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INTRODUCTION

This Student Handbook is designed to orient and guide students through their education experience at Turning Point™ Institute (TPI). It contains information on the Institute, and on the MSc programme in Integrative Counselling and Psychotherapy. In addition, the handbook contains information regarding the policies and procedures that govern both administrative and academic matters.

The MSc in Integrative Counselling and Psychotherapy programme, designed and delivered at TPI in 23 Herbert Street, Dublin 2, is validated and awarded by University College Cork, (UCC). Students admitted to the Programme will register with UCC and will receive a UCC student card. All students on the course are members of the Turning Point™ Institute student body and, despite receiving a UCC student card, are not regarded as members of the UCC student body except for the purposes of validating results and awarding the Degree. The registration fee paid to UCC covers UCC's costs in relation to the validation of the Programme, assurance of quality, examinations, maintenance of the official student record and academic oversight of the programme. On a day-to-day basis, off-campus registered UCC Students have access to the UCC library which includes national and international electronic journals. The library has over 600,000 items in the printed collection, access to 3,000 print journal titles and access to 60,000 electronic research journals

Whilst all of the information contained in this handbook is considered correct at the time of going to print (August 2023), TPI reserves the right to modify its academic requirements, rules, policies and procedures as stated in this handbook at any time. All changes will be duly published, whether in electronic or other form. Changes to TPI's policies and procedures affect all students who have not yet graduated. Clarification of matters contained in this handbook can be obtained from the Programme Director and/or Admin office at TPI. Where appropriate a student may be referred to another document or publication, on either the Turning Point website, or the UCC website, for further information.

TPI's Programme in Integrative Counselling and Psychotherapy is currently recognized by the two main psychotherapy accrediting bodies in Ireland – the Irish Association of Humanistic and Integrative Psychotherapy (IAHIP) and the Irish Association of Counselling and Psychotherapy (IACP). Since February 2014, Turning Point™ Institute is also recognized as a European Accredited Psychotherapy Training Institute (EAPTI) by the European Association of Psychotherapy (EAP). In addition, the training standards of the MSc programme are recognised by the European Association for Integrative Psychotherapy (EAIP) as having reached its required standards. The Psychotherapy Accrediting bodies in Ireland are constantly striving to upgrade their professional standards and ensure they are aligned with European professional standards. From time to time, TPI may make revisions which maintain their recognition status with both of these bodies.

TPI expects that all their students will be knowledgeable of and adhere to the Ethical Guidelines published by both IAHIP and IACP. Links to these guidelines are included in Appendix 6.7 in this Handbook.

1. ABOUT TURNING POINT™ INSTITUTE

1.1. Turning Point™ - Background

Turning Point™ was co-founded in 1986 by Kay Conroy and the late Mary Paula Walsh. The organisation was established to fill a perceived gap in psychological supports and services for those experiencing cancer, other life-threatening illnesses, and/or bereavement. Within 2-3 years, Turning Point™ had grown to include a staff of five therapists, and in response to demand, had expanded to offer general psychotherapy services and group workshops, many of which were facilitated by internationally renowned experts in their field. Among others, Elisabeth Kubler-Ross, author of the ground breaking book, ‘On Death and Dying’, was a regular visitor to Turning Point™.

As the centre grew and flourished, and its reputation as a pioneer in its field spread, the founders turned their considerable energies and entrepreneurial vision to the development of new services and programmes in areas where they perceived a need or gap in Ireland. In 1997, a two-year part-time Diploma in Psychotherapy was developed, replacing two previous courses that had led to a Certificate and a Diploma in Grief Counselling Skills. This two-year Diploma subsequently evolved into the generic Integrative Counselling and Psychotherapy programme which gained DCU accreditation as an MSc programme in 2001. From 2014, the MSc in Integrative Counselling and Psychotherapy has been validated and will be awarded by University College Cork (UCC).

The founders of Turning Point™ see themselves as pioneers who have made a large contribution to the Counselling/Psychotherapy profession in Ireland in the following areas:

- The present climate of holistic health in Ireland – Turning Point™ was the first centre in Ireland to promote a holistic view of cancer treatment and to receive funding from the European Union for this purpose
- Training for voluntary and professional bereavement counselling services throughout Ireland
- Levels and standards of Education and Professional training in Psychotherapy –TPI (Turning Point™ Institute) is a ‘stand-alone’ Psychotherapy Institute offering a Master’s level degree in Integrative Psychotherapy that is recognized by both a National University (UCC) and the associated professional bodies in Ireland and Europe.

1.2. TURNING POINT™ INSTITUTE

1.2.1. Introduction

Turning Point™ Institute (TPI) evolved out of a recognition by the founders that not only was there a great need for a range of Psychotherapy/Counselling services, but also for the development of associated education and professional standards in Ireland. The Irish Institute of Counselling and Psychotherapy Studies (IICPS) (now Turning Point™ Institute – TPI) was founded in 2001, when Dublin City University granted accreditation for their proposed generic ‘Integrative Counselling and Psychotherapy’ MSc programme.

Today, as well as its flagship 4-year MSc programme in Integrative Counselling and Psychotherapy, which is validated and awarded by UCC, there is also the 2 Year MSc in Integrative Counselling and Psychotherapy Research, a Diploma in Supervision for Healthcare Professionals which is Accredited by IACP and the Joint UCC/TPI Doctoral Programme, validated and awarded by UCC. In addition, TPI provides a range of educational programmes including a Foundation Course in Counselling/Psychotherapy, and a range of Continuing Professional Development programmes. Such is the calibre of the training provided at TPI that not only is its MSc degree validated by UCC but its professional Training Programme is accredited or recognised by all of the main accrediting bodies in Ireland and Europe (EAP, EAIP, IAHIP, and IACP). Each year, TPI receives numerous enquiries and applications for their MSc programme, Foundation Course, and Continuing Professional Development training. The Institute's teaching philosophy embraces, first and foremost, the importance of a unifying approach that responds appropriately and effectively to the person at emotional, spiritual, cognitive, behavioural and physiological levels. Its theoretical orientation is an integration principally of the approaches of Carl Rogers (Client-Centred) and Roberto Assagioli (Psychosynthesis), whilst also drawing from Psychodynamic and Existential, approaches.

TPI offers a Foundation Course ‘Introduction to Counselling and Psychotherapy’ which runs a number of times each year. (See www.turningpoint.ie for further details)

1.2.2. Associated Professional Bodies

All TPI Faculty and Supervisors are qualified professional psychotherapists and members of one of the following professional bodies:

- **Irish Council for Psychotherapy (ICP)/Irish Association of Humanistic and Integrative Psychotherapy (IAHIP)**

In 1999 & 2000, Kay Conroy was Chair of the Irish Association of Humanistic and Integrative Psychotherapy (IAHIP), which is a member of one of the five sections of the Irish Council for Psychotherapy (ICP). Kay has also served on the Ethics, Accreditation and Complaints Committees at IAHIP and was Vice- Chair of the Governing body for one year. All of the training staff at TPI are accredited members of IAHIP.

- **Irish Association of Counselling and Psychotherapy (IACP)**

The majority of training staff at TPI are accredited members of IACP.

Note: Students are strongly advised to become student members of the Irish Association of Humanistic and Integrative Psychotherapy (IAHIP) and the Irish Association for Counselling and Psychotherapy (IACP). Application forms are available from these organisations.

- **European Association of Psychotherapy (EAP)**

The Irish Council for Psychotherapy (ICP) is a member of the European Association of Psychotherapy (EAP). Through its membership, Turning Point™ Institute (TPI) works closely with developments in Europe, particularly in relation to training and accreditation requirements. Since February 2014, Turning Point™ Institute is recognized as a European Accredited Psychotherapy Training Institute (EAPTI) by the European Association of Psychotherapy (EAP) and can award the European Certificate for Psychotherapy (ECP) to its graduates when they have completed their training with 300 hours of clinical work.

- **European Association for Integrative Psychotherapy (EAIP)**

TPI is a member of the European Association for Integrative Psychotherapy (EAIP). The training standards of the MSc in Integrative Counselling and Psychotherapy are recognised by the EAIP as having reached its required standards. In 2006, TPI was given permission to award the ECIP (European Certificate in Integrative Psychotherapy) to graduates of the four-year MSc course, who have met the EAP's requirements. Kay Conroy is a past Vice President and is currently Registrar and Treasurer of the EAIP. At the annual general meeting of the EAIP in September 2008 Kay Conroy and Mary Paula Walsh were each awarded the status of Honorary Fellowship of EAIP in recognition of their significant contribution to the development of Integrative psychotherapy in Ireland and Europe.

1.2.3. TPI Definition of Psychotherapy

TPI subscribes to the following working definition of Psychotherapy proposed by the EAP

- A) **Science:** Psychotherapy as a Science is the integrated result of knowledge derived from the fields of philosophy, medicine, psychology, psychiatry and cultural sciences, firmly based on validated research, focusing on questions of mental and emotional health, psychosocial and psychosomatic wellbeing.
- B) **Art:** Psychotherapy as an Art is the scientifically based methodical and unconditional trans-subjective helping (verbal) relationship in order to facilitate the client to change:
 - 1) his/her/their experience of, and approach to, the individual psychosocial and/or psychosomatic suffering and/or
 - 2) to personally shift towards a new balance in mental health.

(Definitions in concordance with the sections of DSM-V RT, where it is dealing with health problems in axes and dimensions)

A psychotherapist is an adequately trained and registered helping professional, with an ability to:

- 1) systematically diagnose the psychological presentation of the client's case
- 2) design and apply relevant methods of adequate problem solving with the client
- 3) foster the individual to integrate personal growth, social commitment and a healthy lifestyle.

The psychotherapist unconditionally guarantees the clients physical, sexual, social and psychological integrity during the process of therapy.

