



Guidance Notes for APL Applications for the Place2Be MA in Counselling Children in Schools

Applications are now being invited for the MA in Counselling Children in Schools, which will start in December 2019

Place2Be Counsellors on Placement, School Project Managers and Cluster Managers with more than two years' experience in the organisation are eligible to apply through accredited prior learning (APL) onto the third module of the Place2Be Postgraduate Diploma and MA in Counselling Children in Schools. If you successfully complete this module you will be awarded an MA in Counselling Children in Schools, validated by the University of East London.

Applicant Categories

There will be two categories of applicant who have not completed our Postgraduate Diploma:

1. Those who already have a Postgraduate Diploma in Counselling (120 Level 7 Credits) from another university
2. Those who have a lower level qualification in counselling (level 4, 5 or 6)

Entry Criteria

All applicants will:

- have had at least two years' experience of counselling in a Place2Be school setting and have undertaken a minimum of 200 hours of supervised clinical work, of which at least 100 must be with children.
- complete an application form.
- write a 1000 word academic position statement which will outline their own integrative counselling philosophy and style and how they arrived at it.
- be asked to do a presentation at their interview about evidence based practice and the difference between quantitative and qualitative research methods.

Applicants who do not have 120 credits at Masters Level (7) will also need to:

- write a 4000 word case study which meets clearly stated learning outcomes and assessment drawn from Module 2 of our Postgraduate Diploma (see below).
- write a 3000 word essay about working in the school system which will meet clearly stated learning outcomes and assessment criteria from Module 2.

Assessment Criteria

The assessment criteria for the written submissions are set out below.

To Apply

Please request an Application Form by emailing qualify@place2be.org.uk

Further Information

Contact:

General Information – qualify@place2be.org.uk

Position Statement (all APL applicants), 1,000 words

Relevant Learning Outcome	Score received	Value	Subtotal
<p>Understand and critically evaluate the Place2Be Therapeutic Approach for work with children Demonstrated by: Use of research to evaluate a variety of approaches</p> <p>Application to the work with children</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x1)</p> <p>(x1)</p>	<p>/20</p>
<p>Evaluate and reflect on your own developing counselling philosophy and style Demonstrated by ability to: Identify and evaluate own beliefs and theoretical preferences</p> <p>Describe how this fits in with own personality/identity</p> <p>Make appropriate use of own therapy to develop understanding of self and others Describe how all of this has influenced how you work with cultural difference</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x.5)</p> <p>(x.5)</p> <p>(x.5)</p> <p>(x.5)</p>	<p>/20</p>
<p>Reflect on and make use of your own emotional responses in a therapeutic setting and in supervision and integrate this into your understanding of the Place2Be Therapeutic Approach Demonstrated by examination of responses in: Therapeutic setting</p> <p>Supervision setting</p> <p>How this is applied to practice</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x.6)</p> <p>(x.6)</p> <p>(x.8)</p>	<p>/20</p>
<p>Record reflect on and critically evaluate your work and development as a supervisee and identify aspects for further professional development Demonstrated by: Evidence of internal supervisor</p> <p>Reflection on self as supervisee</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x.6)</p> <p>(x.6)</p>	

Reflection on aspects for further prof. development	1 2 3 4 5 6 7 8 9 10	(x.8)	/20
<ul style="list-style-type: none"> • Clear, concise, fluent and appropriate style of writing. • Neat, attractive and legible presentation. • Appropriate structure and organisation of material. • Good construction of paragraphs and sentences • Correct spelling. 	1 2 3 4 5 6 7 8 9 10	X1	/10
<ul style="list-style-type: none"> • Complete and accurate reference list, using Harvard system (see handbook). • Where appropriate, all arguments or assertions supported by evidence from published sources. • Correct citing of published sources in the text. 	1 2 3 4 5 6 7 8 9 10	X1	/10
		Total	/100

Case Study (Applicants with Level 4,5 or 6 counselling qualifications), 4,000 words

