



# **Integrative Counselling Course Prospectus 2020-2021**

★ ***BACP Accredited Course Programme***

*Awarded February 2005*

*Re-Accredited to Gold Book Standards 2015*

★ ***LIFE-FORCE Certificated***

**A Professional Training & Recognised Qualification  
In Therapeutic Counselling For Working With  
Adults In One-to-One Therapy**

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## RETURNING TO STUDY

Increasingly individuals are becoming aware of the needs for counselling therapy and the many positive benefits that derive from it. Counselling, at its best, can help an individual to change the course of their life. That is why, here at Life-Force School, we not only believe that it is crucial to offer the best training, but that in the process of training, students become more aware of their strengths, weaknesses and past problems. Experiential learning and support enable the student to learn in an enjoyable and safe atmosphere.

The LIFE-FORCE Centre building incorporates specialist training rooms that are comfortable and superbly equipped. Facilities for refreshments are readily available and a well-equipped, hygienic kitchen is available for lunches and tea breaks.

Course costs are included in the prospectus. Fees can be arranged to be paid monthly. In considering the study time commitment to the course, candidates should allow for at least double the amount of time on the course to be spent on personal study time.

# BACP COURSE ACCREDITATION

The British Association for Counselling & Psychotherapy (BACP) is the largest and broadest professional body within the sector of counselling and psychotherapy. Its work is multifaceted in the field and this includes the accreditation of counselling training programmes who meet the definitive standards and criteria set by BACP. To attain this accreditation status is a formal recognition of high professional standards regarding course format, delivery, assessment methods plus policies and procedures.

Life-Force School of Counselling is an independent organisation that has been providing counselling training courses since 1995. The School has been delivering a BACP Accredited training course programme since 2005, and gained Re-Accreditation to BACP Gold Book Standards in 2010.

Life-Force School is proud to be the first training organisation to have developed a course programme which successfully meets these new BACP 2009 training course criteria, and the School continues to be committed to the maintenance and raising of professional standards in the area of counselling training.

The School aims to be at the cutting edge of both course development, informed by evolving requirements, and course delivery which intends to achieve excellence in terms of training professional counsellors.

In pursuit of these goals the School provides a coherent structure for the delivery of the course programme, which includes an external moderation process and the certification of students who successfully complete each stage of the course.

Students who successfully complete the Life-Force School Diploma in Integrative Counselling will graduate from a BACP Accredited Course and will have the required number of training hours to enable them to work towards individual counsellor BACP accreditation, for which they will need a minimum of 450hrs of supervised counselling practice, over a period of 3-5 years. Students will also be able to join the BACP Register of Counsellors and Psychotherapists which is a voluntary register that was opened early in 2013 and is overseen by the Professional Standards Authority for Health & Social Care. For further information visit the BACP website at [www.bacp.co.uk](http://www.bacp.co.uk)

# INTRODUCTION TO INTEGRATIVE APPROACH

The core model of the course is an integrative approach which is based on a humanistic client-led philosophy and practice informed by a theoretical integration of existential, psychodynamic and other theories to enrich the understanding of both human development generally and the dynamics of the therapeutic relationship. The holistic approach of the course emphasises the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling.

An emphasis on the therapeutic relationship and empowerment of the client are seen as core to the process of therapeutic change at all times and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During the Stage 2 course, students are introduced to Egan's 3-stage model of counselling before then proceeding on to the Stage 3 Certificate in Counselling Skills during which they study the humanistic approach from both a theory and skills perspective. At Stage 4, students go on to explore and integrate other existential models and by developing an increasing understanding of a range of other theoretical approaches, theories and therapeutic practice, they are led towards developing their own integrated approach wherein humanistic interventions are progressively informed by a growing understanding of counselling theory and the process of counselling itself. Throughout the course, the student will experience the process of counselling, both as a counsellor and as a client and during Stage 4, having undertaken an extensive practical placement working with clients, the student can become a fully qualified counsellor by attaining a Diploma in Integrative Counselling.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counsellors practising in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging and interactive way and double-staffed throughout, aside from the PD Group held during both years of the Stage 4 Diploma Course.

The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counsellors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

# ENTRY REQUIREMENTS

## **Open Access at All Three Stages**

No previous experience or qualifications are needed to apply for Stage 2.