(Definition in accordance with the code of ethics of EAP)

1.3. Philosophical Stance

Both Turning Point™ and Turning Point™ Institute (TPI) maintain an attitude towards psychotherapy, which acknowledges the importance of a unified approach to human beings. Human beings are regarded as made up of body, mind, spirit and emotion within a social context. The aim of psychotherapy/counselling is to enable the client to integrate these components as effectively as possible, as is appropriate for each individual.

As Turning Point™ and TPI maintain this philosophy in relation to all individuals, their psychotherapists are committed to their own personal integration (of body, mind, spirit and emotion) and development. Psychotherapists and trainers are also committed to keeping informed and up-to-date in relevant theory and developments in psychotherapy. All psychotherapists are supervised on a regular basis, and abide by the IAHIP/ICP and the IACP Ethical Guidelines and Complaints Procedures. See Appendix 6.7

At Turning Point™ and TPI, it is believed that no one, single approach to psychotherapy is ‘the way’ or ‘the truth,’ and different methods/approaches are appropriate in different situations. Approaches and methods used, however, are not chosen at random or haphazardly, but are guided by professional training, well-informed theoretical background and broad clinical experience. A high priority is placed on the therapeutic relationship with the client which, research has shown, is the single most influential factor in a successful outcome of psychotherapy. Intrinsic to this relationship is the Psychotherapist’s belief in the client's ability to heal him/herself and an attitude of respect, kindness and honesty towards that client.

TPI is aware that embarking on Psychotherapy training can prove a challenging endeavour. Outside of demands on time the adult student will be required to demonstrate self-responsibility, maturity and at times an ability to tolerate ambiguity, uncertainty and disappointment.

Turning Point™ and TPI abide by the ‘Strasbourg Declaration on Psychotherapy,’ the declaration regarding the rights of psychotherapy as an independent profession, by the European Association of Psychotherapy (EAP) - see the EAP website for further details.

1.4. Operating Values

Turning Point™'s staff members and Psychotherapists, in addition to the Programmes Directors and training faculty members of TPI, abide by the IAHIP's/ICP's Code of Ethics <https://iahip.org/Code-Of-Ethics-P> and the IACP's Ethical Guidelines and Complaints Procedures <https://iacp.ie/iacp-code-of-ethics>

1.5. Board of Directors

Ms. Kay Conroy, Dr. Amanda Cotter and Ms. Karen Cotter are Directors of Turning Point™ Institute.

1.6. Managing Director

Kay Conroy is Managing Director at TPI and has responsibility for the on-going education and development of psychotherapists and training staff, and the administration and development of all training courses at TPI.

2. MSc. IN COUNSELLING AND PSYCHOTHERAPY: PROGRAMME DESCRIPTIONS

2.1. Introduction

Turning Point™ Institute offers a 4-year MSc degree in Integrative Counselling and Psychotherapy validated and awarded by University College Cork. On successful completion of the full four-year programme (100 credits), UCC awards candidates an MSc in Integrative Counselling and Psychotherapy.

2.2. Programme Learning Objectives

2.2.1. Overall Objectives

The integrative programme at Turning Point™ Institute (TPI) draws from many knowledge bases. The overall aim is to encourage each student to develop his/her/their own individual integrative framework with an internal coherence that reflects his/her/their personal style. Students experience and learn about growth producing processes in the self at somatic, mental, spiritual, social and intellectual levels.

Students develop an understanding of the human psyche from various theoretical frameworks, mainly Humanistic and Psychosynthesis but also: Analytical, Cognitive, Behavioural, , Psychodynamic, Systemic and Transpersonal. This provides an academic background of knowledge and a framework for understanding the therapeutic relationship. The theoretical content of the course expands and builds an understanding of the self from different perspectives, presenting students with a range of philosophical intervention frameworks from which they create their own integrative styles and practices as counsellors/psychotherapists.

Throughout the course, the student is helped to focus on the concept of self as the central organising principle in human experience, based on mutually reciprocal relationships throughout the life span. The student is enabled to learn through the self-development processes of group work, personal psychotherapy, peer counselling, experiential learning and supervision. Through these activities, the student can experience the process of change. These activities also develop ego strength, which better prepares the student to create a therapeutic 'holding space' for clients.

2.2.2. Specific Aims and Objectives

Students are taught to be aware of the therapeutic relationship at the heart of the practice of counselling/psychotherapy. Therefore, strong emphasis is placed on building, maintaining and nurturing a therapeutic alliance between therapist and client. Students develop a working knowledge of building a therapeutic alliance, of transference and counter-transference, and of boundaries. In particular, the aim of the course is to develop the students' abilities to:

- Apply their knowledge, competence, theoretical and practical skills as effective psychotherapists
- Integrate their knowledge, competence, theoretical and practical skills into their own personal styles as Integrative Psychotherapists
- Develop self-awareness through their own experiences and personal process, so that they gain insight and learn how to bring self-reflection into their professional practice
- Critically evaluate and integrate theory, research, skills and practice
- Recognise and understand psychopathologies
- View client's socio-biologically and systemically, e.g. in relation to family, culture and race
- Incorporate codes of ethics and practice
- Work in liaison with other healthcare professionals and related agencies
- Become familiar with research (and research methods) appropriate to counselling and psychotherapy

2.3. Programme Philosophy

Turning Point™'s Managing Director is a Fellow of the European Association for Integrative Psychotherapy (EAIP). In addition, Turning Point™ Institute (TPI) is currently an organisational member of EAIP and core staff members are EAIP-recognised trainers and supervisors. In return, TPI's training standards have been recognised by the EAIP as having met its standards. TPI also upholds the training philosophy of the EAIP, which we have kindly been permitted to quote:

"Integrative psychotherapy embraces first and foremost a particular attitude towards the practice of psychotherapy which affirms the importance of a unifying approach to persons. Thus, a major focus is on responding appropriately and effectively to the person at the emotional, spiritual, cognitive, behavioural and physiological levels. The aim of this is to facilitate integration such that the quality of the person's being and functioning in the intra-psychic, interpersonal and socio-political space is maximised with due regard for each individual's own personal limits and external constraints".

Within this framework it is recognised that integration is a process to which therapists also need to commit themselves. Thus, there is a focus on the personal integration of therapists. However, it is recognised that while a focus on personal growth in the therapist is essential there needs also to be a commitment to the pursuit of knowledge in the area of psychotherapy and its related fields. Therefore, the EAIP defines as 'Integrative' any methodology and integrative orientation in psychotherapy which exemplifies, or is developing towards, a conceptually coherent, principled, theoretical combination of two or more specific approaches, and/or represents a model of integration in its own right. In this regard there is a particular ethical obligation on integrative

psychotherapists to dialogue with colleagues of diverse orientations and to remain informed of developments in the field.

A central tenet of integrative psychotherapy is that no single form of therapy is superior. Integrative psychotherapy therefore promotes flexibility in its approach to problems but also subscribes to the maintenance of a standard of excellence in service to clients, in supervision and in training. Thus, when integrative therapists draw on different strategies, techniques and theoretical constructs when dealing with particular situations, this is not done haphazardly but in a manner informed both by clinical intuition and a sound knowledge and understanding of the problems at hand and the interventions to be applied.

In the final analysis integrative psychotherapy, while affirming the importance of foregrounding particular approaches or combinations of approaches in regard to specific problems, nevertheless places the highest priority on those factors that are common to all psychotherapies, especially the therapeutic relationship. In regard to the therapeutic relationship however, particular emphasis is placed on the maintenance of an attitude of respect, kindness, honesty and equality in regard to the personhood of the client in a manner that affirms the integrity and humanity both of the self and the other. Integrative psychotherapy affirms the importance of providing a holding environment in which growth and healing can take place in an inter-subjective space which has been co-created by both client and therapist.”

(EAIP)

TPI's training course is an integration of a number of theories and philosophies, but particularly those of Psychosynthesis (Assagioli) and Humanistic/Person-Centred Therapy (Rogers). This view of human nature is further expanded through the works of other major theorists and philosophers. The underlying philosophy of this integration is the essential nature of human beings as a composite of body, mind, spirit and emotion.

2.4. Teaching Philosophy

Training to become a responsible and competent counsellor/psychotherapist is a complex journey involving the learning and development of a wide spectrum of qualities and skills. TPI is guided by the belief that a psychotherapist can only take a client in their process/development as far as the psychotherapist has gone with their own process/development. As a student, a trainee psychotherapist can only learn by building on what they already know. Time is given to allow students to acknowledge their feelings, clear their thinking and integrate each new piece of learning. Students are required to attend individual personal psychotherapy (on a weekly basis) for the duration of the course.

As a centre for the education of individuals embarking on the journey of qualifying as Counsellors and/or Psychotherapists, the Directors and Faculty at TPI hold the belief that the cornerstones necessary to train individuals to a level of clinical competence as Counsellors/Psychotherapists are as follows:

- 1. That life- long learning is central to individual and professional development*
- 2. That the co -creation of a learning environment between the tutors and adult students is fundamental*
- 3. That the development and maintenance of a supportive and challenging environment for adult students is of paramount importance*
- 4. That open communication and constructive feedback is encouraged between students and the teaching faculty at TPI.*

2.5. Teaching Model

TPI subscribes to a ‘Mature Professional Model’ for preparing psychotherapists. This model emphasizes a commitment to the growth and development of the Psychotherapist as an individual on their own life journey. Not only engaged in research and traditional clinical practice, the TPI student is committed to reaching a level of personal and professional maturity that facilitates them in applying the theories and skills they have learnt in a manner that leverages their own persona as an Integrative Psychotherapist to the benefit of the client within the therapeutic relationship.

Approximately one third of the MSc programme is theoretical/didactic another one third is practical skills training, and an additional one third is experiential in terms of facilitating students along their own journey of personal development and maturity. The approach to practical skills training and experiential process is humanistic and integrative, with an emphasis on the transpersonal. Importance is placed on inner journey, values etc.

