

Assessment of counselling qualities and skills can be attempted either by focusing on particular 'assessed sessions', which might be live demonstrations, audio or video recordings, or transcripts of sessions, or some form of ongoing assessment of skills and qualities. An assessed session might also be carried out live, where you will be observed by a tutor and possibly a small panel of peers.

Generally you would be asked to provide some verbal evaluation of the session upon completion and would then receive feedback from tutor and peers. Following on from this, you might need to write an evaluation of the session, taking into account the feedback received. The session will often be recorded to help you to reflect on and evaluate your performance and to allow the assessment to be double-marked.

Whilst this might sound somewhat daunting, most courses which assess skills in these ways include regular practice in skills training groups or 'triads' (groups of three roles: counsellor, client and one or more observers), and these can provide useful opportunities to practise the assessment process and to get helpful feedback before the actual assessment. It is also useful to be aware of the criteria that will be used to assess you. Try to make sure that you understand exactly what skills and qualities you should be demonstrating and that you have a clear sense of what these skills and qualities look like when used effectively. Observation of peers, demonstrations by tutors and recordings of experienced therapists are good opportunities to develop a feel for good practice and a range of potential models for your own development.

Assessment of recorded sessions generally requires the student to submit the recording with a transcript and/or commentary/analysis/evaluation, perhaps of a selected extract. The course may require a recording of some work with someone outside the course group or it may be permissible to use a recording from regular skills training sessions on the course. Either way, it is in your best interest to gather a number of recordings to choose from rather than relying on one. It is also usually worth observing the recordings you have available with the assessment criteria in mind. It's unlikely that you will find the perfect recording – tutors will understand this – but you should pick the one which best demonstrates the assessment criteria. (This might not necessarily be the most impressive or satisfying piece of counselling.)

Most courses base such assessments on a combination of the competence demonstrated on the recording with the quality of analysis and evaluation in

your accompanying commentary. Where you are able to identify 'areas for development' in the recording, you have an opportunity to show your awareness of how you might have done things better. You should consider the intention behind your interventions, their impact, suggest alternatives where appropriate, give evidence of your demonstration of required qualities, and show evidence of awareness of the developing relationship between you and the client and the unfolding therapeutic process.

Some courses will ask you to make a presentation of your recorded session to a tutor and perhaps a small group of peers, during which you would play extracts from your recording, provide some commentary and analysis/evaluation, and engage in discussion with the panel. This tends to be a stressful experience (though enjoyable for some), but preparation is likely to help. Plan what you are going to say in advance and practise your presentation so that it sounds coherent and you are confident of the timing. Make sure you are familiar with any technology you will be using, and that you know how to start the recording in the right place, stop it where you want to, etc.

Other strategies for assessment of counselling skills and qualities include logging of case notes/case studies; supervision notes; feedback and reports from supervisors; collecting and analysing evaluation data; logging of skills session notes; ongoing assessment of skills sessions by tutors; and self-appraisal reports. Whilst most of these do not give tutors an opportunity to assess your skills directly, they do give you a variety of opportunities to convince them that you know what you are doing: by collecting and presenting evidence or reflecting on your work in ways which demonstrate self-awareness; by demonstrating an ability to describe, give a rationale for, and evaluate your practice; and by showing evidence of learning and development.

assessment of coursework: issues

▷ **failing, feedback, plagiarism, references in academic writing, referral, strengths**

The first issue to confront is your experience so far of being assessed. You may find it worthwhile making notes about your experiences, including your earliest and most recent, e.g. teachers' remarks, your feelings of rejection, failure, triumph etc., parents' or guardians' reactions to school reports, exam results and so on.

Collect these memories over a few days and then ask yourself about any effects on you now, particularly as you think about the assessment items on your course, and the next one due in. The idea, obviously, is that if you remember feeling hurt and humiliated by earlier experiences of being assessed (and many people, including those who have been academically very successful, do), to try to see them in a new way so that you reduce or end any negative influence

on doing future pieces of coursework. You could, for example, talk to a friend, colleague or counsellor, and/or write about them as described in the entry on the Journal.

A second assessment issue (particularly in counsellor training?) is how to balance encouraging the development of individual style with meeting general standards of competence. One strategy is conformity to the norm first, then, as the basic skills and qualities become more familiar and embedded, increasing individuality. However, in our view, critical thinking, developing your own intellectual life, is important from the start.