## **Equal Opportunities**

Candidates from all backgrounds are welcomed as we believe students with diverse cultural experiences enrich the learning environment. Students will be treated and valued equally and with recognition of the differences of race, gender, sexual orientation, age and where possible, disability. The Centre has limited disabled access and facilities.

## **Age Limit**

Candidates applying to join at Stage 2, 3 or 4 must be at least 21 years old.

## **Residential Weekend Attendance & Venue**

Candidates applying for Stage 3 and Stage 4 must ensure they are able to attend the residential training weekend by checking the course dates prior to application. Students who do not attend the residential weekend without extenuating circumstances, supported by written medical evidence, will fail the course. Expectant and nursing mothers should read the relevant policy on the Life-Force School website. The residential venue Belsey Bridge is a Christian based organisation in Suffolk NR35 2DZ.

## **English Language**

Prospective students must be able to meet the English language entry requirements (see Course Application Form).

## **I.T. Skills**

Candidates must have regular access to internet/email/printing facilities and sufficient I.T. skills to be able to create word processed documents, communicate online and undertake research via the internet.

## **References**

At Stage 3 and Stage 4 candidates will need to supply 2 references, one professional from their previous counselling trainer and one personal. Reference Format Guidelines and the Training Reference Form can be obtained from <http://www.lifeforce-centre.co.uk/admissions.html>

## **Accreditation of Prior Learning (APL)**

The School considers APL applicants for Stage 3 or 4 who have been awarded counselling training certificates detailing 35 or 175 contact teaching hours respectively. This applies to Life-Force School students who have had time out from training and those who have trained with an alternative provider within the last 3 years. Distance learning does not meet this entry requirement. Details of professional and personal development during the interim time out and a statement of why they wish to resume counselling training is also required.

## APPLICATION & INTERVIEW

Candidates can apply by following the School's Admissions Policy which requires applications to be made in writing by submitting a Course Application Form along with an A4 page detailing their reasons for wishing to attend the course. There is no automatic right of entry between stages.

At Stage 2 a group or personal interview and at Stages 3 & 4 a personal and group interview will be required prior to being offered a place on the course. Candidates will need to show they have the human qualities and potential that would enable them to become a responsible and capable therapist. They will also need to demonstrate interpersonal skills and a willingness to participate in the experiential work of the group.

At each level of the application process, candidates who are offered a place on any stage of the course will be required to complete a confidential Medical and Learning Support Form, in order to identify any special learning needs they may have. Life-Force School can then determine whether or not appropriate and sufficient reasonable adjustments can be provided to create a suitably supportive learning environment, without which the offer of a place may need to be withdrawn. Therefore early disclosure of any medical conditions or learning disabilities is essential in order to ensure students will be clinically fit to practice and work with clients who may have a range of psychological needs. Students who have a history of mental health problems may be required to obtain a signed Fitness to Practice form from their GP prior to the start of their clinical placement.

Successful candidates will also need to complete a Life-Force School Criminal Convictions Disclosure Form which requires disclosure of any prior disciplinary proceedings, criminal convictions, and current criminal allegations, any of which may not necessarily result in being unable to complete the course programme. The decision as to whether the candidate is suitable to provide a health care service to vulnerable adults will be determined by the nature of the disclosure, as well as the circumstances and background of the offence. Before applying candidates who have any such disclosures to make, must check with BACP that they would still be eligible for individual BACP student membership. They will also be required to obtain a DBS Enhanced Certificate prior to applying for the next step of the course programme. Also Stage 4 students will need to provide a DBS Enhanced Certificate, prior to commencement of clinical placement. A copy of the Life-Force School DBS Enhanced Certificate & Safeguarding Policy is available upon request.

Life-Force School reserves the absolute right to refuse admission onto a course or to request that a student discontinues, where this is deemed necessary.

# PROGRAMME OVERVIEW

The course is presented as 11 units which are divided into four areas of learning and assessment covering theory, professional practice, skills and personal development. These are the foundation of the programme and are therefore developed throughout the three year training.

Life-Force School acts as a support system for its students from registration to qualification. Students will receive regular individual tutorials throughout both Stage 3 and Stage 4 of the course programme.

