## Contents:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Forms - Professional Organisation</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of Compliance</td>
<td>2</td>
</tr>
<tr>
<td>Staff Contact Information</td>
<td>3</td>
</tr>
<tr>
<td>Items Required to Complete your File</td>
<td>4</td>
</tr>
<tr>
<td><strong>Therapists &amp; Off-Site Supervisors</strong></td>
<td>6</td>
</tr>
<tr>
<td>Accredited / Registered Therapists</td>
<td>7</td>
</tr>
<tr>
<td>Off-Site Supervisors</td>
<td>8</td>
</tr>
<tr>
<td>Personal Therapist Form</td>
<td>9</td>
</tr>
<tr>
<td>Letter to Personal Therapist</td>
<td>11</td>
</tr>
<tr>
<td><strong>Guidelines to Academic Papers</strong></td>
<td>13</td>
</tr>
<tr>
<td>Guidelines for All Academic Papers</td>
<td>14</td>
</tr>
<tr>
<td>Guidelines for Research Progress Report &amp; School of</td>
<td>16</td>
</tr>
<tr>
<td>Psychology Ethics Committee Project Annual Report</td>
<td>17</td>
</tr>
<tr>
<td><strong>Case Study Report</strong></td>
<td>27</td>
</tr>
<tr>
<td>Transcript &amp; Process Commentary Sample Layout for</td>
<td>30</td>
</tr>
<tr>
<td><strong>Course Marking Guidelines, Procedures &amp; Schemes</strong></td>
<td>36</td>
</tr>
<tr>
<td>Case Study Report Marking Scheme</td>
<td>37</td>
</tr>
<tr>
<td>Guidelines for Evaluation of Small Group Supervision</td>
<td>39</td>
</tr>
<tr>
<td>Procedures for Failed or Resubmission Paper or</td>
<td>45</td>
</tr>
<tr>
<td>Examination / Failed Placement / Failed Small</td>
<td></td>
</tr>
<tr>
<td>Group Supervision</td>
<td></td>
</tr>
</tbody>
</table>
Contents:

| Required Cover Sheets & Module Learning Outcomes for all Course Assessment Pieces | 51 |
| Case Study Report Cover Sheet | 52 |
| Sample 1st Marker Form, 2nd Marker Form and Final Mark Form | 54 |
Course Forms
Professional Organisation

3rd Year
Statement of Compliance with Course Requirements

Student:

Professional Organisation Membership
Name of Organisation:
Membership Number:

Liability Insurance
Name & Address of Insurance Company:
Policy Number:

I hereby certify that I am an active member of the above named professional organisation and therefore bound by their professional code of ethics, and that I carry student professional liability insurance for my own protection related to work on this course. I hereby certify that both of these will be kept active until I have graduated from the course, and that the information listed is accurate.

Signed: ___________________________ Date: ___________
## Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Work no.</th>
<th>Mobile</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ladislav Timulak</td>
<td>01 896 1489</td>
<td></td>
<td><a href="mailto:timulakl@tcd.ie">timulakl@tcd.ie</a></td>
</tr>
<tr>
<td>Dr. Mary Creaner</td>
<td>01 896 2094</td>
<td>087 9505969</td>
<td><a href="mailto:creanerm@tcd.ie">creanerm@tcd.ie</a></td>
</tr>
<tr>
<td>Barbara Hannigan</td>
<td>01 896 2429</td>
<td>086 2430629</td>
<td><a href="mailto:hannigab@tcd.ie">hannigab@tcd.ie</a></td>
</tr>
<tr>
<td>Mark DuBerry</td>
<td></td>
<td>087 6472951</td>
<td><a href="mailto:markdu1@eircom.net">markdu1@eircom.net</a></td>
</tr>
<tr>
<td>Dr. Susan Eustace</td>
<td>01 478 9468</td>
<td>087 7550020</td>
<td><a href="mailto:eustacsm@tcd.ie">eustacsm@tcd.ie</a></td>
</tr>
<tr>
<td>Jim Lyng</td>
<td></td>
<td>087 1317979</td>
<td><a href="mailto:jlyng@tcd.ie">jlyng@tcd.ie</a></td>
</tr>
<tr>
<td>Claire O'Dowda</td>
<td></td>
<td>085 7287822</td>
<td><a href="mailto:CODOWDA@tcd.ie">CODOWDA@tcd.ie</a></td>
</tr>
<tr>
<td>Ian O'Grady</td>
<td></td>
<td></td>
<td><a href="mailto:ogradyi@tcd.ie">ogradyi@tcd.ie</a></td>
</tr>
<tr>
<td>Dermot O'Callaghan</td>
<td></td>
<td></td>
<td><a href="mailto:docalla@tcd.ie">docalla@tcd.ie</a></td>
</tr>
<tr>
<td>Jennifer Lord/ Karen Edmonds</td>
<td>01 896 2431/1990</td>
<td></td>
<td><a href="mailto:dcounspych@tcd.ie">dcounspych@tcd.ie</a></td>
</tr>
</tbody>
</table>
### Items Required to Complete your File

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Progress Report*</td>
<td>15th November 2019</td>
</tr>
<tr>
<td>Statement of Compliance &amp; Statutory Declaration</td>
<td>22nd November 2019</td>
</tr>
<tr>
<td>Proof of PSI Membership &amp; Copy of Insurance Certificate</td>
<td>22nd November 2019</td>
</tr>
<tr>
<td>Placement Contract</td>
<td>22nd November 2019</td>
</tr>
<tr>
<td>Placement Description (for new sites only)</td>
<td>22nd November 2019</td>
</tr>
<tr>
<td>Supervisors Professional Details Form for New Supervisors</td>
<td>22nd November 2019</td>
</tr>
<tr>
<td>Personal Therapist Form</td>
<td>22nd November 2019</td>
</tr>
<tr>
<td>Report from Annual Review with Research Supervisor/s</td>
<td>Meeting (November, date to be agreed with research supervisor). Report (Early December).</td>
</tr>
<tr>
<td>Case Study</td>
<td>24th January 2020 - 4:00 p.m.</td>
</tr>
<tr>
<td>Dissertation (3 soft bound copies &amp; 1 e-copy)</td>
<td>By 29th May 2020 - 4:00 p.m.</td>
</tr>
<tr>
<td>Dissertation (hard bound copies &amp; 1 e-copy)</td>
<td>By End of October 2020</td>
</tr>
<tr>
<td>Research Presentations (Viva Preparation)</td>
<td>Trinity Term Summer (Dates TBC)</td>
</tr>
<tr>
<td>Mid Placement Review Evaluation Form</td>
<td>By arrangement with Susan Eustace half way through placement contract</td>
</tr>
<tr>
<td>End of Placement Review Report</td>
<td>At the End of Placement Review Meeting by your Supervisor</td>
</tr>
<tr>
<td>Audit of Placement Hours Form &amp; Client Log Book(s)</td>
<td>Early – Mid July 2020 (Date TBC)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Letter from Personal Therapist confirming hours.</td>
<td>Early – Mid July 2020 (Date TBC)</td>
</tr>
<tr>
<td>Anything Outstanding</td>
<td>Early – Mid July 2020 (Date TBC)</td>
</tr>
<tr>
<td>School of Psychology Ethics Committee</td>
<td>For submission on the anniversary of the receipt of approval.</td>
</tr>
<tr>
<td><em>Project Annual Report Form</em></td>
<td></td>
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<tr>
<td>(available on School Ethics Website)</td>
<td></td>
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</table>

Contractual forms need to be fully signed, dated and completed by you with copies provided for your supervisor. Certain documents also need to be reviewed by a nominated course staff member before submission to the Course Administrator (please check each form for this information). Please keep a signed copy of everything for your own file. Thank you.