Third, there is the problem of how clear it is possible and desirable to be about assessment criteria. Can absolute, objective measurable standards of quality be developed? For example, consider the following attempt by one of us to spell out the meaning of different marks for the journal:

DISTINCTION (70%)

- Sophisticated application of the core model
- High level of exploration
- High level of analysis
- Specific actions generated and evaluated very well
- Excellent review: balanced, insightful, high level of critical thinking

VERY GOOD (60–69%)

- Sound application of the core model
- Good level of exploration
- Good level of analysis
- Specific actions generated and evaluated well
- Very good review

PASS (50–59%)

- Coherent but limited application of the core model
- Adequate level of exploration
- Adequate level of analysis
- Specific actions generated and evaluated to a limited extent
- Competent review

REFER (49% OR BELOW)

- Poor application of the core model
- Limited exploration
- Little or no analysis
- Few or no specific actions generated or evaluated
- Review too descriptive and lacking insight

In this attempt, words like ‘sophisticated’ and ‘coherent’ are simply alternative expressions for the level of mark they appear to be defining. The assessor still has to make a (professional and informed) judgement. However, the criteria are not a totally spurious exercise: students say they find the listing of qualities

useful, that it reduces the mystery a little, or at least appears to. Another positive aspect of general criteria is that they allow or encourage individuality; they can't be treated as mechanically prescriptive and confining.

A related issue is whether counsellor training should be marked Pass/Fail, or Distinction/Pass/Fail, or with a percentage. The assessment policy of an organisation may make any debate irrelevant in practice. Similarly, some colleges and universities require staff to mark anonymously. The aim, of course, is fairness, and perceived fairness. However, it also means that the tutor can't (unless she guesses accurately whose piece of work it is that she's marking) modify her feedback to the student's personality and circumstances. It seems to us inconsistent to ask for personal work and to comment on it when you're not sure who the writer is. Anonymity has much more point with large classes and less personal work.

There are numerous other assessment issues: what is assessed and when; what is not assessed; who assesses (peers?, self?, staff?); the tension between formative assessments, which provide feedback to help students improve, and summative assessments, which count towards the final mark (summative assessment encourages playing safe, not trying out new things and risking not learning from mistakes); the question of what 'messages' assessment items and schemes give students about what they should be learning (these may be obscure or hidden, or interpreted differently by students and staff); and the tension between assessing competence, especially when defined tightly, and encouraging an individual style.

assessment of essays and reports

▷ **assessment of coursework, critical thinking, study skills**

On almost all training courses you will be required to submit some written work in the form of essays or reports. When preparing and writing these it is important to know what the tutors are expecting of you, and in particular what criteria they will be using to assess them. These assessment criteria are likely to be linked to the learning outcomes for the module or unit if your course is organised in that way, which should be available in your course documentation. Generally, any given assessment will be testing a number of the learning outcomes, and the way in which it does this should be evident from the assessment criteria.

While this may seem rather technical from the perspective of a student on a training course, it is to your advantage to know as accurately as possible what it is that you should be demonstrating with each assessment. This will help you to plan your essays or reports and focus your writing. When tutors are briefing you on particular assessments, you may find it helpful to ask some clarification questions to make sure that you understand the assessment criteria.

A number of authors in the educational field have suggested ways of organising learning outcomes and developing assessment criteria (e.g. Anderson and Krathwohl 2001), but as a student the most important thing is that you can understand how to satisfy the criteria in order to pass the assessment or achieve the mark you want.

The main criterion in marking essays and reports is relevance to the title. Consider for example the essay title ‘Why are there so many different approaches to counselling?’ There is nothing particularly obscure about the wording and yet most essays on it are statements of all the writer knows about person-centred counselling, CBT etc. They don’t answer the question. Faced with this essay question, a good strategy is to think of three or four possible reasons for there being many approaches, state them, and use your knowledge of the approaches to illustrate these reasons. This means arguing a case and selecting evidence.

The essays in counselling courses are less likely to be of the traditional kind in which the meaning of the question itself needs to be analysed in some detail. Rather, depth of understanding and levels of critical thinking are tested by how well ideas are *applied*, usually to oneself or to clients. The assessment criteria, naturally, should reflect this, and academic rigour and personal insight given equal weighting.

Assessment criteria are likely to address the following areas.

Knowledge and understanding

You may be required to demonstrate what you *know* in assessments. This could be knowledge of particular facts, principles or theories, but it may also include knowing how to use them or apply them. You can demonstrate this effectively by writing about what you know in context – relating what you have learned to situations in which it applies – and by giving relevant examples of when and how particular knowledge can be used. You may also be required to be able to put your knowledge in a broader context – how particular facts or ideas relate to the historical development of the field or how specific ideas fit into a bigger picture.

Understanding can also be demonstrated by translating ideas in order to apply them to different situations, extrapolating, or comparing and contrasting.