<b>Outline Structure of the Training Programme</b>		<b>Duration</b>	<b>Hours</b>
Stage 2	Introduction to Counselling	5 Days	35
Stage 3	Certificate in Counselling Skills	1 Year	140
Stage 4	Diploma in Integrative Counselling	2 Years	300
<b>Counselling Course Total Contact Teaching Hours</b>			475

<b>Formally Assessed Written Course Work</b>		
<b>Stage</b>	<b>Assignment Title</b>	<b>Word Count</b>
Stage 2	Learning Evaluation - Sections A & B	3,200
Stage 3	Learning Evaluation - Sections A & B	3,400
	Essay	3,000
	Tape Analysis	2,500
	Personal Development Evaluation	2,000
Stage 4	1 <sup>st</sup> Learning Evaluation – Sections A, B, C & D	4,000
	2 <sup>nd</sup> Learning Evaluation – Sections A, B, C & D	4,000
	Research Presentation & Report	3,000
	Research Learning Statement	2,000
	Extended Essay	5,000
	Professional and Organisational Assignment	4,000
	Tape Analysis	2,000
	Placement Visit Assignment - Section B	2,000
	Client Case Study	4,000
<b>Total Word Count</b>		44.100

<b>Stage 2</b>	<b>Introduction to Counselling</b>	<b>35 Delivery Hrs</b>	
Unit No.	Unit Title	GLH	Student Learning
1	Introduction to Theory & Professional Practice	15	30
2	Introduction to Skills & Personal Development	20	40

**Students must complete both 2 units to achieve a pass in this qualification**

<b>Stage 3</b>	<b>Certificate in Counselling Skills</b>	<b>140 Delivery Hrs</b>	
Unit No.	Unit Title	GLH	Student Learning
1	Understanding Counselling Theory	30	60
2	Understanding & Developing Professional Practice	35	70
3	Developing Counselling Skills	55	110
4	Personal Development • Personal Therapy	20 -	40 16

**Students must complete all 4 units to achieve a pass in this qualification**

<b>Stage 4</b>	<b>Diploma in Integrative Counselling</b>	<b>300 Delivery Hrs</b>	
Unit No.	Unit Title	GLH	Student Learning
1	Counselling Theory & Research Methodologies	60	120
2	Professional Practice	90	120
3	Advanced Counselling Skills	60	120
4	Personal Development • Personal Therapy	90 -	130 54
5	Counselling Placement • Individual Supervision • Client Work (Min. 100hrs)	- (50) -	180 - 100

**Students must complete all 5 units to achieve a pass in this qualification**



# STAGE 2

## INTRODUCTION TO COUNSELLING

35 hours

### ENTRY REQUIREMENTS

The course is open access at this stage, and applicants should check the course dates and ensure they can attend all 5 days. Prospective students should be aware, that the course involves experiential learning and self-awareness exercises, that will be demanding of self in interaction with others. This will be explained at the individual interview.

Prospective students should be aware that this stage of the course is not intended to train counsellors and that the student will not be qualified to practice as a counsellor on completion of this course, or even claim to be competent in the use of counselling skills.

### AIMS

- a) To acquaint students with counselling processes and experiential learning.
- b) To introduce students to personal growth work and an understanding of its place in counselling training.
- c) To raise awareness of what counselling is and is not, how its use is appropriate, and the basic ethics and responsibilities involved.
- d) To introduce students to basic counselling skills that can be used to improve their communication processes.

### OBJECTIVES

By the end of the course students will be able to demonstrate:

- a) Increased self-awareness, both personally and professionally, especially with regard to helping relationships.
- b) An understanding of what professional counselling involves, including the ethics and code of practice of the professional counsellor, with an emphasis on confidentiality and professional boundaries.

- c) An awareness of their own limitations and knowledge of appropriate referral resources.
- d) A knowledge of further counsellor training available and an understanding of the central role of personal growth work in training, as well as an understanding of the implications for self of such work.
- e) An awareness of the distinctiveness of the counselling approach, including the inherent inequality of power in the counsellor/client relationship.
- f) An understanding of the basic counselling process including the basic skills of developing trust, active listening and attending, empathy, reflecting and summarising, focusing, challenging and enabling change.
- g) A knowledge of anti-oppressive counselling practice.