* At the start of Year 3, students must conduct an annual review with their research supervisor and submit a formal written report of research progress to the Research Co-ordinator.
Therapists & Off-Site Supervisors

3rd Year
Accredited / Registered Therapists

Accredited/recognised or registered Personal Therapists may be located on the following websites:

- The Psychological Society of Ireland: https://www.psychologicalsociety.ie/
- The Irish Council for Psychotherapy: http://www.psychotherapycouncil.ie/
- Irish Association for Counselling and Psychotherapy: https://iacp.ie/

Please note that the ‘Letter to Therapist’ needs to be given to the individual Personal Therapist and a ‘Personal Therapist Form’ needs to be signed by the individual Personal Therapist and returned to your file. Please discuss these forms with your therapist at the start of therapy.
Off-Site Supervisors

Some placement sites require the trainee to have an off-site supervisor. This supervisor should be an accredited counselling psychologist.

A list of qualified supervisors is available from the Placement Co-ordinator (Barbara Hannigan).

Choosing an appropriate supervisor will be done collaboratively between the Placement Co-ordinator and the trainee.
## Personal Therapist Form

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Location Where You Will See Student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Qualifications with Dates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identity</td>
<td>(e.g. Counselling Psychologist, Psychotherapist, Clinical Psychologist)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theoretical Orientation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Membership <em>(Required to assure practice under a professional Code of Ethics)</em></td>
<td>Name of Organisation:</td>
</tr>
<tr>
<td></td>
<td>Membership number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Other Information, as Relevant</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fee for Student Client</th>
<th></th>
</tr>
</thead>
</table>

| Professional Indemnity Insurance Please Specify | *(Therapists who see our students are also encouraged to maintain up to date professional liability insurance for their own protection and as an example of best practice.)* |

I understand that confidentiality between the therapist and student is limited and that this has been conveyed to the D.Couns.Psych. student prior to their entering the course (as per the Course Handbook). If I have significant concerns about the student’s ethical conduct/fitness to practice in relation to their capacity as a trainee counselling psychologist, I will inform the Course Director in collaboration...
with the student.

I agree to provide the student with a letter at the end of the contract confirming that a minimum of 20 hours of therapy have been completed and that the student has actively engaged in their therapy. I further confirm that I will retain active membership in my professional organisation while conducting therapy with D.Couns.Psych. course students.

Signed:________________________ Date:______________

When completed by therapist, this form needs to be returned by the student to their file in Trinity.
Letter to Personal Therapist

Doctorate in Counselling Psychology

September 2018

Dear Colleague,

As a provider or potential provider of therapy services to our Doctorate in Counselling Psychology students, we would like to update you on our course policies and procedures in this regard.

The Doctorate course is a 3-year intensive training course and personal development and therapy are an essential component of this programme. Our students are required to undertake group therapy, personal therapy and various opportunities for personal development are provided. The personal therapy requirement is for a minimum of 20 sessions per year with a fully qualified and experienced therapist.

It is our expectation that students will actively engage with the process of therapy as support and equally as a challenge to enhance their self-awareness and personal development. We emphasise the need for our students to address their personal histories particularly identifying and working in-depth though any issues that have the potential to interfere with their work as counselling psychologists and to ensure that their own unresolved issues will not intrude on their work with clients.

Our Doctoral students are required to request that you complete and return the Personal Therapist Form as soon as possible. Students are further required to provide a letter, signed by you, documenting the number of individual counselling/therapy hours to date, and acknowledging therein that they have worked on relevant issues during this time, as would be expected of one in training for a career as a counselling psychologist. If you have significant
concerns about the student’s ethical conduct/fitness to practice in relation to their capacity as a counselling psychology trainee, we request that you inform the Course Director as a matter of urgency. Our expectation is that this would be done collaboratively and insofar as possible, with the full knowledge and consent of the student.

We anticipate that each personal therapist would not see more than 2-4 of our students as clients in any one year.

We would also appreciate your consideration of a student/sliding scale fee for our students. You may recall from your own training that this is indeed, an expensive time! Also, some students may be required to avail of additional sessions beyond the minimum requirement per year.

As the course requires students to attend personal therapy, we in turn, have a duty of care to them regarding this requirement. If a student makes a complaint to the course staff concerning their work with a personal therapist, they are encouraged to address this with the therapist directly. However, we may also respond to this with reference to PSI Code of Ethics. Students are free to change therapists if they feel it is not a good match and after they have discussed this with their Tutor/Course Director.

If you wish to clarify any of the above, please contact Dr. Mary Creaner at Tel: 01-896 -2094 or E-Mail: creanerm@tcd.ie

Sincerely,

________________________________________
Dr. Ladislav Timulak,
Course Director,
Doctorate in Counselling Psychology

D.Couns.Psych. September 2019

Page | 12
Guidelines to Academic Papers

3rd Year
Guidelines for all Academic Papers

- ALL names must be an alias.

- Please ensure that your name does not appear on any submission – rather your Student ID should be used.

- When referencing other professionals, use their job title, not their names.

- Do not use the name of the agency, just a general description, (e.g., “An Urban community counselling centre”).

- Always use professional and clinical terminology as these are academic submissions.

- For assignments that require a transcript do not use initials T and C for transcript (as both could refer to you). State Therapist, Client, or use a pseudonym for your client and therapist for yourself. Number each interaction. Please refer to Transcript layout guidelines for further information.

- In each of your reports which includes a transcript, state that you have received written permission from the client for you to use their case material for that report as part of your professional training. (You keep the form itself, due to confidentiality. Destroy at end of course.) Clearly specify the number of the session you are presenting.

- Always proofread thoroughly to catch spelling and grammatical errors. Particularly attend to proper sentence structure.
• All typed submission should spaced 1.5. for improved presentation. This is the only exception to APA style.

• Follow APA style manual formatting guidelines, page numbers and referencing.

• Include an APA formatted reference list at the end of your submission.