Thinking skills

Some assessment criteria will require that you go beyond knowing things and understanding them, and that you demonstrate your ability to think. This could include things like applying knowledge to new situations and making choices about what to apply when. You can demonstrate this by writing about how you might *assess* and *plan* the way you would approach a particular problem, showing an ability to select appropriately between theories, techniques, approaches etc. Assessment criteria related to thinking skills may

also be designed to test your ability to analyse (identify the elements of a given problem or issue, the relationships between them and the principles that apply), synthesise (pull together knowledge from different areas to address a given issue in a comprehensive or new way, or generate alternatives), and evaluate (present judgements about the strength or validity of ideas or approaches, their applicability and limitations, based on evidence or application of some criteria).

Critical thinking is often a key aspect of assessment criteria especially at higher academic levels, and it can be seen as the ability to combine analysis, synthesis and evaluation with a questioning ('What if ...?') approach in the exploration of a particular idea, theory, concept etc. You demonstrate critical thinking by showing awareness of the elements that make something up, exploring how it applies to a range of situations, possibly testing its application in new ways or new situations, looking at how it might be combined with or where it might contradict other ideas, and testing its limits.

Reflection

Assessment criteria for essays and reports (and for journals and professional logs) may also ask you to demonstrate evidence of reflection. You need to show that you have considered the relationship between what is being considered (which may be theories/concepts etc. and/or experiences) and yourself – your thoughts, feelings, behaviours. Reflection involves exploring the impact of an idea or an experience on an individual level, thinking about what it means for you, and its implications. A useful structure for demonstrating reflection is: What? – So what? – Now what?

- What?* Describe the experience (which might include encountering a new idea, concept, theory etc.). How did you respond (thoughts, feelings, behaviour)?
- So what?* What might this mean to you? What can you learn from it? What new insights are available to you (e.g. patterns in your thinking/feeling/behaviour; alternatives; strengths, areas for development etc.)?
- Now what?* What might you like to do or do differently as a result of reflection? Identify goals or action plans that might follow and consider how you will evaluate progress.

The notion of the *reflective practitioner* is important in counselling and psychotherapy, and you will need to be able to demonstrate in some of your assessments that you are self-aware and self-challenging. In other words, you must show that you can identify and monitor your thoughts, feelings and behaviour; that you are aware of your patterns and preferences, strengths and limitations; that you can evaluate your work in terms of what has gone well and what could have gone better, and identify possible alternatives in the latter

case; and that as a result of reflection you can identify appropriate learning and development goals for yourself, and generate action plans to achieve these goals.

Evidence of practical skills

Some essays or reports may also have assessment criteria that require you to provide evidence of your practical skills, for example in client work, or making use of supervision. To do this you may find it useful to think in terms of *description* and *evaluation*. The former means that you provide a clear enough account of what you did to convince the assessor that you know what you are talking about. So for example, rather than saying 'I used CBT', you would need to provide some detail of *how* you explored the thoughts a client experienced in a given situation, how these impacted on their feelings and behaviour, and how you went about helping the client to change them. You are then in a position to evaluate your use of skills. What was the impact? How effective was it? What worked well and what could have gone better? What alternatives can you suggest? Thoughtful evaluation provides further evidence that you understand what you are doing and can discern the level of competence you are demonstrating.

assessment of presentations

▷ assessment of coursework, feedback (giving), presentations

The scales below are one way of assessing presentations and giving feedback on them. They can also, of course, be helpful when preparing and making a presentation.

	Very			Not very			
	7	6	5	4	3	2	1
<i>Voice quality</i>							
Audible?							
Clear?							
Varied in tone?							
Other comments?							
<i>Content</i>							
Well-structured?							
Clear?							
Useful?							
Good example?							
Helpful visual aids?							
Other comments?							
<i>Questions</i>							
Listened to well?							
Answered well?							
Other comments?							

attendance requirement

▷ **trust**

Counselling courses accredited by BACP (British Association for Counselling and Psychotherapy) are required to monitor students' attendance and to implement an 80 per cent limit. One view is that this puts the emphasis in the wrong place: on hours present rather than on quality of outcome. However, for the group to function well, it needs diverse contributions and for people to trust each other, and both are more achievable if students are present.