In summary students learn through:

- Didactic learning
- Experiential learning/self-reflection
- Participation in experiential therapy groups
- Practical skills training sessions
- Reciprocal Skills Practice
- Personal psychotherapy
- Clinical Practice (under clinical supervision)
- Reading
- Research
- Conducting a piece of research (Dissertation)
- Study groups

2.6. The Staff at TPI

2.6.1. Programme Director

The Programme Director is responsible for the programme's academic content and skills training including: course design and development, staffing of the programme, quality and standards, assessments and coordination of the Faculty and Supervisors.

In order to coordinate the programme, the Programme Director and Managing Director meets regularly to follow up on teaching, monitor student's progress and deal with any problems that may arise. They also meet regularly during the year to plan and develop the curriculum, including consulting with course advisors and an External Examiner. The following are the key Director roles associated with this programme:

Chair of Programme Board UCC	TPI Managing Director	TPI CEO and Programme Director	TPI Research Director	External Examiner UCC
Paul O'Donovan Academic Secretary UCC	Kay Conroy RGN, Dip. Psychosynthesis Psychotherapy (London Inst.), FEAIP, MIAHIP. MIACP, ECP	Ger Matthews MSc. Humanistic and Integrative Counselling and Psychotherapy. Dip. Integrative Supervision. MIAHIP	Dr. Eve Watson Ph.D Philosophy. MICP, MAPPI	Prof. Simon du Plock FRSM, AFBPsS, CSci Senior Research Fellow Metanoia Institute

2.6.2. Programme Faculty

TPI faculty members are involved in a variety of ways, the main roles being in the areas of academic teaching, and skills and therapy group facilitation. They bring their years of professional experience into "the classroom", providing a rich - yet powerfully practical -educational experience for students. Some faculty members work in traditional psychotherapy and clinical settings, creating lasting changes in the lives of their individual clients. Others work in universities, hospitals and/or the community to bring about transformative and sustainable systems-level change. Profiles for most faculty members can be found at www.turningpoint.ie.

2.6.3. Clinical Supervisors

As soon as students start to see clients at their clinical placement, they are assigned a clinical supervisor to oversee and assess their clinical work. All TPI supervisors are engaged in their own clinical practice and are fully accredited as supervisors by the relevant professional associations.

2.6.4. Course Advisors

The Course Advisors are consulted from time to time in relation to specific advice regarding programme content, policies and procedures at TPI:

2.6.5. Other Faculty Members (Lecturers, Tutors, Interns etc)

- Kay Conroy
- Sharon Cunningham
- Eloise Devaney
- Justine Driscoll
- Virginia Kerr
- Ger Matthews
- Diane McDonald
- Derek McDonnell
- Mary O'Farrell
- Ailbhe O'Reilly
- Suzanne Walsh
- Dr. Eve Watson

2.6.6. External /Others

External Examiner:

Professor Simon du Plock, FRSM, AFBPsS, CSci. Senior Research Fellow, Metanoia Institute

External Course Complaints Advisor:

Ellen O'Malley Dunlop, Adjunct Professor UL Law School, Independent Consultant.

External Course Mediator:

Julie McAuliffe, Accredited Advanced Mediator, Mediators Institute of Ireland

Registrar and Chief Operations Officer

Geraldine Green

2.7. Programme Requirements

This is a part-time degree programme that is scheduled to be taught over four academic years, approximately two-and-a-half days per month. The core academic component, both theoretical and experiential, occurs over 8/9 weekends in accordance with a standard academic year (September – June). The programme entails a clinical component, which requires students to engage in client contact work in a clinical placement and supervision of same on an on-going basis from the end of year two. The programme also requires submission of a Master's level Dissertation conducted under academic supervision.

As well as Master's level theoretical components, the course has a strong practical component, which focuses on both the practitioner skills and experiential components to facilitate the personal maturity required to be a professional psychotherapist. As such, in each year there are academic modules, which teach the theories behind the practice, and practical modules that (a) teach the skills of practising as a psychotherapist and (b) through facilitated group therapy and other exercises, engages students in their own internal process of self-development. Likewise, assignments include academic essays, real-life skills assessments, and Fitness to Practice indicators. Throughout the course, students are required to engage in their own weekly psychotherapy with a fully accredited integrative psychotherapist, and (in Year 2) in reciprocal skills practice with a member from their class. At the end of the second year, students begin to see clients in a clinical setting and under the supervision of an accredited psychotherapist.

The fourth year of the MSc programme includes writing a Master's level dissertation (20,000 words) in the field of Psychotherapy.

2.8. Programme Structure

The total number of credits for the four years of the MSc programme is 100. The four-year Professional Training Programme without the MSc Dissertation totals 70 credits.

TPI MSc in Psychotherapy - Course Structure

Module Number	Title of Module (all core modules)	Hours	Credits	Assessment Components (all continuous assessment)
YEAR 1:				
TP6001	Introduction to the Skills and Process of Counselling and Psychotherapy	125	5	100% Continuous Assessment
TP6002	Humanistic Counselling and Psychotherapy	125	5	100% Written Assignment
TP6003	Psychosynthesis	125	5	100% Written Assignment
Subtotal		375	15	
YEAR 2:				
TP6004	The Skills and Practice of Counselling and Psychotherapy	250	10	30% Mid-Year Continuous Assessment 70% End of Year Continuous Assessment
TP6006	Integrative 1	125	5	100% Written Assignment
TP6007	Personality and Developmental Psychology	125	5	100% Written Assignment
Subtotal		500	20	
YEAR 3				
TP6008	Therapeutic Relationship Skills 3 and Clinical Supervision	250	10	30% Mid-Year Continuous Assessment 70% End of Year Continuous Assessment
TP6009	Integrative 2	125	5	100% Written Assignment
TP6015	Working Therapeutically with Trauma	125	5	100% Written Assignment
TP6012	Research and Psychotherapy 1	125	5	100% Written Assignment
Subtotal		625	25	
YEAR 4				
TP6013	Research and Psychotherapy 2	750	30	100% Dissertation
TP6014	Clinical Supervision 2	270	10	20% Written Assignment 20% Core Competency Assignment 60% Fitness to Practice and Attendance Pass/Fail Recommendation Clinical Supervision
Subtotal		1020	40	
GRAND TOTAL		2,520	100	

2.9. Programme Content/Modules

2.9.1. Introduction – the Bologna Directive

The process widely known as ‘Bologna’ started in the Sorbonne, Paris in 1998 where the idea of a common European Higher Education Area was conceived “...to consolidate Europe’s standing in the world through continuously improved and updated education for its citizens”. The following year, 1999, brought “The Bologna Declaration: Joint declaration of the European Ministers of Education”.

The year 2010 was chosen as the deadline date for the realization of a framework to achieve the aims of Bologna including:

- easily readable and comparable degrees
- a European credit transfer system
- promotion of mobility
- promotion of cooperation in quality assurance
- promotion of a European dimension

In line with the above, during 2010 TPI redrafted all of their Module Descriptors to a ‘learning outcomes’ format, ensuring that all of the associated assignments are designed to assess the stated learning outcomes.

A summary of Modules, associated assignments and general grading criteria (arranged by the Year of the Programme) are included in this section. More detailed Module Descriptors can be found at <http://www.turningpoint.ie/education-training/staff-student-zone>. Please email admin@tpti.ie for password. The rules and regulations pertaining to the submission of assignments can be found in Chapter 3 of this handbook.

2.9.2. Core Module Descriptors

The following tables provide a summary description of each core module by year of programme. Each of these Modules meets the requirements of UCC and Bologna. More detailed module descriptors, including learning outcomes and indicative content can be found on the TPI website (www.turningpoint.ie). In addition to these core modules, TPI requires students to complete summer projects each year of the programme, details of which can be found in the next section.

YEAR 1 MODULES	
TP6001 Introduction to The Skills and Process of Counselling and Psychotherapy	The purpose of this module is to introduce students to the psychosynthesis model of counselling and psychotherapy and to facilitate them in accommodating the psychosynthesis approach into an integrative model of practice. The module places psychosynthesis within its historical and philosophical context, highlighting its transpersonal and spiritual origins. It provides a platform of knowledge and skills that allows participants to integrate core concepts, such as identification, synthesis and the will, into their practice. The approach taken addresses the developmental stages of participants as emerging professional practitioners of psychotherapy. A mix of readings, class discussion, and role-play is used to provide participants with a solid grounding in both the theory and practice of psychosynthesis.
TP6002 Humanistic Counselling and Psychotherapy	The purpose of this module is to introduce students to the structure, content, research base and practice implications of humanistic, person-centred therapy. This module provides a platform of theory and knowledge about Humanistic Counselling and Psychotherapy, together with some simulated role-play and 'real-life' experiential practice, which facilitates students in appropriately integrating the Humanistic approach into their developing psychotherapy style. Whilst examining and appraising a number of humanistic approaches, this module focuses in depth on Carl Rogers, his core conditions and conditions of worth.
TP6003 Psychosynthesis	The purpose of this module is to introduce students to the Psychosynthesis model of counselling and psychotherapy and to facilitate them in accommodating the Psychosynthesis approach into an integrative model of practice. The module places Psychosynthesis within its historical and philosophical context, including its transpersonal and spiritual aspects. It provides a platform of knowledge and skills that allows participants to integrate core concepts such as holism, imagination, and the Will into their practice. The approach taken addresses the developmental stages of participants as emerging professional practitioners of psychotherapy. A mix of readings, class discussion, and role-play is used to provide participants with a solid grounding in both the theory and practice of Psychosynthesis.