• Include a word count (less transcript, as relevant) at the end of your submission.

• For relevant assignments, please ensure that your student number appears on the USB submitted. Please ensure that all audio recordings are password protected and encrypted and provide access code separately on submission.

• Please refer to Data Protection Guidelines, Information Compliance and General Data Protection Regulations (GDPR) on

  https://www.tcd.ie/info_compliance/data-protection/
  https://www.tcd.ie/info_compliance/data-protection/gdpr/
Guidelines for Research Progress Report & School of Psychology Ethics Committee Project Annual Report Form

Research Progress Report
At the start of Year 3, students convene an annual review meeting with their research supervisor and submit a formal written report of research progress to the Research Co-ordinator. The agenda for this meeting include progress in completing the dissertation and a schedule of remaining milestones for data gathering, analysis and write up should be agreed. This meeting needs to be documented by the student in a report (approx. one page) detailing targets to be achieved for the timely completion of the dissertation. A copy of the report of the annual review with the research supervisor is submitted to the Research Coordinator in November of Year 3.

School of Psychology Ethics Committee Project Annual Report Form
This form is due for submission to the Ethics Committee (and cc to your research supervisor/s) on the anniversary of the date unconditional approval was granted. Please discuss this with your research supervisor/s prior to submission to the Ethics Committee. The form is available for download on https://psychology.tcd.ie/local/Ethics/index.php
Guidelines for Case Study Report
3rd Year

Word Count for 3rd Years: 5,000 maximum
(The session transcript is not included in the word count)

Case Study Aim: To demonstrate:

a) How you link practice (clinical skills) and psychological theory in a manner which is beneficial to your client.
b) Your ability to clearly communicate with colleagues in a well organised, well referenced, and succinct way
c) Your ability to self-reflect and process your role in relation to this case.
d) Your ability to demonstrate critical thinking in your application of current research to clinical practice
e) Your ability to coherently present, with reference to research, a developing model of integration grounded in Person Centred principles and drawing at least on one other approach presented on the course (Psychodynamic, CBT, EFT – please if using EFT draw on psychodynamic or CBT theory at least occasionally on a conceptual level).

Learning Outcomes:
Students should be able to demonstrate:

- In-depth knowledge of the main theoretical approaches and an ability to conceptualise these models with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects of their client work (fully integrated into clinical practice with reference to research).
- Competence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case management, development and
evaluation of treatment plans, intervention skills etc. (fully integrated into clinical practice with reference to research).

- Skills acquisition in critical analysis and application of this to a range of psychological and psychotherapeutic theory in clinical practice (fully integrated into clinical practice with reference to research).

- Ability to critically evaluate models of psychological therapy with reference to individual needs of clients (fully integrated into clinical practice with reference to research).

The report and case presented should demonstrate an in-depth understanding of your chosen theoretical approach (though elements of the person-centred approach are expected to be present as well) presented in relation to the client you are writing about in the report (i.e., NOT an essay on theory), and consistency between this and what is happening in your sessions. Clearly describe your theoretical understanding of this case throughout the written presentation. Ensure your report demonstrates the integration of your theory and research knowledge with your practice, or if it does not in part, that you provide a related critical commentary.

The report should demonstrate:

- How your interactions and choice of interventions over the course of your work with the client were guided by theory and research,

- How theory helped you to make sense of what was happening both at the time and during later reflection, and

- How you can use your experiences with this case to develop a deeper understanding of theoretical principles and their application.

- The report and case presented should demonstrate an in-depth understanding of your chosen theoretical approach presented in relation to the client you are writing about in the report (i.e. NOT an essay on theory), and consistency between this and what is happening in your sessions. Clearly describe your theoretical understanding of this case throughout the written presentation.
presentation. Ensure your report demonstrates the integration of your theory with your practice, or if it does not in part, that you provide a related critical commentary

- The report and case presented should demonstrate an in-depth understanding of your chosen theoretical approach presented in relation to the client you are writing about in the report (i.e. NOT an essay on theory), and consistency between this and what is happening in your sessions. Clearly describe your theoretical understanding of this case throughout the written presentation. Ensure your report demonstrates the integration of your theory with your practice, or if it does not in part, that you provide a related critical commentary.

- The report and case presented should demonstrate an in-depth understanding of your chosen theoretical approach presented in relation to the client you are writing about in the report (i.e. NOT an essay on theory), and consistency between this and what is happening in your sessions. Clearly describe your theoretical understanding of this case throughout the written presentation. Ensure your report demonstrates the integration of your theory with your practice, or if it does not in part, that you provide a related critical commentary.

- Please comment on compatibilities and tensions in the integrative approach that you are using and particular reasons why you are using it in this specific case.

- References supporting your work and guiding your critique must appear both in the report and in the transcript commentary. Primary sources are required. Please include a list of the references used at the end of your report.

- Please refer to current literature and research including research-informed clinical practice guidelines (the use of established practice guidelines or systematic reviews of evidence is recommended).

- Ensure that you not only include core generic skills (e.g., listening, reflection of feeling) but do have a clear philosophy and methodology which is distinctive to your integrative approach. Do not simply and separately
describe the theoretical constructs rather incorporate these into your own discussion of the case at hand, referencing your work, or case conceptualisation of this client.

Part 2 of your report should include a Process Commentary of both your personal process, identify skills and interventions and provide references in support of your interventions and approach. Deficits may be acknowledged with alternative interventions provided.

Choosing a Case
Pick a case that fits with your theoretical stance, one which allows you to demonstrate your clinical skills and how you clearly followed the theory and research findings in each of the sessions. Re-read your case notes - identify ‘stuck’ points, what moved things on, key changes, recurring patterns in the sessions, and your hypotheses or aims both initially and as you proceeded.

- Provide a clear rationale for choosing this particular client and this particular session
- Provide a clear rationale for your choice of theoretical approach with this client with these presenting and ongoing issues. Provide evidence to support this choice. (Reference the literature)
- The report should demonstrate that you had a clear theoretical idea in mind, that you have integrated this in a coherent approach and that this was maintained throughout your sessions
- **Comment on how your work was informed by research findings and/or research-informed clinical practice guidelines (the use of established practice guidelines or systematic reviews of evidence is recommended).**
- Ensure the case demonstrates how you thought about and used the core theoretical principles and research findings
- The case must show specific interventions which are distinctive to your chosen model. Explain what led you to use certain interventions rather than
others with reference to current research and clinical practice guidelines (the use of established practice guidelines or systematic reviews of evidence is recommended).