Name index

- Aamodt, M. H. 123
 Adams, C. E. 151
 Adams, J. 84
 Allen, A. B. 151
 Anderson, L. 11
 Anderson, N. 125
 Arkin, R. M. 122–3
 Arthur, R. A. 29–30
- BACP *see* British Association for
 Counselling and Psychotherapy
- Barron-Tieger, B. 119
 Bayne, R. xiii–xiv, 4, 18, 21, 24, 27–30,
 42–3, 53, 56, 75, 85, 94, 100, 108,
 119, 137–8, 151, 156
- Bensley, A. 38
 Berne, E. 127
 Blackman, M. C. 134
 Boice, R. 53
 Bond, M. 6
 Bond, T. xv, 21, 142
 Bor, R. 28
 Bradley, L. 57
 Brady, J. L. 149–50
 British Association of Anger
 Management 2
 British Association for Counselling and
 Psychotherapy 14, 21, 30, 35, 44,
 55–6, 92, 121
- Brown, G. 138
 Bruna Seu, I. 73
 Buckingham, M. 147
- Carkhuff, R. 144
 Cartwright, S. 127
- Clarke, K. M. 43
 Clifton, D. O. 147
 Collard, P. xiii–xiv, 4, 18, 21, 24, 56, 85,
 94, 100, 138
 Cook, M. 134
 Cooper, C. L. 28, 36, 39, 56, 79, 127,
 130
 Corey, G. 96–7
 Corey, M. S. 96–7
 Cottrell, S. 101, 122
 Crane, R. 95
 Cripps, B. 134
- Daines, B. 92–3
 D’Andrea, M. 98
 Daniels, J. 84
 Davies, D. 143
 Daw, B. 107
 Dexter, G. 125
 Dickerhoof, R. 165
 Dickson, A. 6
 Dobson, P. 123
 Dodd, N. 29–30, 137
 Doyle, C. E. 27
 Drapeau, M. 29
 Dryden, Windy xiv, 30, 40, 50, 72, 107,
 155
 Duncan, B. L. xiv–xv, 31, 36, 39, 65, 69,
 74–5, 79–80
- Egan, G. 65, 69, 71, 145
 Elbow, P. 69
 Elliot, R. 43
- Feltham, C. xiii–xiv, 24, 37–8, 40, 50,

- 84, 107, 155
 Frattaroli, J. 165
 Funder, D. C. 134, 138
 Furedi, F. 39, 41
- Gask, L. 92–3
 Glover, B. 57
 Greenberg, C. S. 43
 Greetham, B. 53
 Grimmer, A. 107
 Gunarata, B. 95
 Guy, J. D. 96, 149–51
- Hall, C. 78
 Hall, E. 78
 Hamilton, R. 126
 Hancock, J. 151
 Hawkins, P. 96, 153
 Health Professions Council xi–xii, 70
 Healy, F. C. 149–50
 Hill, C. E. 50
 Hodgson, S. 135
 Hollon, S. 95
 Horne, J. 145
 Horton, I. xiii–xiv, 4, 18, 21, 24, 35, 45,
 56, 78, 85, 94, 100, 138
 Houston, G. 69
 Howe, A. 92–3
 Howe, L. W. 163
 HPC *see* Health Professions Council
 Hubble, M. A. xiv–xv, 31, 36, 39, 65,
 69, 74–5, 79–80
 Hunt, P. 22
- Ivey, A. 98
 Ivey, M. 98
- Jackson, L. 57
 Jenkins, P. 101
 Jennings, L. 74
 Jinks, G. xiii–xiv, 4, 18, 21, 24, 56, 80,
 85, 94, 100, 138
- Joseph, S. 107
 Jourard, S. 138–9
- Kagan, N. 81–2
 Killaspy, H. 142
 King, M. 142
 Kirschenbaum, H. 163
 Krathwohl, D. 11
 Kwiatkowski, R. 22
- Lago, C. 98
 Lambert, M. J. 28, 31, 39, 75, 79–80
 Lawley, J. 94
 Lazarus, A. A. 30, 40, 128
 Leary, M. R. 151
 Lent, R. W. 50
 Levin, P. 53
 Lietaer, G. 43
 Linley, A. 146–8
 Lyubomirsky, S. 165
- McAdams, D. 108, 138
 Macfarlane, A. 38
 Mackenzie, A. 126
 McLeod, J. xiii, 28, 37, 50, 75, 121–2,
 129–30, 138
 Mann, S. 17–18
 Marsh, J. 17
 Marshall, S. 30
 Martin, P. 145
 Masson, J. 39, 41
 Mayne, T. J. 128
 Mearns, D. xv
 Miller, S. D. xiv–xv, 31, 36, 39, 65, 69,
 74–5, 79–80
 Morrall, P. 39–41
 Murray, R. 69
- Nacif, A. P. 126–7
 Nazareth, I. 142
 Neal, C. 142
 Neff, K. D. 151

- Neporent, L. 57
 Nicklin, J. M. 123
 Nicolson, P. 4
 Norcross, J. C. 50, 107, 149–51

 O'Brien, M. 69
 Ogles, B. M. 75
 Ogunfowora, B. 29
 Oleson, K. C. 122–3
 Osborn, D. 142
 Owen, J. 4

 Patrick, E. 163–4
 Payne, R. 78, 128
 Persaud, R. 96
 Provost, J. A. 108, 119

 Radford, J. K. R. 160
 Rainer, T. 84
 Rakos, R. 6
 Ridley, C. 98
 Robinson, A. 17–18
 Robson, C. 130
 Roch, S. G. 123
 Rodenburg, P. 115
 Rogers, C. R. 138–9, 141, 155
 Rogers, J. 36
 Ronnestad, M. 45
 Rosenthal, T. 128
 Russell, J. 141–2