YEAR 2 MODULES	
TP6004 The Skills and Practice of Counselling and Psychotherapy	The purpose of this module is to facilitate students in developing the competencies that underpin the effective and professional practice of counselling and psychotherapy within the Irish context. Participants will develop skills in assessing their own, and potential client's suitability for psychotherapy within a broader context of the client's overall healthcare. Through a combination of reading, in-class discussion, and extensive experiential practice of being psychotherapist to one of their peers, participants start to hone and fine-tune their ability to establish a productive therapeutic relationship and to integrate theories and practice from the Programme's Integrative (Humanistic and Psychosynthesis) tradition. Ethical, social, and legal issues pertaining to the practice of psychotherapy will also be taught, and students will be prepared for entering into a professional supervisory relationship. Students will also be introduced to the Systemic approach to Psychotherapy, to issues of attachment, grief and loss, Domestic Violence and Trauma and to Psychiatry. This module will also facilitate students in developing their competencies in the Psychosynthesis approach to Psychotherapy. Participants will develop skills in using the tri-phasic model to establish therapeutic goals and client/therapist suitability. Participants hone their diagnostic skills through the process of placing presenting problems within the context of this model. Students will also explore how to sensitively and appropriately establish that the transpersonal approach is one with which prospective clients are comfortable.
TP6006 Integrative 1	The purpose of this module is to instil an understanding and appreciation of a model of integration in psychotherapy. History, theory and model of Integration will be examined Through readings and class discussions, and participants will then learn how to form hypotheses and plan treatment from an integrative perspective. Through simulated role-plays and experiential practises (psychotherapist and client), and observation of same, participants learn to recognize various stages that evolve over the course of therapy and plan accordingly. They also develop their understanding of, and ability to work with, transference and counter transference in the therapeutic process.
TP6007 Personality And Developmental Psychology	Drawing on the body of research from the field of Developmental Psychology, this module studies various theories about how the personality develops over time. The module reviews and compares basic models of Personality from the five main schools of Psychology. It then studies the development of different aspects of the Personality, such as cognitive development (Piaget), moral development (Kohlberg and Gilligan) and relational development (Bowlby and Ainsworth). The module translates theory into practical application by demonstrating how the learning from these theories can be applied in a therapeutic setting. Finally, the module incorporates emerging developments in the field of Psychology such as Social Constructionism and Critical Psychology.

YEAR 3 MODULES

<p>TP6008 Therapeutic Relationship Skills 3</p>	<p>Building upon the skills competencies developed in modules TP6001 and TP6004. Former Module TP6011 has been amalgamated with TP6008. This module facilitates students in evolving and mastering their own individual style of counselling and psychotherapy drawing on an Integrative (Principally Humanistic and Psychosynthesis) framework. As well as deepening students skills competencies in establishing and maintaining an effective therapeutic alliance, and managing transference issues, students will integrate new material covered in other lectures in Year 3. Students will also consolidate the concept and meaning of clinical supervision. Be empowered to facilitate clients in uncovering existential issues related to life meaning, value and purpose. They will learn to work effectively with complex therapeutic material such as extreme affective reactions, and maladaptive behaviour patterns, belief systems and constructs. Students will learn to appreciate how supervision facilitates the therapeutic process between a trainee/psychotherapist and client and they discover how to clarify goals and expectations in relation to supervision. They also learn how unconscious processes can enhance/impede the supervisory relationship and them as therapists. Students deepen competencies as practitioners, continue their own personal journey of self-awareness and development through engaging in both real-life professional practice and skills practice sessions, where they learn how to work within ethical and professional guidelines. Students learn the professional and practical skills associated with operating within a multi-disciplinary healthcare context. Clinical Supervision is a requirement for students who are on placement as ‘trainee’ psychotherapists in a variety of appropriate clinical settings, and who manage a caseload on a weekly basis.</p>
<p>TP6009 Integrative 2</p>	<p>Building upon TP6006, this Module leverages students’ evolving understanding/appreciation of a model of integration to begin the process of constructing a personal integrative framework that resonates with their own personal values and belief systems. Students’ appreciation of an Integrative model will be deepened through class discussions and descriptions of relevant vignettes from the facilitator’s own experience as a psychotherapist. In addition to the TPI core model of Integration, students will learn how other related perspectives can be drawn from. By drawing on their own personal experiences of seeing ‘real-life’ clients under supervision, students will hone their skills in applying the concepts they are learning in the classroom to the real world of psychotherapy. In addition, students will learn to view their clients within the broader context of culture and society.</p>
<p>TP6015 Working Therapeutically with Trauma</p>	<p>The purpose of this module is to introduce students to the treatment of trauma through the use of psychotherapy, working through cognition, emotion and body. This module will demonstrate assessing the difference between trauma and developmental trauma symptoms. There will be critical focus placed on learning how to modulate trauma symptoms, resourcing and prevention of re-traumatization. Students will explore the role of attachment in trauma responses. Students will further integrate skills practice on setting a safe therapeutic container, accessing and processing trauma symptoms, transformation and integration. The place and use of psychoeducation and discuss touch and</p>

	<p>psychotherapy. They will refine their tracking skills, gain understanding and experience the importance of boundaries and working with defensive trauma responses.</p> <p>Students will learn about dissociative, defensive and hypervigilant states of consciousness. In addition, students will learn how to further develop their skills in working with emotion. There will be an experiential element and skills practice to this module.</p>
TP6012 Research and Psychotherapy 1	<p>The purpose of this module is to introduce students to research methodology and the process of developing and managing a research project in an ethical manner that is in accordance with professional psychotherapy standards. In this module students will develop knowledge and skills in ethics, research design, literature review, data collection and analysis, interpretation, write-up and dissemination. Students will participate in the following learning activities: lectures, individual and group work exercises, small and full group discussions on the stages of completing a research proposal and ethics committee application.</p>

YEAR 4 MODULES

<p>*TP6013 Research and Psychotherapy 2</p>	<p>The purpose of this module is to develop an understanding of the philosophical bases of approaches to psychotherapy research, including how such research contributes to the development of knowledge, and competencies necessary to design, execute, critically analyse and disseminate a research project under supervision.</p> <p>In this module students will develop knowledge and skills in further developing their research proposal into a viable and valuable project. Lectures/seminars will focus on ethical safeguards; advanced research methodologies (qualitative, quantitative and mixed methods – data collection, analysis, and interpretation); literature review; and writing up research in line with the conventions of a Master’s thesis. Students will participate in lectures and dissertation seminars within which interactive individual and group work exercises, and small and full group discussions will enable them to develop and practice research. There will also be a session on the use of databases and other resources.</p>
<p>TP6014 Clinical Supervision 2</p>	<p>This module advances students’ appreciation of supervision in the practice of psychotherapy. The Programme Director appoints a personal Clinical Supervisor for each student, whom they will meet for 25 supervisory sessions throughout the year (1 hour of supervision for every 4 hours of clinical client work). This, and the number of client contact hours (100) in year 4, is a requirement of the professional bodies. Each supervisor will provide quarterly reports on the student as well as an end of year review with a pass/fail recommendation. It is a requirement for students who are on placement as ‘trainee’ psychotherapists in a variety of appropriate clinical settings, and who manage a caseload on a weekly basis to make use of supervision in this way. Students deepen their understanding of how the supervisory relationship can inform them not only in their work with clients but also in their own personal and professional development. By attending specialist seminars and engagement in group supervision and skills work, students deepen their skills competencies as practitioners and their personal journey of self-awareness and development. In addition, students gain a deeper understanding of how psychotherapy integrates within a multi-disciplinary healthcare context.</p>

*See Appendix 6.4. of this handbook for further information on the Dissertation Module.

2.9.3. Additional TPI Components/Requirements

The following components are TPI requirements that are provided as additional opportunities to support students in both their professional development and in their academic writing. Whilst developmental feedback will be provided, these assignments are not graded, and therefore are not included when calculating students' overall grades on a module, or their final precision mark.

1. **Summer Projects:** In line with their teaching model and overall philosophy, TPI requires students at the end of Year 2 and 3 to complete personal projects during each summer of the Programme. These projects are designed to facilitate students along their own personal journey of self-development and personal maturity. Although they are not graded and do not contribute to students' overall marks on the MSc programme, they will be reviewed by appropriate TPI Faculty and feedback will be provided to students to facilitate them in meeting all of the learning outcomes of the programme. Details of these assignments can be found in section 2.10. 'Overview of Student Assignments.'
2. **Academic Writing Skills:** It is strongly recommended that all RPL students and those who have scored less than 50% in their academic essays in the previous year avail of the services of an academic writing advisor.

2.10. Overview of Student Assignments for Years 1, 2, 3 and 4

The following tables provide an overview, by year, of student assignments during years 1, 2, 3 and 4 of the programme. Please note however, that the Module Co-ordinator may change details of assignments during the course of the year, either at his/her/their own discretion, or to fulfil revised UCC, or other requirements.

NOTE: Confidentiality must be safeguarded at all times in relation to all practice-related assignments. The confidentiality and anonymity of the client must be maintained when presenting case studies and recordings or transcripts of sessions with peers or clients.