## **ASSESSMENT**

Assessment is based on the following:

- a) A Personal Journal and Learning Evaluation
- b) On-going assessment of Skills and Self-Development
- c) A Final Skills Practical Assessment
- d) Attendance 100% (min 80% in extenuating circumstances)

## **END RESULT**

At the end of an introductory counselling course successful students:

- a) Will have a basic understanding of the counselling relationship and what counselling is about to compare and contrast with other forms of helping.
- b) Will have some basic skills of listening and responding and also interpersonal skills which will improve further their own communication processes.
- c) Will understand more clearly what counselling training entails and be able to make a more informed choice as to whether or not she or he wants to undertake further counselling training, e.g., a Stage 3 course.
- d) Provided they fulfil and pass the assessment criteria, will be awarded an **INTRODUCTION TO COUNSELLING, Life-Force School Certificated.**

# COURSE FEES & COSTS

## **Introduction to Counselling - Duration 10 weeks - 35 hours**

Total tuition cost £600

Application/Interview fee £75 + £525 payable 2 weeks prior to course start date.

## **Certificate in Counselling Skills - Duration 1 year - 140 hours**

Total tuition cost £3,110 including £563 for the residential weekend.

Application/Int fee £75 + Registration fee £132 + £448 x 1 + £245.10 x 10

## **Diploma in Integrative Counselling - Duration 2 years - 300 hours**

Total tuition cost £6,618 including £1,126 for two residential weekends.

Application/Int fee £75 + Registration fee £132 + £448.12 x 2 + £271.04 x 22

## **Total Tuition Cost of Course Programme - £10,328 (including VAT)**

### **Application Fees**

The £55 application fee is non-refundable for withdrawn/unsuccessful applications and the £20 interview fee is non-refundable post interview for both successful and non-successful applicants. The registration fee covers student registration, course handbooks, quality assurance and moderation fee. The remaining payment can be either settled in full at the beginning of the course or made by monthly instalments, as long as the last payment is by the last date of the course.

### **Additional Costs**

During the course students might want to purchase some books, which will be an additional expense. However extensive handouts are provided covering all the subjects being taught on the course, either by email or via the Life-Force School website, which will need to be printed by the student at their own expense, along with the cost of printing assignments. The School Library contains all the core texts and suggested reading as identified for each unit.

The candidate should also take into account the costs for Personal Therapy during Stage 3 and the costs for a DBS Enhanced Certificate, BACP Membership, Professional Indemnity Insurance, Supervision and Personal Therapy during Stage 4 - see pages 15-16.

The School does not provide IT facilities and applicants must therefore have access to their own computer, printer and internet in order to undertake the training programme.

# COURSE DATES 2020-2021

**OPEN DAYS - SUNDAYS - 10:30am - 4:00pm**  
2020 26 Apr, 6 Sep; 2021 17 Jan

## **STAGE 2 - INTRODUCTION TO COUNSELLING**

### **Pre-course Interview**

10 May, 5 Sept 2020; 31 Jan 2021 - 9:00am - 3:00pm

**5 Sundays Fortnightly 9:30am - 5:30pm**

- |         |             |              |             |
|---------|-------------|--------------|-------------|
| 1. 2020 | 24 May      | 14 & 28 June | 12 & 26 Jul |
| 2. 2020 | 13 Sept     | 11 & 25 Oct  | 8 & 22 Nov  |
| 3. 2021 | 14 & 28 Feb | 14 & 28 Mar  | 11 Apr      |

**NB. Selection for entry onto Stage 3 is made from all three of the above Stage 2 courses, on the Stage 3 interview day.**

## **STAGE 3 - CERTIFICATE IN COUNSELLING SKILLS**

### **Pre-course Interview**

Saturday 5 December 2020 - 9:00am - 6:00pm

**18 Saturdays 9:30am - 5:30pm**

2021 - 16 & 30 Jan & 13 & 27 Feb

13 & 27 Mar & 10 Apr & 8 & 22 May & 5 June

**Residential 18-20 June 2021 5pm - 5pm**

26 June & 10 & 24 July & 11 Sept

9 & 23 Oct & 6 & 20 Nov

## **STAGE 4 - DIPLOMA IN INTEGRATIVE COUNSELLING** **DIPLOMA INFORMATION MORNING**

Saturday 26th September 2020 - 10.30am - 12.30pm

### **Pre-course Interview**

Sunday 6 December 2020 - 9:00am - 5:00pm

**19 Saturdays 9:30am - 5:45pm**

2021 - 23 Jan & 6 & 20 Feb & 6 & 20 Mar

17 Apr & 1 & 15 May & 29 May & 12 June

**Residential 18-20 June 2021 5pm - 5pm**

3 & 17 July & 4 & 18 Sept

2 & 16 & 30 Oct & 13 & 27 Nov

**Stage 4 Year 2 2022-** Dates available upon request or on registration  
**Closing date for applications: S2 is 10 working days before course start date, unless on the waiting list; S3 & S4 is 13/11/20; APL is 16/10/20**