- Ensure there were enough sessions to give a good picture of the casework. (Minimum of 4 sessions)
- Discuss how you dealt with difficulties in the sessions, stuck points, and ethical or professional issues.
- Include a commentary (this part is compulsory, please, use a specific heading for this section) on how you reflected on issues of diversity, equality and inclusive practice (e.g., race, ethnicity, gender, socioeconomic status, age, sexual orientation, intergenerational trauma, disability, immigration and so forth) in your work with this client. Discuss how this reflection informed your case conceptualisation and approach with this client. Reflect on working across intersectional positions of marginalization and privilege between the therapist and the client. Consider the interacting spaces of privilege and marginalization within both you (the therapist) and the client, and then to consider how they might interact to cause either member of the dyad to understand the other in a way that fails to grasp their experience. How did you work within the case to improve your sense of understandings in response to the awareness of your differences (or similarities) from the client? How similarities and differences from your client might (1) acted to enhance your therapeutic relationship, (2) posed a threat to the relationship, and (3) were addressed by you in or out of the session.
- Demonstrate appropriate use of supervision, both individual and group
- Pay specific attention to multidisciplinary issues (including psychopharmacological treatment)
- Use a case where you learned something about yourself as a trainee Counselling Psychologist.

**Writing the Study**

- Schedule times into your diary.
• Decide on main headings or sections.
• Collate basic factual data.
• Review your case notes and listen to your tapes.
• Make notes on key issues or examples for each section.
• Prioritise the issues and examples.
• Your written commentary should reflect a summary of work during all sessions to date, while the transcript should be from the most recent session.
• Write it up.
• Re-read it – check and revise. This is a formal, academic presentation. APA publication manual guidelines must be followed.
• Pay attention to the word count limit.

One of the main objectives of the Case Study II assignment is to be able to demonstrate a coherent integrative model of therapy that draws on current research and at least 2 approaches covered on the course.

**Headings and Format**

The word count is non-negotiable. You can calculate your word count by first doing a count check on the transcript excerpt, then on your final paper, less the transcript and references. Process Commentary on the transcript section is counted under the word limit.

**Part 1: Case Study**

a) **Initial Stages of Case (Guideline – 1,200 Words)**

• Introduction
• Rationale for selection of this client for the Case Study.
• Rationale for and summary of theoretical orientation and model of integration
• Referral information and context of the work (Setting - no overtly identifying information here, rather, for example, the client was self-referred and seen in an urban community mental health centre).
• Brief summary of biographical details, taking care to protect client anonymity and confidentiality – this needs to contain any pertinent issues of diversity that had to be considered
• The presenting problem
• Your initial ‘assessment’ and case conceptualisation of the problem guided by your stated theoretical orientation including the client’s cultural personal history. (We are not interested in all of the content details. Rather than telling us “the story”, synthesise where you can (e.g. client reported a history of intergenerational poverty, drug abuse and early losses)
• Negotiating the contract and therapeutic aims.

b) Development during Therapy (Guideline – 2,000 words)

Each point below to be clearly informed by your theoretical approach.
• Summary of sessions
• The pattern of therapy
• The therapeutic plan and main techniques/strategies/interventions used and how this was informed by research
• Key content issues.
• The therapeutic relationship and process.
• Case management issues
• Issues of diversity and inclusive practice
• Difficulties in the work
• Making use of supervision
• Changes in the formulation and the therapeutic plan
• Changes in the therapeutic process over time.

c) Conclusion & Review (Guideline – 1,000 Words)

• The therapeutic ending, if terminated or interrupted.
• Evaluation of the therapeutic work
• Review of how you dealt with difficulties in the sessions, stuck points, and ethical or professional issues and include a commentary on how you reflected on issues of equality and inclusive practice in your work with this client.
• Arrangements for follow-up
• Liaison with other professionals
• What you learned about Counselling Psychology practice and theory.
• What you learned about yourself as a trainee counselling psychologist from the perspective of a scientist-practitioner and reflective practitioner.
• Personal goals for future work.

Part 2:
Transcript and Process Commentary (Commentary Guideline - 800 words)
• Include a 20 minute transcript from a most or more recent taped session with a process commentary discussed alongside the transcript under the heading ‘Process Commentary’. You are also required to identify each skill and intervention used. Please refer to Sample Transcript Layout Guidelines.
• Clearly identify therapist and client in the transcript with – ‘Therapist’ & ‘Client’ and sequentially number each therapist intervention and client interaction.
• Clearly identify at the beginning of the transcript which number session you use – (e.g., Session 5).
• Provide a brief summary (one paragraph) of what has preceded this extract and identify how far into the session the transcript commences – (e.g., 10 minutes)
• Provide a clear rationale for your selection of this session and extract (e.g. why this session/extract? – What do you wish to demonstrate? – Why is this significant/pertinent/relevant?)
• Identify skills and interventions to include core skills and those pertinent to your theoretical approach
• Discuss intention and impact of key interventions (on the client, yourself and the therapeutic process).
• Provide suggestions for alternative interventions, as relevant.
• Link interventions to your theoretical framework and reference these and clearly demonstrate that your interventions are guided and informed by your theoretical orientation and referenced accordingly. Also include your thoughts and feelings, both supportive and critical in response to your client.

• Include a concluding paragraph

References & Appendix

• References, properly formatted (APA style). Be certain that each reference in the text is included in the appendix and vice versa.

• If assessment material, homework, pre-post evaluation, etc. have been used with your client, please attach a copy of these (names changed or deleted please, no copyright material without prior permission for use, copy of instrument license etc.).

• Copy of Consent Form – please ensure that client signature has been deleted.

• Include Word Count (excluding transcript) at the end of your submission.

Submission:

• Please ensure that your student number appears on the encrypted USB submitted.

• Please ensure that the recording is of good quality prior to submission.

• Submit 2 copies of your Case Study Report with appropriate cover sheets on both copies of your submission. Ensure that your name does not appear on any submission – rather use your Student ID.

• Please refer to ‘Academic Paper Guidelines’ for further requirements.

Selected notes adapted from:
Please note some differences between Bor and Watts and our course requirements above.

Required Reading:

Further Resources:
Transcript and Process Commentary Sample Layout
for Case Study Report

Please note: The sample provided is intended as illustrative of the layout rather than indicative of the content required in the commentary.

- This is to be presented in a 4 column format as illustrated and is a landscape orientation format.
- This can be devised with Microsoft Word as follows:
  - Open a Word document and select ‘File’ from the menu. Under page set-up, select ‘Page Set-up’ and ‘Margins’. Select Landscape rather than ‘Portrait’ and set all margins to 1 inch.
  - To insert a table select ‘Table’ from the menu and then select ‘Insert’. 4 columns are required and select the number of rows you require.
  - Please include headings as indicated on the Sample Layout.
Presentation of Transcript Guidelines

Please note: The sample provided is intended as illustrative of the layout rather than indicative of the content required in the commentary.