YEAR 1 Module Title	ASSIGNMENT	% of Module	Deadline /Date
TP6001 Introduction to the Skills and Process of Counselling and Psychotherapy	<p>Continuous Assessment Programme Skills Tutors, who have observed each student's progress and skills competencies throughout the year, assess their Fitness to Practice according to a specified set of criteria, including student's contribution to and engagement in large skills group discussions (see Section 2.11.4):</p> <ul style="list-style-type: none"> • End of Year Self- Evaluation Form (2,000 words) <p><u>Completed Forms:</u> In addition, students must complete and submit the following forms which can be downloaded from www.turningpoint.ie/education&training/student/zone (password provided by the admin office). These forms are also available in Appendix 6.3. of this handbook</p> <ul style="list-style-type: none"> • Personal Therapy Hours Form (min. of 20 hrs) • Student Course Evaluation Form <p><u>Students should keep a journal, course notes, hand-outs, student handbook, etc. This will be part of the integration process over the last weekend of the course.</u></p>	100	TBC 23 rd May 2025
TP6002 Humanistic Counselling and Psychotherapy	<p>Written assignment (3,000 words) Details will be provided in Class</p>	100	17 th Jan. 2025
TP6003 Psychosynthesis	<p>Written assignment (3,000 words) Details will be provided in Class</p>	100	25 th April 2025

YEAR 2 Module Title	ASSIGNMENT	% of Module	Deadline/ Date
TP6004 The Skills and Practice of Counselling and Psychotherapy	Personal and Professional Fitness to Practice/ Continuous Assessment Programme Skills Tutors, who have observed each students progress and skills competencies throughout the year, assess their Fitness to Practice according to a specified set of criteria, including student's contribution to and engagement in large skills group discussions . (see Section 2.11.4):		
	Mid-Year Evaluation – January (2,000 words)	30	Jan 2025
	End of Year Evaluation - May (2,000 words)	70	May 2025
	<u>Completed Forms:</u> In addition, students must complete and submit the following forms which can be downloaded from www.turningpoint.ie/education&training/student/zone (password provided by the admin office). These forms are also available in Appendix 6.3. of this manual: <ul style="list-style-type: none"> • Student Reciprocal Skills Practice Hours Form (min. of 32 hrs) • Personal Therapy Hours Form (min. of 40 hrs) • Student Course Evaluation Form 		16 th May 2025
TP6006 Integrative 1	Written Assignment: Details will be provided in Class Statement on client anonymity to be included at beginning of submission.	100	16 th May 2025
TP6007 Personality and Developmental Psychology	Written Assignment (3,000 words) Details will be provided in Class	100	10 th Jan 2025
Other TPI Requirements	Summer Project – Essay: My Own Personal Integration' This project should address the student's process of integration so far, both as a client and as a trainee therapist. It provides an opportunity for the student to reflect on the insights understanding, and depth of personal readiness s/he/they has attained at this stage of his/her/their journey. (2,000 words)	N/A	First Friday of 3 rd Year Training Weekend

YEAR 3 Module Title	ASSIGNMENT	% of Module	Deadline /Date
TP6008 Therapeutic Relationship Skills 3	<p>Personal and Professional Fitness to Practice/ Continuous Assessment Programme Skills Tutors, who have observed each students progress and skills competencies throughout the year, assess their Fitness to Practice according to a specified set of criteria, including student's contribution to and engagement in large skills group discussions. (see Section 2.11.4):</p> <p>Mid-Year Evaluation – January (2000 Word)</p> <p>End of Year Evaluation - May (2000 Words)</p> <p><u>Completed Forms:</u> In addition, students must complete and submit the following forms which can be downloaded from www.turningpoint.ie/education&training/student/zone (password provided by the admin office). These forms are also available in Appendix 6.3. of this manual.</p> <ul style="list-style-type: none"> • Personal Therapy Hours (minimum of 40 hours) • Course Evaluation feedback • Application to Continue Training Form <p>Individual and Group Supervision Reports Supervisory quarterly reports confirm attendance at supervision and assess quality of engagement and ability to receive, accept and act on feedback. Supervision Hours (20 individual and 8 group sessions x 2 hours, total 16 hours). 46 supervision reports are submitted to the individual supervisor and 4 supervision reports submitted to the group supervisor according to a pre-determined set of criteria. Client Contact hours (minimum of 100)</p>	<p>30</p> <p>70</p> <p>100</p>	<p>Jan 2025</p> <p>May 2025</p> <p>9th May 2024</p>
TP6009 Integrative 2	<p>Written Assignment Details will be provided in Class.</p>	100	9 th May 2025
TP6015 Working Therapeutically with Trauma	<p>Written assignment Details will be provided in Class</p>	100	7 th February 2025
TP6012 Research and Psychotherapy 1	<p>Written Assignment (3,500 words) A complete Research Proposal to be submitted. This Research Proposal will form the basis of students' Research Ethics form. Details will be provided in Class.</p>	100	22 nd Nov. 2024

YEAR 4 Module Title	ASSIGNMENT	% of Module	Due Date
TP6013 Research and Psychotherapy 2	<p>Dissertation.</p> <p>Students will rework their Year 3 Research Proposal into a Research Ethics Committee Application Form and following approval, students conduct and submit a 20,000 word dissertation, while engaging in regular supervision and attending to the advice and suggestions of their Supervisor.</p> <p>See Assessment Criteria Section Appendix 6.3.</p> <p>Further details will be provided in Class</p>	100	Early Oct. 2025
TP6014 Clinical Supervision 2	<p><u>Written Assignment (3,000 words)</u></p> <p>Case Study</p> <p>Students must have had a minimum of 15 Psychotherapy sessions with a client and demonstrate how they are working as an Integrative Psychotherapist. Further details contained in the Cl. Year 4 Supplement.</p> <p><u>Clinical Supervision</u></p> <p>Supervisory reports confirm attendance at supervision and assess quality of engagement and ability to receive, accept and act on feedback. Supervision Hours (minimum of 25)</p> <p>A minimum of 50 client case notes will be reviewed by their supervisor according to a pre-determined set of criteria. Students must provide the following form:</p> <ul style="list-style-type: none"> • Client Contact hours (minimum of 100) <p><u>Fitness to Practice, which includes attendance and participation in Skills Practice and Group Supervision</u></p> <p>Continuous assessment by trainers based on:</p> <ul style="list-style-type: none"> • Student's contribution to and participation in skills and supervision groups. • Capacity for self-reflection# • Clinical experience and supervision • Deepening and integration of clinical skills • Integration of theory into practice <p>Tutor/s will complete and submit an assessment form on each student after the final weekend.</p> <p><u>Core Competency Assignment</u> on Personal Integration and Core Competencies (3,000 words)</p> <p><u>Completed Forms:</u> Students must complete and submit the following forms which can be downloaded from www.turningpoint.ie/education&training/student/zone (password provided by the admin office). These forms are also available in Appendix 6.3. of this manual.</p> <ul style="list-style-type: none"> • Personal Therapy Hours (minimum of 40 hours) • Course Evaluation feedback 	<p>20</p> <p>Pass/Fail</p> <p>60</p> <p>20</p>	<p>16th Nov. 2024</p> <p>18th Apr. 2025</p> <p>30th Apr. 2025</p> <p>29th Mar 2025</p> <p>29th Mar. 2025</p>

2.11. Assessment / Grading Criteria

2.11.1. Introduction

The criteria for assessment of academic, practical, and experiential components of the MSc programme are contained in this section. Other rules and regulations that have a bearing on student assessment and progression, e.g. attendance, are laid out in Section 3.3 of this manual.

2.11.2. Essay Assessment Criteria

The following criteria will apply to all theoretical Essay assignments.

Criteria for Assessment of Essays, Years 1, 2, 3 and 4. Page 1 of 2

Criteria	0-34	35-39	40-49	50-59	60-69	70-79	80-100
Focus on the assignment	Addresses the assignment in a superficial manner and lacks a clear focus. Does not answer the question asked.	Begins to address the assignment with some evidence of focus. Completion only of simpler elements of task	Begins to address the assignment in a descriptive manner and with some structure.	Focuses on the assignment in a structured manner but lacks creativity.	Focuses clearly on the assignment in a structured manner and with evidence of creativity.	Focuses clearly on the assignment, in a structured manner and with evidence of creativity throughout.	Focuses clearly on the assignment in concise/structured manner and with exceptional creativity throughout.
Use of literature	Accesses very little relevant literature and fails to demonstrate understanding, including overuse of quotations.	Accesses some relevant literature with little evidence of understanding. Demonstrates limited ability to paraphrase.	Includes relevant literature and shows some understanding but largely descriptive.	Uses good quality, relevant literature, though descriptive in parts.	Uses good quality, relevant literature from a variety of sources and in a competent manner.	Uses very good quality and relevant literature from a variety of sources and in a proficient manner.	Uses excellent quality, relevant literature from a variety of sources and in a creative meaningful way.
Level of knowledge	Little evidence of relevant theoretical background.	Basic grasp of subject matter, but limited and very descriptive in nature. Some serious omissions.	Knowledge cited is generally relevant. Only a basic capacity or understanding. Several minor errors and one or more major errors	Mainly clear understanding of relevant knowledge and discusses some relevant key issues, but not always consistent.	Demonstrates a clear and broad understanding of relevant knowledge, with awareness of different theoretical perspectives.	Demonstrates a very clear understanding of a relevant and varied knowledge base.	Demonstrates meaningful knowledge of a wide range of source material. Highly developed ability to apply this knowledge to the subject matter

Reflection	No evidence of reflection. Vague evidence that learning has been enhanced. Fails to relate theory to own experience of practical application.	Little evidence of reflection, account lacks structure and insight. Little evidence of relating concepts to own experience of practical application	Evidence that reflection has taken place with limited structure and insight. Some links between concepts and own experience/practical application but in a descriptive manner.	Reflection has some structure and demonstrates limited but useful insight into the value of the experience. Concepts are linked to own experience of practical application.	Reflection shows structure and demonstrates insightful learning and understanding. Demonstrates an ability to integrate aspects of different theoretical perspectives to own experience /practice.	Reflection shows purposeful structure and consistent insightful learning /understanding. Demonstrates effective linking of different theoretical perspectives to personal experience of practice.	Skilled use of reflection that is purposeful and focused, which demonstrates insightful learning, understanding, and generates recommendations. Exceptional ability to link and critically analyse theory to own experience/practice.