	Mark	Mark
<p>Understand and critically evaluate the Place2Be Therapeutic Approach for work with children</p> <p>Demonstrated by:</p> <p>Use of research and theoretical models to evaluate case material using a variety of approaches appropriate to this child</p> <p>Integrated application of this understanding to the work with this child in a Place2Be setting</p>	<p>1 2 3 4 5 6 7 8 9 10 (X1)</p> <p>1 2 3 4 5 6 7 8 9 10 (X1)</p>	/20
<p>Evaluate and reflect on your own developing counselling philosophy and style</p> <p>Demonstrated by ability to:</p> <p>Identify and evaluate own beliefs and theoretical preferences and how these have developed over time spent working with this child</p> <p>Describe how all of this influenced what happened in the room with this child</p>	<p>1 2 3 4 5 6 7 8 9 10(X1)</p> <p>1 2 3 4 5 6 7 8 9 10 (X1)</p>	/20
<p>Reflect on and make use of your own emotional responses in a therapeutic setting and in supervision and integrate this into your understanding of the Place2Be Therapeutic Approach</p> <p>Demonstrated by examination of responses in:</p> <p>The Counselling room with this child</p> <p>Supervision setting</p> <p>How you applied and integrated understandings of felt responses from the work and insights from supervision to the work with the child in the room.</p>	<p>1 2 3 4 5 6 7 8 9 10 (X.7)</p> <p>1 2 3 4 5 6 7 8 9 10 (X.7)</p> <p>1 2 3 4 5 6 7 8 9 10 (X.6)</p>	/20
<p>Record, reflect on and critically evaluate your work and development as a supervisee and identify aspects for further professional development</p> <p>Demonstrated by:</p> <p>Evidence of internal supervisor</p> <p>Reflection on self as supervisee</p> <p>Reflection on aspects for further prof. development</p>	<p>1 2 3 4 5 6 7 8 9 10 (X.6)</p> <p>1 2 3 4 5 6 7 8 9 10 (X.7)</p> <p>1 2 3 4 5 6 7 8 9 10 (X.7)</p>	/20
<ul style="list-style-type: none"> • Clear, concise, fluent and appropriate style of writing. • Neat, attractive and legible presentation. • Appropriate structure and organisation of material. • Good construction of paragraphs and sentences • Correct spelling. 	<p>1 2 3 4 5 6 7 8 9 10 (X1)</p>	/10
<ul style="list-style-type: none"> • Complete and accurate reference list, using Harvard system • Where appropriate, all arguments or assertions supported by evidence from published sources. • Correct citing of published sources in the text. 	<p>1 2 3 4 5 6 7 8 9 10(X1)</p>	/10
TOTAL		/100

Working in the School Setting (Applicants with Level 4,5 or 6 counselling qualifications), 3,000 words.

Learning Outcomes	Mark	Mark
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<p>Demonstrate an understanding of systemic theory and practice in relation to working therapeutically in a school setting</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> • Critical understanding of working creatively with cultural difference • Critical understanding of working with different agendas in the school setting • Critical understanding of working with parents 	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x.6)</p> <p>(x.7)</p> <p>(x.7) /20</p>
<p>Analyse and evaluate appropriate mental health interventions in line with the integrative approach as embodied in Place2Be theoretical developments</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> • Applying a breadth of relevant theory to analyse and evaluate the strengths and benefits of multi agency working • Applying a breadth of relevant theory to analyse and evaluate the challenges of multi agency working 	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(X1)</p> <p>(X1) /20</p>
<p>Show a systematic understanding of the role of other mental health practitioners and agencies</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> • an understanding of the roles and responsibilities of at least 3 agencies • Critically evaluate how inter-relating roles and responsibilities can support/jeopardise therapeutic work with children 	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x1)</p> <p>(x1) /20</p>
<p>Analyse and evaluate the degree to which current government initiatives are effective tools in the support of primary age children</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> • Identification of current government initiatives in relation to multi agency working with children • Analysis and evaluation of the strengths of at least one government initiative • Analyse and evaluate the challenges of at least one government initiative 	<p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>(x.6)</p> <p>(x.7)</p> <p>(x.7) /20</p>
<ul style="list-style-type: none"> • Clear, concise, fluent and appropriate style of writing. • Neat, attractive and legible presentation. • Appropriate structure and organisation of material. 	<p>1 2 3 4 5 6 7 8 9 10</p>	<p>/10</p>

<ul style="list-style-type: none"> • Good construction of paragraphs and sentences • Correct spelling. 		(x1)	
<ul style="list-style-type: none"> • Complete and accurate reference list, using Harvard system • Where appropriate, all arguments or assertions supported by evidence from published sources. • Correct citing of published sources in the text. 	1 2 3 4 5 6 7 8 9 10	(x1)	/10
TOTAL			/100

All written submissions will need to make use of a broad range of literature, including recent journal articles, and these must be correctly referenced using the Harvard referencing system. The book lists for Modules 1 and 2 of the MA are as follows:

Module 1

Core

- BACP. (2018) *Ethical framework for the counselling professions*. Rugby: BACP
- Midgley, N., Hayes, J. & Cooper, M. (2017) *Essential research findings in child and adolescent counselling and psychotherapy*. London: Sage
- Dowling, E. & Osborne, E. (2003). *The family and the school: a joint systems approach to problems with children*. London: Routledge
- French, L. & Klein, R. (2012) *Therapeutic practice in schools: working with the child within: a clinical workbook for counsellors, psychotherapists and arts therapists*. London: Routledge.
- Gomez, L. (1997) *An introduction to object relations*. London: Free Association Books
- Holmes, J. (2010) *Exploring in security*. London: Routledge
- Kegerreis, S. (2009) *Psychodynamic counselling with children and young people: an introduction* London: Palgrave
- Lago, C. (2011) *The handbook of transcultural counselling and psychotherapy* Maidenhead: Open University press
- Mclaughlin, C. & Holliday, C. (2014) *Therapy with children and young people: integrative counselling in schools and other setting*. London: Sage
- Mearns, D. & Cooper, M. (2005) *Working at relational depth in counselling and psychotherapy*. London: Sage Publications.
- Pattison, S., Robson, M. & Benyon, A. (2014) *The handbook of counselling children and young people*. London: Sage (2nd edition to be released 2018)
- Salzberger-Wittenberg, I., Williams, G. & Osborne, E. (1999) *The emotional experience of teaching and learning*. London : Karnac.
- Stern, D. (2004) *The first relationship*. Cambridge USA: Harvard University Press.
- Winship, G. & MacDonald, S. (2018) *The essentials of counselling and psychotherapy in primary schools*. London: Routledge
- Youell, B. (2006) *The learning relationship: psychoanalytic thinking in education*. London: Karnac Books.

Recommended

- Bond, T. (2009) *Standards and ethics for counselling in action (Counselling in Action Series)* London: Sage
- Geddes, H. (2005) *Attachment in the classroom*. London: Worth Publishing
- Gerhardt, S. (2004) *Why love matters: how affection shapes a baby's brain*. East Sussex: Brunner-Routledge.
- Hubble, M., Duncan, B. & Miller, S. (1999) *The heart and soul of change: what works in therapy*. Washington DC: American Psychological Association.
- Lanyado, M. & Horne, A., Eds. (1999) *The handbook of child and adolescent psychotherapy*. London: Routledge.
- Oaklander, V. (2006) *Hidden treasure*. London: Karnac Books
- Winnicott, D. (1991) *Playing and reality*. London: Routledge
- Zaphirou Woods, M. & Pretorius, I.M (2011) *Parents and toddlers in groups: a psychoanalytic developmental approach*. Hove, E.Sussex: Routledge

Module 2

Core

- Alvarez, A. (2012) *The thinking heart: three levels of psychoanalytic therapy with disturbed children*. London: Routledge
- Cartwright, D. (2010) *Containing states of mind*. Hove, E. Sussex: Routledge
- Cozolino, L. (2017) *The neuroscience of psychotherapy: healing the social brain* 3rd Edition. London: W.W. Norton and Co.
- Lanyado, M. (2004) *The presence of the therapist: treating childhood trauma*. Hove: Routledge
- Lanyado, M. (2017) *Transforming despair into hope: Reflections on the psychotherapeutic process with severely neglected and traumatised children*. London: Routledge
- Mckenzie-Mavinga, I. (2009) *Black issues in the therapeutic process*. London: Palgrave Macmillan.
- Miller, L., Rustin, M., Rustin, M. and Shuttleworth, J. (1989) *Closely observed infants*. London: Gerald Duckworth
- Music, G. (2017) *Nurturing natures: attachment and children's emotional, sociocultural and brain development* 2nd Edition. Hove and New York: Taylor Francis Group Psychology Press
- Stern, D. (1985) *The interpersonal world of the infant*. NY, USA :Basic Books.
- Stern, D. (2004) *The present moment in psychotherapy and everyday life*. NY, USA : W W Norton & Co Ltd.
- Walker, G. (2018) *Working together for children: a critical introduction to multi-agency working*. London: Bloomsbury

Recommended

- Hughes, D. (2006) *Building the bonds of attachment*. MD, USA: Aronson, Lanham.
- Klein, M. (1997) *Envy and gratitude and other works 1946- 1963*. London: Vintage Classics
- Horne, A. & Lanyado, M., Eds. (2012) *Winnicott's children: independent psychoanalytic approaches with children and adolescents*. London: Routledge
- Papadopoulos, R. (2006) *The handbook of Jungian psychology: theory, practice and applications*. East Sussex: Routledge
- Tyson, P. & Tyson, R. (1990) *Psychoanalytic theories of development: an integration*. London: Yale University Press

You are asked to submit your written submissions as a portfolio alongside the application form and references.

If your written submissions meet the assessment criteria you will be invited to an interview where you will be asked to do a 10 minute presentation about evidence based practice and the difference between quantitative and qualitative research methods.

If you have any questions about this please do hesitate to contact us:

qualify@place2be.org.uk