<table>
<thead>
<tr>
<th>Skill &amp; Interventions</th>
<th>Transcript</th>
<th>Process Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client: 3</td>
<td>Now, another interesting angle there, this negative feeling was at first referred to my chest. There was sort of a dull, cold ache there. I’d get cold hands and have an increase in heartbeat at certain times, in certain situations where I was blocked. And then that feeling began to go down, as it were. That’s the best way I can describe it. I mean, I guess actually - I mean, that’s the way that I referred the feeling, as traveling downward.</td>
<td></td>
</tr>
<tr>
<td>Closed question</td>
<td>Mhm. And does it cause you more distress than it used to, or is that no different?</td>
<td>Here is a moderately directive question, limiting the client to a specific area for discussion. However, the question is distinctly a response to the feeling of distress Mr. Bryan has been expressing, rather than to the intellectual content. It might have been better for the counselor simply to recognize the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>material expressed, in some such a statement as, &quot;You've noticed a real change in these symptoms?&quot; <em>(D.\text{Couns.} \text{Psych. requirement to write in the first person}.)</em></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Client: 4</strong></td>
<td>I hardly know what to say there. I used to be very distressed about my speech, although that's not as bad as it was. I used to, uh, I used to be a very bad stutterer, uh, then I sort of sort of got my mind off of it and more or less forced myself to ignore it and to go ahead anyway, even though it was a terrific tension for me to go into certain situations.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from:
Transcripts of Carl Rogers' Therapy Sessions   Edited by Barbara T. Brodley and Germain Lietaer

*Volume 2: The Case of Herbert Bryan [1940-41] page 1-2*
Informed Consent Form for Case Study

Client Information Sheet and Informed Consent Form
Permission for Submission of your Audio Recording from 1 Session to include a 20 minute Transcript and some Anonymous Case Information for Case Study or Process Report, for a College Assignment, at Trinity College Dublin.

You are being asked to read this important information because you have agreed to attend a Counselling Psychology trainee for psychological services, therapy or intervention. Previously you read the Information Sheet and signed the Consent Form at the start of your work together with your trainee Counselling Psychologist. This Information Sheet is provided to you to request permission to use some materials from your work together with ________________________________, (Counselling Psychology Trainee’s name) for submission in a case study report as part of their college course work and student evaluation.

Please read this information carefully and if you wish, take time to consider your decision to allow submission of

- one audio recording from your sessions,
- a 20 minute transcript from your psychological work
- together along with a write up of the course of therapy or psychological support programme.

Please take your time, feel free to ask any questions that come to mind and proceed only if you are happy to do so.

You are welcome to read through the original Information Sheet and Consent Form if you feel it might be useful, there is a lot of information to take in and remember. The original Information Sheet and Consent Form for recording should be provided to you and read in conjunction with this information.

You should clearly understand any potential risks of consenting to allow your case materials to be used in a case study or process report and understand who may hear audio recording from your sessions, so that you can make an informed decision that is in
your best interest. This is called Informed Consent.

You are being invited to be the person that your trainee has chosen to write about their work with in their course assignment representing a real sample of their psychological work while on placement. As before no personal details will be revealed. This Information Sheet explains all the details required to make an Informed Decision.

You do not have to consent to permit your work together to be used in a case study or process report unless you are freely willing to do so. If you choose not to, this will not affect your right to attend for psychological services. If you do decide to opt in for the case study and you later change your mind, you can opt out in the future without any implications for the quality of your treatment provision providing the case study hasn’t yet been submitted to the course. You can withdraw your consent, either following or during your work together with the trainee psychologist, up until a specified date when the case study is due for submission (the trainee will inform you about that date which is __________).

**What is a Case Study (or Process Report)?**

All Counselling Psychologists submit a report of their work to their course for review and examination to show how they are developing as a trainee and moving closer in status to becoming a qualified Counselling Psychologist. A case study can focus on their work with an individual, a couple or a group and it should illustrate an example of their work. All psychologists have learned a great deal about people and their psychology (thoughts, feelings, behaviours and relationships through reading case studies of key leaders in the profession). The case study assignment assists the trainee to look very closely at the course of work completed with one client from their placement. This case study report is then submitted as an assignment to the course for review and evaluation by the University Professors, lecturers or examiners appointed to uphold good standards in the profession. Most case studies are marked by only one or two psychologists/academics employed by the course at Trinity College. Annually the course external examiners will review a sample of case studies to evaluate standards across the whole course. Your name, contact details and the personal details of family members will NOT be included in the case study.

**Privacy and Confidentiality**
Your work with your trainee is a confidential process, with normal professional caveats regarding safety to self and others. The boundaries of confidentiality between supervisor, supervisee, course trainers, examiners, clients and any other stakeholders (e.g., employers, family members) will be negotiated at the outset of therapy or treatment in order to enhance trust and facilitate open, transparent debate and learning. Exceptional circumstances which require the disclosure of confidential information to others and should this arise, it will be discussed with you in adherence to the Psychological Society of Ireland, Code of Professional Ethics and in line with legal requirements pertaining to, disclosures regarding child protection concerns or risk of harm to self or others including disclosure of intent to commit a crime. This is a routine part of your work with the trainee counselling psychologist.

Anonymity and Pseudonymisation
Audio and digital recording will NOT have your personal details stored and the audio will be assigned a numerical code. The audio once recorded will be stored on password and encrypted equipment approved by the School of Psychology at Trinity College Dublin.

Once a year a 20 minute segment of your session audio will be transcribed without your personal details, for submission of a case study or process report to closely examine the work of your counselling psychology trainee. This is a normal part of counselling psychologists’ training and it greatly improves the quality of the trainee’s therapeutic work with you.

Ownership of Audio recordings
You are being asked for separate consent for the recording being used as a part of the assignment in college. This is why you are being informed about it by the trainee and reading this separate Information Sheet and Consent Form. The recordings are the personal property of the trainee and they take full responsibility for them. During the assessment period they will be (in an anonymised form that disguises your identity) also College property and will be processed and controlled by the Counselling Psychology Course. After the assessment period they will be returned to the trainee psychologist that worked with you. All recordings must then be destroyed in line with College policy once they are not used for supervision or a case study or process report anymore. The transcribed 20 minute anonymised segment of your session audio that is a part of the
student assignment (Case Study or Process Report) will be stored by College (Counselling Psychology Course) and retained for 13 months following the deadline of the potential trainee appeal of their evaluation.

Minimum requirements

Equipment and data capture

As per usual, all equipment must be approved by the University and Placement Site. Encrypted digital recorders are required for use as they provide enhanced security and have a record of being used safely in similar circumstances. If the non-Encrypted digital recorder is used the recording has to be uploaded on the encrypted hard-drive as soon as possible and on the placement site premises.

Trainees using digital recorders will have the option (and are encouraged to use this) to delete any remaining identifying information present prior to using recordings for their learning needs.

Transportation

Any transportation of the recordings between the placement site and college is done by a secure and encrypted mechanism as detailed below.