Criteria for Assessment of Essays, Years 1, 2, 3 and 4. Page 2 of 2

Criteria	0-34	35-39	40-49	50-59	60-69	70-79	80-100
Written expression	Meaning vague with frequent grammatical and spelling errors and poor syntax. Uses over/under length sentences/paragraphs. Inappropriate use of font, line spacing and abbreviations.	Clarity of meaning inconsistent, sentences disjointed. Some grammatical and spelling errors, which distracts from the flow of the argument.	Generally clarity of meaning apparent, could be improved. A few grammatical and/or spelling errors and/or syntax. Satisfactory presentation.	Clarity of meaning and with good written expression. Very few grammatical /spelling errors. Logical and neat presentation.	Clarity of meaning and with a fluent and articulate style. Very few spelling and/or grammatical errors. Presentation adds to value of work.	Clarity of meaning, fluent, succinct and articulate style. Very few spelling /grammatical errors. Presentation is of a high standard with some innovation.	Skilled writing that is succinct, fluent and confident. No spelling and/or grammatical errors. Presentation enhances quality of the work.
Referencing	Inability to accurately cite and reference. Source materials, sparse, inadequate and/or outdated. Many authors cited in the text omitted in reference list or vice versa.	Limited ability to cite and reference. Source materials sparse, inadequate and/or outdated.	An ability to cite and reference with some inaccuracies /inconsistencies. Source materials could be integrated more effectively into the discussion.	Minor inaccuracies and inconsistencies in citing/referencing. Source material supports arguments in a sufficient manner.	Accurate and consistent citing and referencing, which clearly enhances the discussion and is seamlessly integrated into the text.	Accurate and consistent citing and referencing seamlessly integrated into the text and is skilfully applied to enhance the quality of the work.	Excellent style of citing and referencing with no inconsistencies; creatively supports and enhances the quality of the work.
Analysis/Synthesis	Little or no intellectual engagement with task. No analysis or critical awareness. No	Limited level of intellectual engagement. Only partial attempt to integrate factual	Little or no analysis or critical awareness displayed. Little or no	Limited critical awareness displayed. Limited evidence of	Some critical awareness and analytical qualities. Some evidence of capacity for	Well-developed capacity to analyse issues, organise material. Some original insights and	A deep and broad knowledge and critical insight. A highly-developed capacity for

	demonstration of original/logical thinking, or appreciation of theoretical/professional framework.	knowledge into a broader theoretical or professional framework.	demonstrated capacity for original and logical thinking.	capacity for original and logical thinking.	original and logical thinking.	capacity for creative and logical thinking.	original, creative and logical thinking.
Evaluation	No developed or structured argument.	Only partial attempt to develop arguments.	Ideas largely expressed as statements, with little or no developed or structured argument.	Mostly statement of ideas, with limited development of argument.	Good well developed arguments but more statements of ideas. Arguments or statements adequately but not well supported by evidence, citation or quotation.	Well developed ability to analyse issues, organise material, present arguments clearly and cogently, supported by evidence.	An exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence.

2.11.3. Skills Assessment Criteria Years 1, 2 & 3

The following criteria are cumulative so that years 2 and 3 include preceding years' criteria:

Criteria	Year 1	Year 2	Year 3
<u>Therapeutic Alliance</u>	<p>Structured – with opening and closing, warmth & professionalism, agreement and review of agenda</p> <p>Client led – evidence of ‘I – Thou relationship, appropriate and tactful use of silence, containment of self, attention and presence.</p> <p>Empathy and Respect: ability to enter client’s world, warmth and open heartedness</p> <p>Unconditional Positive Regard: Non-judgmental, appropriate and respectful enquiry</p> <p>Congruence, ability to show authenticity and to be able to therapeutically use the self where appropriate</p>	<p>Relationship – strengthening of same</p> <p>Containment: Supporting and holding of client</p> <p>Edge of awareness: Identifying and staying with client’s ‘growth edges’</p> <p>Unconditional positive regard – deepening of therapist and client self-acceptance, focus on client strengths</p> <p>Congruence: Communication of therapist thoughts, feelings and perceptions to deepen relationship, appropriate challenging of client, re-evaluation of client progress with him/her</p>	<p>Empathic Connection: Ability to hold a strong therapeutic alliance which is supportive and safe in face of difficult and deep issues</p> <p>Congruence – Further development of authentic self as therapist and appropriate use of self.</p>
<u>What informs Interventions</u>	<p>Deepening of Process: Ability to encourage client to progress towards working at a deeper level informed by appropriate initial hypothesis. Ability to encourage and hold client in deepening this process, including being able to work with feelings and emotions, holding appropriate reaction to emotional discomfort and enabling clients emotional discharge where appropriate. Able to use body awareness in order to deepen the session.</p> <p>Transferential Issues: Awareness/ recognition of this process, both client’s and own.</p>	<p>Hypothesis – continued attitude of enquiry informed by hypothesis and development of therapeutic plan</p> <p>Unconscious material – including work with symbolic aspects of self</p> <p>Feelings and Emotions: Facilitation of client’s awareness and working through highly charged aspects of their “issues” including dialogue, where appropriate. Ability to reflect back usefully to clients that deepens a client’s experience. Ability to contact emotion.</p>	<p>Hypothesis formulation: Further development of same and of more in-depth therapeutic plan</p> <p>Transferential Issues: Development of ability to recognise & verbalise same within the session where appropriate, in order to facilitate the client</p> <p>Identification: Noting identification and dis-identification in work with client</p>

	<p>Rationale: Ability to express reasons for interventions linked to theory/research</p>	<p>Ability to work with Psychosynthesis: Ability to observe identification, dis-identification in body, feelings and mind; ability to recognize sub personalities/images – use of these as first contact to inform interventions Will – facilitating client’s awareness and use of will/choices</p>	<p>Feeling and emotions: Addressing rather than avoiding complex client material, when appropriate Will – ability to explore stages of “willing” in client’s decision- making process</p>
<p><u>Self-Awareness/ Reflection</u></p>	<p>Congruence – showing awareness of own process Self-Identification: Knowing where one is principally identified and how this may have effected client Self -assessment: Ability to discuss own strengths/limitations and personal learning from the session Transference Issues: Awareness and articulation and impact of this process. Client context: Awareness of context from which client is coming and implications of this.</p>	<p>Feedback: Ability to give, receive and learn from feedback both “positive” and “critical” Integration: Ability to articulate their own personal integration, including theoretical and philosophical orientations and personal process and development</p>	<p>Use of self: Show skill at appropriately using self in therapy to facilitate client’s progress; evidence of having pushed personal boundaries and understands and integrates impact on themselves</p>
<p><u>Perception of Client’s Progress</u></p>	<p>Hypothesis review: Ability to discuss how they see client’s process, and discuss their original hypothesis in light of how session went. Overall assessment - ability to make general overall assessment of how session may have facilitated/hindered the psychotherapy process</p>	<p>Overall assessment: Ability to re-evaluate client’s “progress” with him/her Self-assessment: Ability to accurately assess own capabilities and limitations as therapist.</p>	<p>Assessment of interventions: Is able to assess appropriateness of interventions Self-assessment: Ability to acknowledge own limitations within the therapeutic setting and judge when to refer clients on.</p>

2.11.4. Fitness to Practice/Continuous Assessment Criteria:

Passing each year is conditional upon certain personal and professional requirements, all of which contribute to a student's grade for their 'Fitness to Practice' in Modules TP6001, TP6004 and TP6008 (see student assignments in Section 2.10.). TPI is aware that embarking on Psychotherapy training can prove to be a challenging endeavour. Outside of demands on time the adult student will be required to demonstrate self-responsibility, maturity and at times an ability to tolerate ambiguity, uncertainty and disappointment.

Each students 'Fitness to Practice' is a core component of the continuous assessment for progression from one year onto the next, making up approximately 30 – 40% of each of the skills modules (Years 1, 2, 3 and 4). The concept refers to maturity and the ability to practise as a professional counsellor/psychotherapist. It is based on professional, ethical and commonly-held standards of good practice. The 'Fitness to Practice' is made up of a number of distinct but related items, including ratings against a set of 'Fitness to Practice/Continuous Assessment criteria, and evidence of engaging in personal psychotherapy, peer counselling, and study groups. The items contained within the Fitness to Practice assessment are as follows:

1. **Fitness to Practice/Continuous Assessment:** Whilst the criteria for Fitness to Practice are the same for each training year, the depth and range of the competencies sought will increase over time. The assessment is based on experiences of the year, not on one particular incident or written submission. The criteria, below, will be marked by the Skills Tutor, and in year 3 and 4 feedback from Students' Clinical Supervisor will be sought.

Fitness to Practice/Continuous Assessment Criteria (Years 1, 2, 3 and 4)
<ul style="list-style-type: none">• Emotional Maturity: Takes responsibility for managing emotional wellbeing. Recognises and takes steps to fulfil emotional needs. Demonstrates a mature core (adult) self. Able to regulate emotional expression, even under stress. Evidence of ego strength.• Ability to Integrate Feedback: Receive feedback in a receptive and non-defensive manner. Able to translate feedback in to a constructive personal development plan/goal and show progress towards achieving this. Demonstrates ability to hear, seek out and reflect on feedback.• Commitment to Personal Development: Achieve personal development plan/goals. Take responsibility for achieving program learning outcomes. Meet requirements for personal therapy hours and reciprocal skills practice hours. Engage in all aspects of the training (skills, process group, theoretical learning, peer skills sessions, study group, assignments)• Is Relational: Shows ability to be relational with peers particularly in process group. Shows potential to offer strong containment to others when needed. Shows ability to remain present when others are in deep emotional process. Is perceptive and sensitive to others. Ability to be respectful and engage in conflict when it arises.

- **Self-Reflective:** Openly reflect on own process, integrate own personal experiences into personal philosophical meaning. Able to engage in philosophical and transpersonal exploration about the meaning of life.
- **Professionalism:** Has good knowledge of and abides by professional and ethical guidelines. Dresses appropriately and professionally in the therapeutic setting. Respectful and able to hold personal and professional boundaries.
- **Participation:** Students contribution to and participation in large group skills is part of the overall assessment.