# STAGE 3

## CERTIFICATE IN COUNSELLING SKILLS

140 hours including one residential weekend

### ENTRY REQUIREMENTS

Those wishing to enter a Stage 3 course must ensure they can attend all the course dates including the Residential. They also need to satisfy the following entry requirements:

- a) Successful completion, within the last 3 years, of the Life-Force School Stage 2 Course, or an equivalent stage of counselling training totalling 35 hours. Evidence will be required in the form of certificates, relating to attendance, quality of the course and methods of assessment. Please note distance learning does not meet the entry criteria.
- b) At the group and individual interview, satisfy the course tutors of their suitability for and commitment to this stage of the training programme.
- c) Outside applicants and Life-Force School students who have had time out from training will be required to attend an APL interview.

### AIMS

- a) To further develop self-awareness and reflect on how life experiences may facilitate or impede the counselling skills process.
- b) To increase knowledge, skills and awareness of the counselling skills interaction and process, and the inherent structural inequality in the process.
- c) To increase student understanding of the tasks, processes and dynamics of the learning group and the impact the group has on personal and professional development.
- d) To enable students to recognise and use a complete set of core counselling skills within the framework of the humanistic counselling model.
- e) To understand and operate, as appropriate, within the framework of the humanistic model of counselling.

### OBJECTIVES

By the end of Stage 3 students will be able to demonstrate:-

- a) An ability to reflect constructively on themselves and their own experience and also on their interactions with individuals and groups through exposure to personal and professional growth processes.
- b) A respect for other people's views, attitudes, belief structures and cultures, with particular respect to those who are disadvantaged in society by reason of class, race, religion, disability, age, gender or sexual orientation.

- c) A commitment to anti-oppressive and non-discriminatory use of counselling skills.
- d) An acceptance of and commitment to the ethics and code of practice for the use of counselling skills.
- e) An understanding of the differences between a counsellor and a person who uses counselling skills.
- f) A working understanding of the humanistic theory of counselling
- g) An ability to use counselling skills in their own settings, appropriately and with sensitivity.
- h) An awareness of other models and ways of working and of the need to avoid the danger of using techniques based on limited understanding.
- i) To value and make use of supervision in their own practice in which they use counselling skills, but are not counsellors.

## **ASSESSMENT**

Assessment is based on the following:

- a) A Personal Journal and Learning Evaluation
- b) On-going Skills Development, including a Tape Analysis of skills, with a peer client
- c) Two Personal Development Reflective Statements
- d) An Essay considering practice, theory and self-development
- e) A Final Skills Practical Assessment
- f) Evidence of 16 hours of Weekly Personal Therapy (see pg.14 pt.g)
- g) 100% attendance (min 80% in extenuating circumstances)

## **END RESULT**

At the end of a Stage 3 Counselling Skills Course successful students:

- a) will be able to use competently and effectively a range of counselling skills within a paid or voluntary helping relationship.
- b) will subscribe to the current BACP Ethical Framework relating to the use of counselling skills.
- c) will recognise that they are not trained as qualified counsellors.
- d) will have the basic knowledge, skills and attributes to undertake a Stage 4 counselling course.
- e) provided they fulfil and pass the required assessment criteria, will be entitled to receive a **CERTIFICATE IN COUNSELLING SKILLS, Life-Force School Certificated.**

# STAGE 4

## DIPLOMA IN INTEGRATIVE COUNSELLING

300 hours including two residential weekends, spread over two years.

### ENTRY REQUIREMENTS

For the purpose of validation those wishing to enter study at Stage 4 must ensure they can attend all the course dates including the Residential. They also need to satisfy the following entry requirements:

- a) Successful completion, within the last 3 years, of a Life-Force School Stage 3 Course, or an equivalent stage of counselling training totalling 175 hours. Evidence will be required in the form of certificates, relating to attendance, quality of the course and methods of assessment. Please note that distance learning does not meet the entry criteria.
- b) At the group and individual interview, satisfy the course tutors of their suitability and ability to undertake a course requiring an in-depth study of the philosophies and rationale of integrative counselling.
- c) Outside applicants and Life-Force School students who have had time out from training will be required to attend an APL interview.