Storage and destruction

Anonymous audio files are only stored on the trainee’s encrypted, safe and secure equipment. All recordings must be destroyed once they are not used for supervision, assignments and no later than at the end of placement at the end of the school year. The trainee will give you the date when they are due to complete their placement.

Adherence to this protocol

Any actual or suspected security incidents or breaches of this Protocol are to be reported to the supervisor/specific placement location, to the Course Director/College, and to the relevant data protection officers at the earliest opportunity. There is continuous audit adherence to this policy.

Security & Storage of Data: Students are advised that they must ensure the security of
any confidential data that is audio/digitally recorded or written (recordings of session sessions notes; research interviews, transcripts,).

Students must ensure that all storage procedures are safe and secure, that adequate precautions are applied and that all electronic/digital files are password protected and encrypted to safeguard the security of any digitally recorded and/or computer based records.

Students are further advised not to store confidential data on any digital recording devices any longer than is absolutely required and ensure that the transportation of such data is undertaken securely. Please refer to the following documents;


- Data Protection Commissioner. (2007). Data protection guidelines on research in the health sector:


  Trinity Information Compliance: http://www.tcd.ie/info_compliance/

Client Consent Form

This form must be used in conjunction with the local Placement Site guidelines (where available) for recording of clinical work and for using the audio recording for submission in a case study or process report. Trainee counselling psychologists are responsible for ensuring compliance with these guidelines. This form will be added to the clinical records and will not be seen by anyone not involved in your care within the service (i.e. no-one at the university will have access to this form though they will need to ensure that this form has been read and completed before reading and examining the student’s case study).

1. I have read the “Client Information Sheet and Informed Consent Form Permission for Submission of your Audio Recording from 1 Session to include a 20 minute Transcript and some Anonymous Case Information for Case Study or Process Report, for a College Assignment, at Trinity College Dublin”. I have been given time to ask questions and discuss the information with the trainee counselling psychologist.

2. The recording will be only used for supervision and case study/process report assignment purposes, and will not form part of the clinical record of our work together.

3. The recording and the case study/process report may be listened to and read by a University Professor or Course Trainer and will be used to evaluate the work of the trainee counselling psychologist that I am seeing.

4. I can withdraw my consent, either following or during our work together, up until a specified date when the case study is due for submission. If I withdraw my consent, my treatment will not be affected in any way.

5. I understand that the trainee counselling psychologist and training course administration staff will all be responsible for the safe storage and transit of these recordings.

I ______________________________________________________________________ (client’s name) confirm that I give my consent for
__________________________________________________________________________ (trainee counselling psychologist) to make a recording of our work together.

D.Couns.Psych. September 2019
Course Marking Guidelines, Procedures & Schemes

3rd Year
Case Study Report Marking Scheme (see also learning outcomes on the cover sheet)

Third Year

Pass
The student clearly demonstrates coherent and integrated application of psychological and psychotherapeutic theory to clinical practice, specifically in relation to the processes within the therapeutic session with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspect of their client work. Clear rationale is provided for all aspects of the report. Theoretical approach, case conceptualization, client presentation, therapy plan, skills demonstration and expected outcomes are relatively consistent. The student deeply engages in critical reflection on all aspects of discussion and evaluation, particularly in relation to her/his work as a trainee counselling psychologist, and demonstrates good ability in critically analysing, evaluating and synthesising new and complex ideas in the area of therapy integration. Good awareness both in relation to the therapeutic process and self awareness is clearly demonstrated. Ability to coherently present a developing model of integration grounded in Person Centered principles and drawing at least on one other approach presented on the course (Psychodynamic, CBT, EFT – if using EFT, psychodynamic or CBT theory is used on a conceptual level) has to be demonstrated. All aspects of the requirements are fulfilled and the report is presented in a scholarly and professional manner consistent with APA style. This mark is consistent with work of a good standard and supports counselling psychology as a scientific and reflective practice (the use of established practice guidelines or systematic reviews of evidence is recommended). The module learning outcomes (see Module Descriptors) are adequately demonstrated in the report. However, some minor omissions not affecting the overall safe and professional practice may be
present.

Fail
The paper has significant shortfalls in part or overall and significant inconsistencies may be apparent. Omissions and/or lack of theoretical clarity/lack of critical reflection/lack of awareness/lack of skills demonstration impact significantly on the cohesion, comprehensibility and presentation of the paper and its content. In addition, lack of ethical awareness/inadequate case management/or unprofessional conduct that impacts negatively on client welfare or contravenes best practice principles. The paper fails to demonstrate an ability to communicate in a professional and scholarly manner. The module learning outcomes are neither sufficiently nor adequately demonstrated in the report.
Guidelines for Evaluation of
Small Group Supervision

Third Year

Rationale
This module aims to develop and support the student’s clinical experience and competence for their clinical placement client work through regular participation in the supervisory relationship provided by small group supervision. As soon as placements begin, students have weekly small group supervision during each term. Students present their cases, concerns and questions; receive feedback from group members and the supervisor to further their own personal process and to enhance their developing skills. Each student is required to present several cases, including tapes and transcripts of their sessions to facilitate discussion and feedback. Small group supervision in Year 3 also comprises an introduction to training in clinical supervision.

Overall, the module aims to support students in developing clinical practice, which is:

- Self-reflective
- Clinically competent
- Culturally sensitive
- Informed and guided by theoretical understanding and evidence based practice
- Informed and guided by supervisory processes
- Adheres to PSI Ethical Framework for Best Practice

Purpose
Small Group Supervision serves the following functions:
1. **A training function** which involves facilitating the trainee to integrate theory with practice and to develop competent practice

2. **A supportive function** by maintaining the trainee’s personal and professional well-being with respect to client work. There is also some degree of

3. **A managerial function** which the group supervisor will exercise if they consider the student’s practice to require major improvements / to be unethical / lacking competence / or presenting fitness to practice concerns. This function provides a degree of protection for the trainee’s clients and the trainee’s well-being. However, the accountability for providing appropriate supervision and management of the clinical work is with the individual supervisor and the placement agency who are the providers of the counselling service to the agencies clients. Trainees are required to be in placement-provided supervision, as the agency (not the course) holds clinical accountability for their clients.

**Overall Aims**

- To assist supervisees in the application of knowledge and skills, gained from studies in Counselling Psychology to professional clinical practice.
- To protect clients and supervisees during the learning process.
- To promote ethical and professional standards of conduct and service with due regard to equality and inclusive practice
- To support the professional development of supervisees in ways that will increase their effectiveness as future counselling psychologists and as reflective practitioners.
- To raise awareness of how contextual and organisational factors may impact on client work.
- To promote critical analysis, evaluation and synthesis of new and complex ideas

**Methods of Assessment & Evaluation in Small Group Supervision**

The supervision sessions are subject to continuous assessment and a mark will
be awarded at the end of the each year for each student's performance. The supervisor uses two general methods of evaluation: formative and summative. Evaluation will be discussed and form part of the small group supervision contract.