2. **Personal Psychotherapy:** During the course, students must attend personal therapy on a weekly basis. A minimum requirement is 20 hours before May 1st (in Year 1) and 40 hours in each of Years 2, 3 and 4 (1st May-30th April). The student's personal therapist must confirm attendance in writing by signing the 'Personal Therapy Hours form' which can be downloaded from our website at www.turningpoint.ie/education&training/student/zone (email admin@tpiti.ie for password). This form is also available in Appendix 6.3. of this handbook. Failure to complete the required number of hours will affect assessment of a student's Fitness to Practice and overall continuous Assessment' for Modules TP6001, TP6004 and TP6008(see overview of student assignments, Section 2.10)

The student's personal psychotherapist (from Year 1) must confirm that s/he/they practises humanistic and integrative counselling and/or psychotherapy. S/he/they must also be a fully accredited member of one of the following bodies:

- (a) Irish Association of Humanistic and Integrative Psychotherapy (IAHIP)
 - (b) Irish Association for Counselling and Psychotherapy (IACP)
 - (c) Irish Council for Psychotherapy (ICP) – members of its sections (other than IAHIP) are acceptable if they can give the student written confirmation that they practise humanistic and integrative counselling and psychotherapy.
 - (d) Student's personal psychotherapist is not required to provide an evaluation of the student's personal process. This is a separate therapeutic process and feedback from personal therapists will not be considered as part of the students' Continuous Assessment and Fitness to Practice. Personal therapy is primarily for the students' own development.
3. **Reciprocal Skills Practice Year 2:** In Year 2, students must have a minimum of two reciprocal skills practice sessions per month (outside of course hours) – in triads consisting of therapist, observer, and client within students' own academic year. While this can take place over Zoom, we encourage students to practice in person.

Hourly Requirements for Reciprocal Skills Practice (Year 2)
Minimum 32 hours from beginning of October to end of April <i>The therapist can claim 1 hour per session.</i> <i>The client can claim 30 minutes per session.</i> <i>The observer can claim 30 minutes per session.</i>

Students must keep a written record of all reciprocal skills practice hours and submit 'Reciprocal Skills Practice Hours' form which can be downloaded from our website at <http://www.turningpoint.ie/training-institute/staff-student-zone/> (password provided by admin office). This form is also available in Appendix 6.3. of this manual. Failure to complete the required number of hours will affect assessment of a student's 'Continuous Assessment /' for Module TP6004 (see student assignments in Section 2.10.).

General guidelines for conducting reciprocal skills practice sessions are as follows:

- Meet a minimum of twice monthly for one 30-minute session in 2nd year. Choose your client from another group, this will make it easier to discuss your client work. The therapist can claim 1 hour per session as they are encouraged write up feedback/ self-assessment in the Therapist/Observer Feedback Form (DF00159). Sessions are **not** to be recorded. Criteria will be given in skills training.
- To begin with try to pair with several different people then, if possible, try to gain experience with one or two of your peers on a regular basis. This will give you the experience of establishing a therapeutic relationship.
- Please ensure that you do not pair up with a peer from your small study groups, someone who you are familiar with or have a close friendship with as this can lead to loose boundaries and impact on forming a professional therapeutic working alliance and therapeutic relationship.
- Work in triads only, therapist, observer, and client. At the end of the session, the client leaves the session fully and the observer gives feedback using the guidelines of the Therapist/Observer Feedback Form.
- Check the environment for safety including noise (both inside and out); Children and animals; Internet speed.
- If doing sessions on Zoom, make sure that it is a safe and confidential space, there will be more discussions on this on initial set up.
- Do not discuss client's 'material' (content or process) outside of the session, apart from the formal discussion when presenting during supervised skills practice.
- Maintain 'Client-Therapist' boundaries as in the skills training.
- Do not ask for feedback from the client following the session as it could re-start the session and encourage the client to be a 'good client' rather than be themselves. Hold strict boundaries on opening and closing the session, avoid the urge to have social interaction with your peer at this time.
- Do not take notes during the session. Notes can be completed afterwards in Therapist/Observer Feedback Form.
- The person who was therapist is to email the feedback form to their Module Coordinator.

4. **Self-Evaluations:** As part of the overall professional Fitness to Practice/Continuous Assessment procedure, students are asked to evaluate themselves in writing at mid-year (November) for years 2 & 3 and in April for years 1, 2, 3 & 4. 'Self-Evaluation' Forms (for years 1, 2, 3 and 4) can be downloaded from <http://www.turningpoint.ie/training-institute/staff-student-zone/>. (email admin@tpi.ie for password). They are also available in Appendix 6.3. of this Handbook. Information regarding Year 3 self-evaluation will be given in class and can be downloaded from <http://www.turningpoint.ie/training-institute/staff->

[student-zone/](#)(email admin@tpti.ie for password). Failure to submit these forms by the deadline may incur a penalty of up to 5% for Modules TP6001, TP6004, TP6008 and TP6014 (see student assignments in Section 2.10.).

5. **Integration Process:** Students are required to keep journals, both during and between course weekends, to include personal process experiences, personal/learning goals, work done each weekend, reports on reciprocal skills practice, study and group therapy, records of personal growth such as dreams, etc., and notes on studying and reading. Journals can be brought to any assessments and progress meetings with tutors. Students are also required to retain course materials, such as hand-outs, written work/assignments, seminar notes, and study group notes. There will be integration process of a student's journey throughout the year, which will take place in small groups over the last weekend of the course.

6. **Group Therapy Guidelines:**

Purpose: Most courses in Counselling and Psychotherapy expect trainees to undertake some experience of personal process as part of their training. At TPI group therapy provides one of the main experiential components during training. There is no specific input into the group in terms of ideas or theory, rather, each member learns within the context of what the group experience means to her or him individually. This takes place on several levels:

- **“Ourselves As Others See Us”:** One of the most valuable “tools” at the disposal of the psychotherapist is their own personality. Often, we are only dimly aware of the effect we may have on others. The group offers an opportunity to obtain feedback on how we come across to others within a secure, non-threatening, environment.
- **Keeping In Touch With One's Subjective Experience:** There is an opportunity to reflect on my own reactions to group membership:
 - What are my feelings about participating in the group (e.g. anticipation, hostility, anxiety?)
 - Am I more of an active participant or a passive observer?
 - Do I find myself playing a particular role in the group (e.g. trouble-shooter, placatory, clown?)
 - How do I react to criticism, authority, negativity, from others?
 - How comfortable am I with disclosing my inner feelings (as opposed to coming out with theories or ideas?)
 - Which areas do I feel least comfortable with (e.g. confusion, conflict, sexuality, aggression, intimacy?)
- **Analysing the Process Within the Group:** Group discussions may take an unexpected turn, seemingly at random, which can leave the participants feeling “at sea”. The group Facilitator may appear unwilling to give clear indications of what should happen next. The expectations of different individuals may be at odds, and in the absence of someone in authority who is ready to indicate what is expected, discussions can become animated. Attempting to understand such opposed viewpoints and seeing more clearly how deep-seated one's own expectations often are, can provide one with a uniquely personal learning experience.
- **Agreeing Group Norms:** Since the responsibility for creating an effective atmosphere within the group lies with each individual member, the first step in forming the group

involves agreeing together guidelines for the group, covering such areas as the timing of breaks, the notification of absences, norms for confidentiality, etc.

Confidentiality: The Group therapy is a closed group, i.e. generally speaking membership will not change during the academic year. Generally, what happens in Group therapy stays within the group. However, any information seen as relevant will be shared among trainers and with the Programme Director when it is deemed to be in the interest of the training and development of the student. The Group Facilitator will send in a short report at the end of each year on each person's engagement in the group as part of the overall assessment. Please review Disclosure and Informed Consent Agreement Appendix 6.6. of this Manual and which can be downloaded from our website <http://www.turningpoint.ie/education-training/staff-student-zone> (email admin@tpti.ie for password).

7. Supervision and Client Contact (Years 2, 3 and 4):

In addition to the aforementioned, students must have a minimum of 100 supervised client contact hours from Sept. (in Year 2) to June (in Year 3), and a minimum of 100 supervised client contact hours from 1st Sept. (in Year 3) to 30th June (in Year 4). As per the professional bodies the ratio is 1 hour supervision for every 4 client contact hours. If a student's practice exceeds this ratio during their training, they should discuss additional supervision requirements with their supervisor and the Programme Director.

Students are required to keep the Programme Director informed of their supervision and client contact hours throughout the year, particularly at the time of their mid-year and end-of-year assessments. See section 6.1. for additional information on Supervision and client contact.

8. Attendance:

If more than (3) days, or (24) hours are missed in any academic year, students will be required to discuss this with their Tutors, and then with the Programme Director. They may be required to repeat modules or years in which they were absent. In certain circumstances, a medical certificates will be requested. If students miss any course time, they must notify TPI (even after the event) in writing via e-mail or by post.

2.12. Programme Timetables – 2024-25

Year 1

W/E	WEEKEND	MODULE FOR SATURDAYS AND SUNDAYS
1	4-6 October	TP6001 Introduction to the Skills and Process of Counselling and Psychotherapy
2	8-10 November	TP6002, Humanistic Counselling and Psychotherapy
3	6-8 December	TP6002, Humanistic Counselling and Psychotherapy
4	17-19 January	TP6001, Introduction to the Skills and Process of Counselling and Psychotherapy
5	12-23 February	TP6003, Psychosynthesis
6	21-23 March	TP6003, Psychosynthesis
7	25-27 April	TP6001, Introduction to the Skills and Process of Counselling and Psychotherapy
8	23-25 May	Skills Practice, and Closing

Times

Fridays	1.30- 4.30	TP6001, Introduction to the Skills and Process of Counselling and Psychotherapy (Weekend – 1 Introductions)
	5.30 – 8.00	Groups (Weekend 1 – Introductions)
Saturdays	10.00-6.00	As table above.
Sundays	10.00-6.00	As table above.