 Schenck, C. H. 146
 Schinkel, S. 125
 Schlosberg, S. 57
 Scott, M. 2
 Scragg, P. 28
 Segal, Z. 95
 Seligman, M. E. P. 146
 Semlyen, J. 142
 Shepherd, J. 57
 Shohet, R. 96, 153
 Silver, R. 91

 Simek-Morgan, L. 98
 Simon, S. B. 163
 Singer, J. A. 108
 Skovholt, T. M. 45, 74
 Sousa, L. 165
 Spencer, L. 106
 Spinelli, E. 30
 Stewart, M. 95
 Storr, A. 150
 Stradling, P. 78
 Strunk, D. 95
 Sugarman, L. 91
 Sullivan, W. 94

 Talmon, M. 33
 Tate, E. B. 151
 Tavris, C. 37–8
 Taylor, S. E. 57
 Teasdale, J. 95
 Templer, D. I. 96
 Ten Have, P. 86, 158
 Thompson, K. L. 94
 Thorne, B. xv, 36–7
 Tieger, P. D. 119
 Tompkins, P. 94
 Truax, R. 144
 Truell, R. 126

 van Dierendonck, D. 125
 Varlami, E. 28–30
 Vonk, R. 151

 Wade, C. 37–8
 Waines, A. 84
 Watts, M. 28
 Weiten, W. 37, 152
 Wessely, S. 56
 Whalley, S. 57
 Wheen, F. 122
 Wilkins, P. 106
 Williams, E. 2
 Williams, J. 95

Worden, J. W. 90

Wortman, C. 91

Wright, J. K. 165

Yalom, Irvin D. xv, 33

Young, D. 78

Subject index

- academic qualifications 120
- academic writing *see* assessment;
essays; reports
- accepting feedback 65–7
- accreditation 35, 44–5
- active listening 82
- advertising 30
- age 1
- aggression 2
- Alexander technique 128
- alliance rupture 39
- anger 1–2
- antagonism 3
- anti-science position 56
- application forms 3–4
- applying for counselling training 1
- areas for development 8, 65, 140
- army of counsellors 41
- assertiveness 4–7
rights 5
- assessment
of counselling skills and qualities
7–8
of coursework 8–10
of essays and reports 10–13
of presentations 13
training skills xii
- atmosphere 15
- attendance requirement 14
- attention out 32, 63
- autonomy 21, 37, 41, 55, 97, 145
- away days 67
- BACP *see* British Association for
Counselling and Psychotherapy
- bad luck 3
- BASES *see* British Association of Sport
and Exercise Sciences
- beginning a course 15–16
dropping out 48–9
- beginning of training day *see* open
circle
- being yourself 4, 28
- beneficence 55–6
- bereavement 90
see also loss
- best books *see* reading lists
- bibliographic references 123–4
- ‘Big Five’ approach to personality 119
- binge writing 53
- blocks to learning 17
see also boredom
- bluntness 3
- body language *see* non-verbal
communication
- boredom 17–18, 118
- borrowing *see* plagiarism
- bounceback 148
- boundaries 4, 18–21, 24, 60, 122
counsellor–client relationship 20–1
course and outside 18–19
role as trainee counsellor and other
life roles 19
sub-groups and whole group 19
time with clients and other parts of
life 19–20
- brainstorming 101
- breathing space 47
- British Association of Anger
Management 2

- British Association for Counselling and Psychotherapy 14, 23, 30, 35, 44–5, 52, 55–6, 70, 92–3, 108, 121, 133, 143
 - Ethical Framework 55
- British Association of Sport and Exercise Sciences 57
- brochures 22, 67
- Buddhism 95
- bullying 127–8
- burdens of counselling 149
 - see also* stress
- buzz groups 18