**Formative Evaluation**

Formative evaluation is the process of facilitating, challenging and supporting professional development through direct feedback from the group supervisor and peer group, as appropriate. This is an integral part of the foundation of clinical supervision. The supervisor continually monitors and provides feedback regarding supervisee’s professional development based on reviews of taped clinical sessions, case presentations, direct observation, discussion and so forth. Selection of supervision interventions, questions asked to facilitate reflection and discussion, commentary on a supervisee’s case conceptualization, feedback regarding the appropriateness of the supervisee’s use of a skill or technique, may all be described as formative evaluation. Formative evaluation is consistent, runs through the academic year and tends to focus on process and progress, rather than outcome. Formative evaluation will be discussed and included in the small group supervisory working contract.

**Summative Evaluation**

Summative evaluation is a more formal expression of the supervisee’s developing clinical practice, skill and professional identity. The summative evaluation process will occur towards the end of the academic year, is the culmination of the evaluation process and incorporates the formative evaluation that has occurred throughout the year. The Small Group Supervision Evaluation Form will be completed towards end of the academic year and this is considered as Summative evaluation.

For each Learning Outcome in the Summative evaluation, the student will receive a comment regarding whether or not the learning outcome was achieved.

Students must achieve a Pass in each of the outcomes. A fail in any section
would mean an overall fail and the student will meet with the Course Director and Group Supervisor to plan a course of action. Students are invited to complete this form themselves at the end of the year as a self-evaluation. An individual summative feedback meeting needs may need to be arranged with the Group Supervisor, if required.

Each student is required to present a minimum of 2 cases in Year 3, including tapes and a transcript extract from their sessions, to facilitate discussion and feedback. Please note that you are required to gain written consent (Signed Consent Form) from clients, prior to taping sessions. Guidelines for the introduction to clinical supervision training will be provided in class.

**Indicative Resources**


### PS9020: Small Group Supervision III

#### Small Group Supervision Evaluation

Module Learning Outcomes

<table>
<thead>
<tr>
<th>Student ID:</th>
<th>Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Develop learning outcomes achieved in Year 1 and Year 2 and continue to integrate these into their clinical practice as best practice principles
- Demonstrate a commitment to and ongoing capacity for self-reflection and discuss the relevance of this capacity to their role as a trainee counselling psychologist
- Critically analyse and integrate a range of psychological and psychotherapeutic theory into clinical practice with reference to research and demonstrate this in their client work
- Integrate in-depth knowledge of the main theoretical approaches over the course of 3 years and an ability to conceptualise these models with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects
- Demonstrate a theoretical and applied understanding of PSI ethical framework for good practice
- Demonstrate competence and confidence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case management, development and evaluation of treatment plans, intervention skills etc. for Year 3 stage of training
- Demonstrate a high level of professional and ethical behaviour, awareness of not to work beyond their level of competence and to abide by and promote PSI code of ethics
- Demonstrate awareness of the need for ongoing professional development and clinical support in their work as Counselling Psychologists.

**Comments:**

<table>
<thead>
<tr>
<th>Supervisor:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

\[D.Couns.Psych. September 2019\]
Procedure for Failed or Resubmission Paper or Exam / Failed Placement / Failed Small Group Supervision

Procedure for Failed and Resubmission Paper or Exam

Following 2nd marking, the Course Director will discuss the next step with the staff member(s) involved. Then:

♦ Clear feedback will be given to the student (orally and/or in writing) by one of the above as to why s/he received a ‘fail’ mark.

♦ Student will be required to re-write the same paper and/or submit another related assignment and/or follow other steps as clearly outlined.

♦ An oral examination may accompany any of the above (but not replace except in cases of disability).

Due date(s) for resubmissions to be set by the Course Director and/or the first marker, but it cannot be longer than 4 weeks from the date the results of the assignment were released by the course. If further work is needed a brief extension may be permitted though no course work may be submitted later than the designated date in July, or it may not be processed for the Court of Examiners meeting in August.

If the re-submitted work does not meet the marking criteria for a pass grade, the student may be asked to leave the course and will be referred to the Court of Examiners who makes the final decision. A student who is in jeopardy of failing any aspect of the course may be required to enter a written contract with the Course Director to agree a specific course of action on both parts. Upon a 2nd
Fail mark for any one piece of work, the student will have failed the course and will be referred to the Court of Examiners to consider their being withdrawn from the course, if they do not do so voluntarily.

**Procedure for a Failed Placement**

**Note:** Summatively, the final evaluation outcome decision and its implications are determined by the Course Director and ultimately by Court of Examiners while the recommendations and views of the Supervisor and Trainee will be given very serious consideration. Supervisors are requested to complete a Placement Report and Evaluation form on the student midway and at the end of the placement. It is encouraged, but not required that the form be filled in collaboratively. The student should be informed of the report contents and allowed to respond before it is reviewed at the end of placement review meeting before being submitted to the Course Director. Students are required to add to the form in writing their comments. Students also complete a Feedback Form on Placement and Supervision and this is shared with the agency supervisor and the Placement Coordination Team and Course Director, and or core staff as required.

It is a requirement of the Course that the student prove themselves competent in all aspects of the Course. If a student is having problems these should be discussed during the supervision sessions. Students should be told where they are falling short, and what steps will be necessary to improve their performance. Any significant or ongoing problems must be brought to the attention of the Placement Coordinator or Course Director, preferably sooner rather than later. If there is any question of a student failing their placement, this should be discussed with them at the time and well before the end of the placement period and the Placement Coordinator and Course Director need to be consulted and informed. The reason for the Fail must be clearly stated in writing and shared with the student. The reasons need to be clearly described and linked to the headings outlined in the mid-placement and/or end of placement form and directly linked with the **learning outcomes for placement**. If possible, the student has to be
first informed about the possibility of failing the placement and reasons need to be clearly outlined and communicated. The supervisors are required to collaborate with the core course staff if any problem arises on placement. Please review the criteria for failing a placement information sheet and the Course Handbook provided. **To recommend a Pass all learning outcomes outlined below have to be met. If a Fail is recommended, the supervisor has to state which learning outcome(s) has/have not been achieved and on what basis this judgment has been made. Opportunities to address difficulties are required and it is important to remember that trainees are learning to become a Counselling Psychologist. Making mistakes are a key component in learning, repeatedly making the same mistakes are not.**

**Learning Outcomes:**

Students should be able to show:

- Capacity that they can communicate with their peers, practitioners in their own professions, the larger community and with society in general about counselling psychology interventions in a sustained and exact manner. (fully achieved in Year 3; Year 1 and 2 an integral part of preparing for this outcome that will be demonstrated in Year 3)