### AIMS

- a) To raise students' awareness of how their own particular experience of life may influence the counselling process, both positively and negatively.
- b) To consolidate the use of the basic skills acquired at Stage 3 and to expand the range of skills.
- c) To understand more about the theoretical background to the different counselling models. To acquire an in-depth understanding of the integrative model of the course, which is based on a humanistic-existential foundation, combined with elements of the psychodynamic approach, and which emphasises the therapeutic relationship as the source of growth and change.
- d) Students will examine two further models (cognitive-behavioural and Gestalt), in order to contrast, compare and complement the in-depth understanding of the integrative model of the course.
- e) To deepen students' understanding of anti-oppressive and non-discriminatory counselling and their commitment to a recognised code of practice and ethics for counsellors.
- f) To understand, accept and be committed to regular supervision of their counselling practice.

- g) To recognise the need for and be committed to ongoing professional and personal development and learning.

## **OBJECTIVES**

By the end of Stage 4 students will be able to demonstrate:

- a) An ability and commitment to practise as a competent professional counsellor who values and uses regular structured supervision.
- b) That they have worked sufficiently on their own material to be aware of its possible influence on their own counselling practice and be committed to continued personal and professional growth through the appropriate use of supervision and training.
- c) An ability to conceptualise case material arising in the counselling process, i.e. they should not work in a purely intuitive fashion.
- d) An ability to use the counselling relationship itself as a vehicle for change.
- e) An ability to use consistently a predetermined set of skills including those outlined for Stage 3.
- f) An ability to respect and accept other people's views, attitudes, belief structures and cultures.
- g) An in-depth understanding of the integrative model of counselling.
- h) An understanding of the two other models of counselling to inform, contrast and complement the in-depth understanding of the main model.

## **PROFESSIONAL AND PERSONAL DEVELOPMENT**

- a) The student will be required to obtain a DBS Enhanced Certificate prior to starting their clinical placement. Some agencies may provide this, alternatively, applications can be made via Life-Force School office at a cost of £78.00.
- b) The student is required to become a student member of BACP at the start of the Diploma Course. The current student BACP membership fee is £78 per year or £39 if in receipt of state benefit.
- c) The student is required to take out individual professional indemnity insurance, the cost for this is £42.55 per year.
- d) The student is required to complete a minimum of 100 hours of client counselling practice during the two year Diploma Course in a placement setting. The work must be face to face with adults over 18 years of age. Students will need to find their own placements. However a list of previous



placements is available and placements are also available at LIFE-FORCE Centre. Placements normally commence after Easter in the first year of the Diploma course. All clinical placement clients hours will count towards individual BACP accreditation.

- e) The Student is required to complete a minimum of 1 hour supervision per fortnight during the period of the Diploma Course. Supervision must commence at the same time as client work, or preferably, just before. A Directory of Life-Force School Approved Supervisors is available. The approximate cost for supervision ranges from £25 to £50 per session.
- f) The student is required to actively participate in an on-going personal development group during year two of the Diploma Course. The group is facilitated by an outside qualified experienced counsellor, who has no other involvement in the course programme.
- g) The student is required to complete a minimum of 54 hours of individual personal therapy during the two year diploma course. Previous therapy hours do not count for this. Also the student must complete at least 16 sessions of their own personal therapy before commencing client work (previous counselling within the last year does count for this). Students can choose their own counsellor whose therapeutic approach must be in line with the integrative core model of the course programme and whose qualifications and training meet course requirements (see Course Handbook or ring the office for further information). For confidentiality reasons the student must ensure the counsellor they wish to work with is not providing counselling to any of their peers from the same training course cohort. The student should also ascertain the name of their counsellor's supervisor, as they will need a different personal supervisor for their own clinical practice. The approximate cost for therapy ranges from £25-£40 per session. A full counselling service is available at the LIFE-FORCE Centre where the office aims to provide a student service from £25 per session. The students personal therapy hours will count towards individual BACP accreditation requirements.

**NB. Any outside applicants that APL onto the diploma course who have not completed the 16 hours of personal therapy requirement, will need to complete 70 hours during the two year course.**

## **ASSESSMENT**

100% attendance (min 80% in extenuating circumstances).