- CAPP *see* Centre for Applied Positive Psychology
- careers in counselling 23–4
 - choice 27–8
- case studies 24–6
- causing trouble 40
- CBT *see* cognitive-behavioural therapy
- Centre for Applied Positive Psychology 148
- challenge 15, 40, 145, 149
- cheating *see* plagiarism
- checklist for placements 110–11
- child protection legislation 56
- choosing a career 27–9
 - choice of orientation 28–9
 - see also* careers in counselling
- choosing a counsellor 30–1
- choosing a course *see* beginning a course
- clean language questions 94
- clients 32
- clinical wisdom 33
- closure 105
- co-counselling 32–4
- coaching 36
 - see also* counselling careers
- Code of Ethics and Practice *see* Ethical Framework (BACP)
- cognitive-behavioural therapy 4, 11, 13, 25, 28–31, 70–1, 101
- collaboration 101
- comfort zone 158
- common factors paradigm 69
- community meetings xii
- compassion 41, 151
- competence 35
- complaints about course 34–5
- complications 27–8
- confidentiality 18–19, 21, 38, 101–2, 110
- congruence xiv–xv, 47, 54, 93–4, 117, 138, 143–4, 159
- conscious incompetence 140–1
- contact time with tutors *see* tutors
- containment 20
- conversation analysis 86–8
- coping with loss 89–91
- core elements of training xii–xiii
- core model 35–6, 44–5
- counselling careers 23–4, 36–7
 - vs.* coaching 36
 - vs.* psychotherapy 37
- counselling model development 44–5
- counselling orientation 28–30
 - role of personality 29–30
- counselling room 132
- counselling skills assessment 7–8
- counsellor–client relationship 18–21, 34, 75, 83, 141–2
 - sexual 141–2
- counter-transference 154
- course brochures 22
- course ending 50–2
- course group trust 158–9
- coursework assessment 8–10
- creativity 69
- critical thinking 12, 37–8
- criticisms of counselling 38–41
 - critiques 39–40
 - effectiveness of counselling 39

- empathetic listening 39
- Furedi 41
- Masson 41
- Morall 40
- yesterday's news 39

- daydreaming 18
- DDA *see* Disability Discrimination Act 1995
- de-skilling *see* self-esteem
- decision making 42–3
- deferring 43–4
- delusion 94
- denial 61
- Department for Education and Employment 68
- depression 41, 91, 94
- designing research 129–30
- detachment 19
- developing counselling model 44–5
- developing trust 158–9
- DfEE *see* Department for Education and Employment
- diagnosis–treatment paradigm 70
- direct aggression 2
- disability 45–6
- Disability Discrimination Act 1995 45–6
- discounting feedback 66
- discouragement *see* distress
- discrimination 46
- disengagement 20
- dismal quest 36–7
- distraction of notes 101–2
- distress 46–7
- diversity 47–8
- domestic violence 127
- dropping out 48–9
 - see also* failure
- dynamic unconscious 28
- dysfunction 96–7

- EAPs *see* Employee Assistance Programmes
- EBP *see* evidence-based practice
- effect of counsellor training on relationships 125–7
- effectiveness of counselling 30–1, 39
 - see also* criticisms of counselling
- effectiveness of counsellor training 50
- efficacy 38
- Egan's Skilled Helper Model 35–6, 71, 79
- emotional experience 19
- emotional instability 125
- empathic listening 39, 59–60
- empathy 39, 59–60, 73, 82, 93, 98, 103, 115, 127, 137, 145
- Employee Assistance Programmes 23
- ending a course 50–2
- escape from normal life 163
- essays 10–13, 52–5
 - Boice's research 53
 - evidence of practical skills 13
 - knowledge and understanding 11
 - other advice 54–5
 - psychological type theory 53–4
 - reflection 12–13
 - and reports 10–13, 52–5
 - thinking skills 11–12
 - use of 'I' 54
 - writing 52–5
- establishing boundaries 18–21
- Ethical Framework (BACP) 55, 93
 - see also* British Association for Counselling and Psychotherapy
- ethics 55–6
- evidence of practical skills 13, 71
- evidence-based practice 56, 70
- ex-client and counsellor 142
- exercise 57
- exerting influence 76
- exhaustion *see* expectations of training

- expectations of training 58–9, 95
- experience of counsellor training xi–xv
 - core elements of training xii–xiii
 - theory xiii–xiv
 - training institutions xi–xii
- experiential exercises xii, 57–8
- experiential groups 59–61
- expressive writing 165

- facing the shadow 96
- failure 62–3
 - see also* dropping out
- fallout 46
- fears about counsellor training 63–4
- feedback 4, 64–7
 - giving 64–5
 - receiving and recording 65–7
- feelings
 - anger 1–2
 - boredom 17–18
 - de-skilled *see* self-esteem
 - discouragement *see* distress
 - distress 46–7
 - exhaustion *see* expectations of training
 - panic *see* distress
 - upset *see* distress
- fees 67–8
- fidelity 55
- fifty-minute therapy hour 20
- finding a placement 108–11
- first day *see* beginning a course
- flexibility 63
- fluid inner self-awareness 138
- frameworks 68–9
- freewriting 69–70
- friends and effect of counsellor training
 - 125–7
- funding 67–8
- Furedi, F. 41
- future of counselling 70–2

- gait analysis 57
- games 127
- gay affirmative therapy 142–3
- gender 73
- general aspects of research design
 - 129–30
- Gestalt xiv, 43, 105
- giving feedback 64–5
- golden seeds 148
- good counsellors 73–5
- good fit 69, 79
- grand theory of everything 68
- groups *see* experiential groups
- gut instinct 42, 101