- that they are able to promote, with due regard to ethical considerations, equality and inclusive practice principles within academic, professional and practice contexts, scientific and social advancements having their origin in counselling psychology (fully achieved in Year 3; Year 1 and 2 an integral part of preparing for this outcome that will be demonstrated in Year 3)

- Competence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case management, development and evaluation of treatment plans, intervention skills etc. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research)
• Skills acquisition in critical analysis and application of this to a range of psychological and psychotherapeutic theory in clinical practice. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research)

• Ability to critically evaluate models of psychological therapy with reference to individual needs of clients. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research)

• Ability to recognise and identify the issues facing diverse groups and being able to respond to their specific psychological needs. (to be achieved in Year 1 and further consolidated in Year 2 and 3)

• Awareness of the way in which clients presenting concerns may be understood in the context of the client’s phenomenological world and be able to use this effectively in clinical practice. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research)

• Interpersonal sensitivities, qualities, abilities and competencies required to establish, maintain and conclude professional therapeutic relationships with clients and to develop and maintain professional relationships with peers, tutors and colleagues. (to be achieved in Year 1 and further consolidated in Year 2 and 3)

• Ability to work, safely, effectively, autonomously and as part of a team (to be achieved in Year 1 and further consolidated in Year 2 and 3)

It is recognised that beginning students may not yet be fully informed as to the nuances of ethical behaviour and this will be taken into consideration in determining the course of action followed.
If the Fail was due to clearly and known unethical or illegal behaviour, the student will be referred to the Course team who will make a recommendation either to retain or withdraw the student. The student will also be referred to the Psychological Society of Ireland or their particular Professional Society for follow-up.

If the Fail was due to unethical behaviour of a less serious nature, the case will be thoroughly investigated with respect to University protocol and procedure. The Psychological Society of Ireland may be consulted as appropriate.

Where relevant, the results will be presented to the Course Management Committee who will make a recommendation either to retain or withdraw the student.

If the Fail was due to poor development of clinical skills, the placement site and course supervisor, tutor and/or Director will meet to determine the most appropriate course of action. Action might include:

- Continuing the current placement for a time period agreed beyond the original end date.
- Attending another placement for a time period agreed.
- Completing assigned academic work (readings, case reports, etc.)
- Being withdrawn from the course.

Any cost incurred for supervision during additional time will be the responsibility of the student. The student, in liaison with the Placement Co-ordinator, may need to secure their own supplementary placement.

If a student has been deemed to have failed a placement and the course staff deem it appropriate to assign a second new placement or to extend a placements duration to address the issues leading to the failed placement, the new placement contract holders will be informed of the learning outcomes that have
not been met and a developmental learning plan will be implemented with the supervisor, the trainee and with the course staff.

The student must receive a Pass for the supplementary time or on a new placement. If the student receives a 2nd Fail for placement, s/he will be withdrawn from the programme.

**Procedure for Failed Small Group Supervision**

Should a student receive a Fail mark in Small Group Supervision, clear feedback will be given to the student initially by the Group Supervisor. The student will then meet with Course Director and Group Supervisor to determine the most appropriate course of action.
Required Cover Sheets & Module Learning Outcomes for all Course Assessment Pieces

3rd Year

(Please attach the relevant cover sheet to each assignment and/or resubmission that you submit)
### Confidential Case Study

#### Third Year

<table>
<thead>
<tr>
<th>Student Cover Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student ID Number</strong></td>
</tr>
<tr>
<td><strong>Assignment Due Date</strong></td>
</tr>
<tr>
<td><strong>Date Submitted</strong></td>
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<tr>
<td><strong>Resubmission</strong></td>
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<tr>
<td><strong>Assignment Word Count</strong></td>
</tr>
<tr>
<td><strong>Reference List Enclosed</strong></td>
</tr>
<tr>
<td><strong>APA Standard</strong></td>
</tr>
<tr>
<td><strong>Consent Form Enclosed</strong></td>
</tr>
<tr>
<td><strong>If not, please state reason:</strong></td>
</tr>
<tr>
<td><strong>Good Quality Audio Recording</strong></td>
</tr>
<tr>
<td><strong>CD/USB Start Time</strong></td>
</tr>
<tr>
<td><strong>CD/USB Password</strong></td>
</tr>
</tbody>
</table>

**Plagiarism Declaration**

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at:
http://www.tcd.ie/calendar

Yes: ☐ No ☐

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready, Steady, Write’, located at
http://tcd-ie.libguides.com/plagiarism/ready-steady-write

Yes: ☐ No ☐

Assignment paper may not be removed from the School of Psychology
### PS9021: Advanced Counselling & Psychotherapy Theory and its Application - Counselling Modalities II

#### Case Study Report II

**Module Learning Outcomes**

<table>
<thead>
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<th>Student ID:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes - Year 3: to be fully integrated into clinical practice with reference to research</th>
<th>Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualise the main theoretical approaches with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects of their client work</td>
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<td></td>
</tr>
<tr>
<td>Acquire skills for clinical practice, including psychological assessment, therapeutic skills, development and evaluation of treatment plans, intervention skills, stemming from the covered theoretical approaches, etc.</td>
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<tr>
<td>Acquire skills in critical analysis of psychological theories applied in clinical practice.</td>
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<tr>
<td>Critically evaluate models of psychological therapy with reference to individual needs of clients and clients’ cultural background.</td>
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<tr>
<td>Apply foundations of assessment (particularly cognitive and neuropsychological) to expand clinical practice with clients, recognise cognitive deficits or sudden decline in client population and have knowledge of further assessment or referral.</td>
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<tr>
<td>Develop skills in conceptualising and formulating presentations using both emotional and cognitive frameworks</td>
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**Comments:**

**Marker:**

**Date:**

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*Trinity College Dublin, the University of Dublin*

*Doctorate in Counselling Psychology*

*2019 - 2020*

*PS9021: Advanced Counselling & Psychotherapy Theory and its Application - Counselling Modalities II*

*Case Study Report II*

*Module Learning Outcomes*

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*D.Couns.Psych. September 2019*
### Sample First Marker’s Form

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| Resubmission      | Yes □      | No □ |
| Late Submission   | Yes □      | No □ |
| Word Count within Limits | Yes □ | No □ |
| APA Standard      | Yes □      | No □ |

| First Marker       |            |
|                   |            |

**Comments:**

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*All Grades Remain Subject to Confirmation at the Next Court of Examiner’s Meeting*
Sample Second Marker’s Form

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<td>Late Submission</td>
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<td>Word Count within Limits</td>
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<td>APA Standard</td>
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Comments:

All Grades Remain Subject to Confirmation at the Next Court of Examiner’s Meeting
### Sample Final Mark Form

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<tr>
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<td>Supplementary Work (if required)</td>
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All Grades Remain Subject to Confirmation at the Next Court of Examiner’s Meeting