Assessment is based on the following:

### **Year 1**

- a) Pre-placement Skills Assessment
- b) On-going Journal and Learning Evaluation
- c) Evidence of 16 hours of Weekly Personal Therapy
- d) Placement Assignment and Placement Portfolio
- e) Tape Analysis of skills on a session with a peer client
- f) Research Project
- g) Personal Development Group Peer Witness Statement

### **Year 2**

- a) Professional and Organisational Assignment
- b) Extended Essay
- c) On-going Journal and Learning Evaluation
- d) Client Case Study based on work with a real client
- e) Personal Development Group Peer Witness Statement
- f) Evidence of 54 hours of Weekly Personal Therapy
- g) Placement Portfolio

## **END RESULT**

At the end of a Stage 4 Counselling Course, successful students:

- a) Will be able to practise as a competent qualified counselling practitioner eligible to start meeting the requirements for full individual accreditation by the British Association for Counselling & Psychotherapy.
- b) Will subscribe, as a minimum, to the current BACP Ethical Framework for Good Practice of Counselling and Psychotherapy.
- c) Provided they fulfil and pass the required assessment criteria, will be entitled to receive a **DIPLOMA IN INTEGRATIVE COUNSELLING, LIFE-FORCE Certified**.

## **QUALIFICATION**

Upon successful completion of the three year programme, the Life-Force School graduate will hold a Diploma in Integrative Counselling which qualifies her/him to work with individual adults over 18 years of age. The graduate counsellor will be competent to work in a variety of setting including agencies, GP surgeries, medical settings and independent practice.

# COURSE TUTORS

## **STAGE 4: SATURDAY COHORT- Course Leader**

### **Nileema Conlon Vaswani MBACP (Accred)**

PhD Medical Ethics, Dip. Integrative Counselling, Cert. Couples Counselling

Nileema qualified as an integrative counsellor in 2014 after completing her training at the Life-Force School. She then went on to achieve BACP accreditation in 2016. Nileema holds certificates in couples counselling, telephone counselling, and in supervision for the helping professions. She also has a background in Medical Ethics, Philosophy and Psychology. Her counselling work has involved developing and providing various CPD courses for qualified counsellors. From her own personal experience Nileema knows that counselling can be life-changing and therefore believes that it should be as accessible as possible to all those seeking help.

## **STAGE 4: SATURDAY COHORT- Co-Tutor**

### **Tobie Glenn Registered MBACP (Accred)**

PG Cert. Education, Dip. Integrative Counselling, Cert. Couples Counselling

Tobie completed a Diploma in Integrative Counselling at Life-Force School in 2014 and obtained BACP Accreditation in 2018. Since qualifying as a counsellor he has been a member of the LIFE-FORCE team. His busy practice involves providing therapeutic counselling to adults, children, families and couples. He has over 20 years teaching experience and is committed to high ethical standards based on a research-led reflective clinical practise.

## **STAGE 4: SUNDAY COHORT- Course Leader**

### **Sara Swinn Registered MBACP (Accred)**

Dip Integrative Counselling, Cert Couple Counselling, PFOA Approved

Sara qualified as an Integrative Counsellor at Life-Force School in 2009. She has completed additional training in; Creative Therapies including Sand Tray, Inner Child work and Relationship Therapy. Sara is an experienced integrative Counsellor and is a Senior Team Member of the LIFE-FORCE Centre Counselling Service as well as running her own busy private practice. Previously from 2011 to 2016 Sara was a Tutor on the Stage 2 and Stage 3 Courses run by Life-Force School.

## **STAGE 4: SUNDAY COHORT- Co-Tutor**

### **Heather Lewis Registered BACP**

BA Hons Integrative Counselling, Cert. Supervision, Cert. Education

Following a lengthy career in the Civil Service (Home Office), Heather qualified as an integrative counsellor in 2012. From there, Heather went on to complete a BA (Hons) in Integrative Counselling at Greenwich University and then undertook an MSc in Psychotherapy at Metanoia Institute. Additionally Heather has gained a Certificate in Education, a Diploma in Supervision (distinction), and has undertaken relationship counselling training. She joined the teaching team towards the end of 2019.

Heather runs her own private practice in two locations in Kent seeing adults and couples. She uses humanistic, psychodynamic and relational approaches, believing in the co-created nature of relationship as a vehicle for learning and change.

# COURSE TUTORS

## **STAGE 4: SATURDAY & SUNDAY COHORT- PD Group Facilitator**

### **Wendy Pavitt Registered MBACP**

Dip. Integrative Counselling

Wendy qualified as an Integrative Counsellor at Life-Force School in 2009. She is a certified supervisor and has additional training in Creative and Sand Tray Therapies.