- hallucinations 92, 94
- harassment 127–8
- hard information 22
- headhunting 3
- Health Professions Council xi–xii, 70
- hidden agendas 76
- hoax 122
- hours of study 77
- how to choose the right course *see*
 - beginning a course
- HPC *see* Health Professions Council
- humanistic counselling 28

- ideas for research 128–9
- identifying strengths 147–9
- imagery 78
- important qualities for feedback 64
- inability to visualise 78
- indirect aggression 2
- inequality 73
- informed consent 79
- injustice 1–2, 34
- inquirer leads 82
- inquirer role 81–2
- instructions for lifeline experience 89
- integration 69, 77–9
- integrative counselling 79–80

- inter-/intra-counselling session note
 - making 101–2
- intermitting 80–1
- interpersonal process recall 17–18, 81–3, 138
 - further practical points 83
 - inquirer leads 82
 - inquirer role 81–2
 - recaller role 81
 - variations of IPR 83
- interventions 6–8, 25–6, 70–3, 83
- IPR *see* interpersonal process recall
- irrational beliefs 28
- issues in coursework assessment 8–10
- Ivey model for cultural empathy 98–9

- job references 123
- job satisfaction 27
- journals 84–5
 - problems with writing 84–5
- jungle of market forces 37
- justice 55–6

- keeping a journal 84–5
- keeping your inner world awake 69
- knowledge 11

- language 86–8
- leaden seeds 148
- lectures xii
- lethargy 17
- letting go 91
- life experience 59
- lifeline experience 88–9, 101
 - instructions 89
- lift 148
- linguistics 86–8
- listening skills 126
- logs 67, 117–18
- loss 41, 89–91
- loss of self-esteem *see* self-esteem
- lures 135

- making decisions 42–3
- making notes 100–1
- making a pitch 3
- making presentations 115–16
- managing placements 111–14
- Masson, Jeffrey Moussaieff 41
- MBTI *see* Myers–Briggs Type Indicator
- meditation 96, 128
 - see also* mindfulness
- meeting age criterion 1
- membership organisations 92
- mental health 92–4
- mentoring 114
- meta-framework 69
- metaphors for counselling 94–5
- mindfulness 95–6, 151
- Morrall, Peter 40
- motives for becoming a counsellor
 - 96–7
- mourning 90–1
- multiculturalism 98–9
- Myers–Briggs Type Indicator xiii, 108, 118–19
 - psychological type theory 118–19
- mystery 15

- narcissism 125
- National Health Service 23, 70
- natural talent 74–5
- NHS *see* National Health Service
- non-judgemental approach 24, 145
- non-maleficence 55–6
- non-verbal communication 100, 157–8
- notes 100–1
- NVC *see* non-verbal communication

- open circle 103–5
 - research on evaluations of 104–5
 - variations on 105
- open-system integration 36, 79
- orientation 28–9, 142–3
 - choice of counselling 28–9

- sexual 142–3
- other advice on writing 54–5
- other students and effect of counsellor
 - training 127–8
- outer self-awareness 139
- overrunning 21

- panic *see* distress
- panic button 132
- partial funding 67
- patriarchy 73
- peer counselling *see* co-counselling
- peer supervision 51
- person-centred counselling 11, 29–31, 69, 79, 144
- personal culture 48, 98
- personal development 106
- personal development groups *see* experiential groups
- personal model 31, 79
- personal reflection xiii
- personal therapy xii, 77, 107
- personality 29–30
- personality therapy 107–8
- philosophy 36
- physical exercise 57, 128
- placebo effects 31, 80
- placements 108–14
 - checklist 110–11
 - finding 108–11
 - managing 111–14
 - sample registration document 112–13
- plagiarism 114–15
- playing the game 17
- playing a salmon 95
- portraits 84
- positive feedback sandwich 65–6
- postmodernism 122
- poverty 40
- practical points on IPR 83
- preparation for selection interview
 - 135–6
 - preparation for supervision 152–3
 - preparing for training role of client 32
 - presentations 13, 115–16
 - principle of intermission 80
 - see also* intermitting
 - privacy 84–5
 - problems with journal writing 84–5
 - problems of mental health 92–4
 - process reports 116–17
 - process of supervision 153–4
 - professional ethics 55–6
 - professional logs 117–18
 - projection 61
 - psychodynamic counselling 28–31, 79, 107
 - psychological type theory 42, 53–4, 108, 118–19
 - psychosynthesis 30
 - psychotherapy 36–7
 - see also* counselling careers

 - qualifications 120
 - qualities 7–8, 64, 144–5
 - for feedback 64
 - vs. skills 144–5
 - quality of counsellors 73–5
 - good counsellors 73–5

 - race *see* multiculturalism
 - rapport 86
 - rational emotive behaviour therapy 30
 - re-locating loss 90
 - readiness to begin training 121
 - reading lists xiv–xv, 123
 - reading research papers 130–1
 - reading as a skill 121–3
 - REBT *see* rational emotive behaviour therapy
 - recaller role 81
 - recording feedback 65–7
 - references 123

- references in academic writing 123–4
- referral *see* assessment
- reflecting on anger 1–2
- reflection 12–13, 58–61
- reflexology 128
- rejection 5, 124–5
- relationships 31, 50–1, 125–8
 - factors in 31
 - with friends 125–7
 - with other students 127–8
- relaxation 63, 128
- replies to criticisms of counselling
 - 38–41
 - empathic listening 39
 - yesterday's news 39
- reports 10–13, 52–5, 116–17
 - and essays 10–13, 52–5
 - process 116–17
 - writing 52–5
- research 128–9
- research design 129–30
- research on evaluations of open circle
 - 104–5
- research papers 130–1
- rights in assertiveness 4–7
- role of inquirer role 81–2
- role of personality 29–30
- role play 131
- role of recaller role 81
- rooms 132–3
 - counselling 132
 - training 132–3
- safety *see* placements
- scapegoating 61
- selection interviews 134–6
 - preparation for 135–6
- selection procedures for counsellor
 - training 136–7
- self theories of personality 138
- self-actualisation 28
- self-appraisal report 118
- self-awareness 3, 8, 12, 24, 46, 84, 107, 138–9
 - fluid inner self-awareness 138
 - outer self-awareness 139
 - stable inner self-awareness 138–9
- self-care *see* assertiveness
- self-compassion 151
- self-development *see* experiential
 - groups
- self-disclosure 3, 16, 20, 60, 103, 149
- self-esteem 139–41
- self-help 6, 97
- self-respect 55
- sexual abuse 55, 131
- sexual attraction 141–2
 - counsellor and client 141–2
 - counsellor and ex-clients 142
 - trainee and tutor 142
- sexual orientation 142–3
- skills xii, 7–8, 121–3, 143–4, 152
 - reading as 121–3
 - study 152
 - training xii, 143–4
- skills laboratory work 67
- skills training xii, 143–4
- sleep 145–6
- speaking world languages 36
- spin 4
- splitting 61
- stable inner self-awareness 138–9
- staff *see* brochures
- statutory regulation 70
- staying power 3
- stereotyping 30, 98
- sticky moments 33
- stream of consciousness 3
- strengths 65, 146–9
 - identifying 147–9
 - summary of 65
- stress 41, 149–51
- structuralism 122
- study skills 152

- summary of strengths 65
- supershrinks 74
 - see also* good counsellors
- supervision xii, 76–7, 152–4
 - preparation for 152–3
 - process of 153–4
- support *see* beginning a course

- taboos 18
- t'ai chi 128
- talking about real problems 131
- taping counselling sessions 155–6
- tasks of mourning 90–1
- teaching sessions
 - boredom in 17–18
- techniques with time 156
- temperament 107–8
 - see also* personality; personality theory
- The Sopranos* 38
- theoretical integration 77–8
- therapeutic relationships 20
 - see also* boundaries
- thinking skills 11–12
- time management 118, 156
- torpedoing 135
- trainee and tutor 142
- training institutions xi–xii, 35
- training role of client 32
- training room 132–3
- training in skills xii, 143–4
- transcripts 25–6, 157–8
- transgression of boundaries 122
- transpersonal counselling 28
- trends in counselling 71–2
- triggers 46
- trust 85, 158–9
- tutorials xii, 159
- tutors 159–61
 - and contact time 159–61
- two-chair technique 43

- UKCP *see* United Kingdom Council for Psychotherapy
- unconditional positive regard xiv–xv, 93, 125, 141, 143–4
- unconscious incompetence 140–1
- understanding 11
- unfinished business 105
- United Kingdom Council for Psychotherapy 92
- unwinding 128
- upset *see* distress
- use of 'I' 54, 60

- values 163–4
- vandalism 100
- variations of IPR 83
- variations of open circle 105
- video/DVD labs *see* skills training
- vigorous exercise 57
- visualisation *see* imagery

- 'what is on top?' 32
- what kinds of experience count 59
- win–win outcomes 2, 35
- withdrawal 2
- work *see* careers in counselling
- workshops xii
- writer's block 53, 69
- writing 24–6, 52–5, 84–5, 100–1, 116–17, 123–4
 - academic *see* assessment; essays; reports
 - case studies 24–6
 - essays and reports 52–5
 - expressive 165
 - a journal 84–5
 - notes 100–1
 - process reports 116–17
 - references in academic 123–4

- yesterday's news 39