Wendy has extensive experience of working within the NHS, both as a counsellor and as a GP nurse. She has facilitated self-help groups both independently and through LIFE-FORCE Centre, covering issues of anger, assertiveness and self-awareness.

Wendy uses techniques from Gestalt, Existential, Focus-Based, Psychodynamic, and Person Centred therapies, to help facilitate her clients during their sessions. Through her own personal life experience and counselling, she strongly believes in the uniqueness of the individual and encourages exploration and understanding of their issues, in a safe and secure environment to achieve their own personal development.

## **STAGE 2 & STAGE 3 - Course Leader**

### **Colin Jones Registered MBACP**

Dip. Integrative Counselling

Colin gained his Counselling Diploma at Life-Force School in 2006 where he practices as a counselling team member as well as in private practice. He joined the teaching staff in 2008 and works from an integrative framework; drawing on Humanistic, Psychodynamic, Cognitive Behavioural and Creative Therapeutic approaches. He has wide-ranging group experience including facilitative work with the Depression Alliance and Macmillan Cancer Support.

Colin sees CPD as an extremely important aspect of his development, knowledge, understanding and experience as a counsellor. Colin acknowledges the personal growth he gained through his own counselling training but feels it is his life experience, self development and absorbed knowledge of his group and personal therapy that profoundly informs his counselling and teaching work.

## **STAGE 2 & STAGE 3 - Co-Tutor**

### **Pam Evans Registered MBACP (Accred)**

Dip. Integrative Counselling, BSc Hons Integrative Counselling

Pam completed a Diploma in Integrative Counselling at Life-Force School in 2013. After further study she obtained a BSc (Hons) in Integrative Counselling in 2014 and her BACP accreditation in 2016. Pam has established a busy private practice in Suffolk, and has worked in specialist organisations providing counselling services for those affected by domestic abuse and addiction.

The theory underpinning Pam's work is derived from a humanistic model and she is confident that her integrative and relational approach recognises and responds to human complexity and diversity. She finds this way of working enables the integration of life experiences, for both herself and others, on the journey to wholeness. Pam believes that continuing professional and personal development is a significant part of this integration.

# COURSE MANAGEMENT

## **COURSE DIRECTOR**

### **Katrina Fassnidge BSc.**

Katrina has a degree in Law & Computing and in 2013 qualified as a Facilities Manager with a background in education, business management as well as the legal and corporate sectors. Having a keen interest in counselling development and training Katrina took over the School as Course Director from March 2019 and is fully committed to maintaining the Course Programme BACP accreditation status to Gold Book Standards. She has extensive working knowledge of a wide range of legislation including equal opportunities, health & safety, risk management, complaints, human resources and General Data Protection Regulations.

As Course Director Katrina assumes overall responsibility for the professional delivery of the course programme and as its Placement Co-ordinator oversees all students' placement and supervision arrangements including monitoring their placement portfolios. She is not however involved in student selection and assessment outcomes.

## **COURSE CONSULTANT & PLACEMENT CO-ORDINATOR**

### **Nicole Joyce Registered MBACP (Snr Accred)**

Nicky qualified as a Person-Centred Counsellor in 1992 and achieved her individual BACP accreditation in 1996. She founded the LIFE-FORCE Centre in 1990 and established the Life-Force School of Counselling in 1995. After much development the Counselling Course Programme initially gained BACP accreditation in February 2005 and subsequently was the first to achieve course re-accreditation to Gold Book Standards in 2010 and then again in 2015. She currently provides professional managerial support and consultation to the Course Director and assists with the management of the students' clinical placement arrangements and the checking and signing off of their placement portfolios.

## **SERVICE SUPPORT MANAGER**

### **Martin Chester Registered MBACP**

Martin qualified as a Psychodynamic Counsellor in 2000 and as a Supervisor in 2012. He writes and delivers a wide range of CPD training courses for counsellors and school support workers.

He has many years of experience in health & safety and is actively involved in maintaining a suitable and safe learning environment at the Centre. He also delivers the Risk Management session to School students and oversees their ongoing implementation of risk assessment procedures for clients while on clinical placement.

Martin provides support to those students who have a learning difficulty or medical health condition. He meets with these students to assess their learning needs and to ascertain what reasonable adjustments can be implemented into their Support Plan in order to best enable their learning experience. He is truly passionate about helping students to become qualified counsellors.

# LIFE-FORCE

## School of Counselling



**COURSE DIRECTOR:**

Katrina Fassnidge

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