Study Groups (monthly), Personal Therapy (weekly) starting by end of December at latest.
These will be discussed at Weekend 1

Venue

Turning Point™ Institute (TPI),
23 Herbert Street, Dublin 2

Year 2

W/E	WEEKEND	MODULE FOR SATURDAYS AND SUNDAYS
1	27-28 September	TP6004, The Skills and Practice of Counselling and Psychotherapy
2	1-3 November	TP6007, Personality and Development Psychology
3	129 November/1 st December	TP6007, Personality and Development Psychology
4	10-12 January	TP6004, The Skills and Practice of Counselling and Psychotherapy
5	14-16 February	TP6004, The Skills and Practice of Counselling and Psychotherapy
6	7-9 March	TP6006, Integrative 1
7	11-13 April	TP6006, Integrative 1
8	16-18 May	TP6004, The Skills and Practice of Counselling and Psychotherapy (Skills only)
9	13-15 June	Skills Practice and Closing

Times

Fridays 1.30 – 4.30 TP6004, The Skills and Practice of Counselling and Psychotherapy

5.30 – 8.00 Groups

Saturdays 10.00-6.00 As table above.

Sundays 10.00-6.00 As table above.

Study Groups (monthly), Personal Therapy (weekly) and Reciprocal Skills Practice (3 sessions a month)

Venue:

Turning Point™ Institute (TPI),
23 Herbert Street, Dublin 2

Year 3

W/E	WEEKEND	MODULE FOR SATURDAYS AND SUNDAYS
1	20-22 September	TP6012 Research – Fri. 1.30am to 8pm Sun. 10am to 6pm TP6008 Therapeutic Relationship Skills 3 Sat. 10am to 6pm
2	18-20 October	TP6012 Research – Fri. 1.30am to 8pm Sun. 10am to 6pm TP6008 Therapeutic Relationship Skills 3 Sat. 10am to 6pm
3	22-24 November	TP6015 Working Therapeutically with Trauma
4	13-15 December	TP6015 Working Therapeutically with Trauma
5	7-9 February	TP6008 Therapeutic Relationship Skills 3
6	28 February – 2 nd March	TP6009 Integrative 2
7	4-6 April	TP6009 Integrative 2
8	9-11 May	TP6008 Therapeutic Relationship Skills 3
9	6-8 June	TP6008 Therapeutic Relationship Skills 3 & Closing

Times

Fridays	1.30-4.30 5.30-8.30	TP6008 Therapeutic Relationship Skills 3 Therapy Groups
Saturdays	10.00-6.00	Module as above
Sundays	10.00-6.00	Module as above.

Study Groups (monthly), Personal Therapy (weekly)

Venue

Turning Point™ Institute (TPI)
23 23 Herbert Street

Year 4

TPI YEAR 4 DISSERTATION MODULE & CLINICAL MODULE Content/Timeline 2024-25 (Provisional Dates – will be adhered to if at all possible)		
Saturday 31 st August 2024	<ul style="list-style-type: none"> • Introductory Meeting & Course Overview • Research in Context - Role & Contribution in Psychotherapy • Review of Philosophical Underpinnings of Research, • Review Research Questions - Round Robin. • Research Skills: <ul style="list-style-type: none"> ○ Literature Search: Library, Databases, ○ Critical Thinking: Reading & Writing, • Research Ethics: <ul style="list-style-type: none"> ○ REC Submission process & application 	10.00 am – 6.00 pm
Friday 13 th Sept. 2024	<ul style="list-style-type: none"> • Methodological Approaches and Research Designs <ul style="list-style-type: none"> ○ Measurement, Types of Data, Sampling & recruitment, ○ Qualitative and Quantitative Data collection methods, • APA Style for Research Reports • Reviewing the REC application – Common problems 	10.00 am – 6.00 pm
Sat. & Sun. 14/15 Sept. 2024	Sat: & Sun: Group Skills and Group Supervision	10.00 am – 6.00 pm
Friday 11 th Oct. 2024	<ul style="list-style-type: none"> • Introduction to Qualitative & Quantitative Analysis • Project Planning Goals: data collection, fieldwork, analysis. • Refining the ethics application 	10.00 am – 6.00 pm
Friday 15 th Nov. 2024	<ul style="list-style-type: none"> • Quantitative Data Analysis (using SPSS) • Writing the Literature Review • Qualitative Data Analysis • Advancing your Research – Round Robin 	10.00 am – 6.00 pm
Sat. & Sun. 16/17 Nov. 2024	Sat: Psychiatry Workshop Sun: Group Skills and Group Supervision	10.00 am – 6.00 pm 10.00 am – 6.00 pm
Friday 6 th December 2024	TPI REC Submission	
Friday 20 Dec. 2024	<ul style="list-style-type: none"> • Ethics Presentations Seminar 	2.00pm – 6.00 pm
Sat. & Sun 21/22 Dec. 2024	Sat: & Sun: Group Skills and Group Supervision	10.00 am – 6.00 pm 10.00 am – 6.00 pm
Sat. & Sun 25/26 Jan. 2025	Sat: & Sun: Psychosynthesis Workshop	10.00 am – 6.00 pm 10.00 am – 6.00 pm
Friday 28 th Mar. 2025	<ul style="list-style-type: none"> • Qualitative Data Analysis Workshop (sample or own data) • Quantitative Data Analysis Workshop (sample or own data) • Writing up Findings 	10.00 am – 6.00 pm
Sat & Sun 29/30 Mar. 2025	Sat: & Sun: Group Skills, Supervision & Closing	10.00 am – 6.00 pm 10.00 am – 6.00 pm

Friday 20 th June 2025	<ul style="list-style-type: none"> • Data analysis Check-in • Discussion & Conclusions, Recommendations 	10.00 am - 1.00pm
Early September 2025 Date to be Confirmed	<ul style="list-style-type: none"> • Contextual Studies –your research in the wider world? • Polishing your thesis • Final Check-in 	10.00 am – 2.00 pm

3. PROGRESSION, RULES, POLICIES AND PROCEDURES

3.1. Introduction

The MSc in Integrative Counselling and Psychotherapy is structured as a four-year part-time degree programme. Whilst most students complete the programme in the four years, TPI wishes to categorically state that acceptance onto the four-year MSc programme does not guarantee that a student will complete the programme in four years. Students are regarded as individuals on a journey, with the expectation that each student has different talents, skills, strengths, limitations and needs. Therefore, all students may not complete the course in the minimum number of years and some students may need extra input or experience in one or more areas. Students may be advised to repeat or defer certain aspects of the course. To facilitate this process, TPI has received a derogation from UCC that allows students up to six years to fulfil all of the MSc programme requirements.

Students have the option of applying to defer completing the MSc dissertation as long as they will have completed all years of the MSc programme within the 6-year time-frame. In exceptional circumstances, a 'Leave of Absence' may be granted for a period, which would not count as a registered year for the student.

Students are subject to the normal regulations of University College Cork in respect of assessment, examination, and appeals. For further information on UCC regulations, please consult: <https://www.ucc.ie/en/exams/procedures-regulations/>

In the case of a complaint or appeal, see section 3.10. of this Handbook.

3.2. Progression

Progression is defined as the permission granted by an Examination Board to a student to register in the subsequent academic session for the next set of modules within their programme of study. Each year, all modules are mandatory and all modules must be completed and successfully passed (both academic and clinical requirements) before a student can progress to the next year. Compensation cannot be applied to any of the modules in this programme.

3.2.1. Re-sit/Repeat Policies

Where a student has failed a module, s/he/they may repeat the module in the next academic session or, if there is an Autumn re-sit available, re-sit the assessment for that module in the current academic session. Students will be invited to engage in a consultative process with appropriate staff at TPI to facilitate them in deciding the appropriateness of undertaking an Autumn re-sit assessment.

- **Re-sit:** Offers students a second and separate opportunity within an academic session to demonstrate that they have achieved the learning outcomes associated with a module. It does not require that a student repeat all the assessment components of the module; passed assessment component marks are carried forward. The maximum number of re-sit opportunities in any one academic session is one. All re-sits are held in August. Re-sits are not available for the Skills Module in Year 2 (TP6004), The Skills and Clinical Supervision Module (TP6008) in Year 3 or for the Clinical Supervision 2 Module (TP6014) in Year 4.

The re-sit assessment does not have to be identical to the original assessment as long as it assesses the same set of Learning Outcomes.

- **Repeat:** A repeat attempt at a module requires that a student registers for that module (or its equivalent) in the next academic session. It also requires that a student repeats all of the assessment components of the module; component marks from previous attempts are not carried forward.
- In exceptional circumstances and with relevant supporting documentation, an Examination Board at UCC has the discretion to approve a deferral for repeat students at the final sitting in an academic session. This will then grant the student one further academic session to complete the study period.
- Students repeating TP6004, TP6008, and TP6014 are liable to pay the full yearly fee for these modules.

3.2.2. Deferral Request Procedure

Under extenuating circumstances, students may apply for deferral, either of a module, or of an entire year. In the event of a student requiring the option to apply for a **Deferral of a Module** the following procedure applies:

- Interview with Tutor and/or Programme Director to discuss decision to defer.
- Deferrals will only be approved if there are valid medical reasons or other appropriate extenuating circumstances, and applications must be accompanied by appropriate relevant documentation e.g. Medical certification.
- Deferrals will be approved of on a case by case basis.
- A Deferral form will be provided by the TPI administration office and should be completed and returned to TPI at least two weeks in advance of any assignment submission date.
- If a student does not provide the TPI offices with the necessary documentation two weeks prior to the submission date of the assignment of the deferred module, this will result in a fail mark being registered for the student.

In the event of a student requiring the option to apply for a **Deferral of an Academic Year** the following procedure applies:

- Interview with Skills Tutor and Programme Director to discuss decision to defer.
- Deferrals will only be approved if there are valid medical reasons or other appropriate extenuating circumstances, and applications must be accompanied by appropriate relevant documentation e.g. Medical certification.
- A Deferral form will be provided by the TPI administration office and should be completed and returned to TPI.
- Students who defer an academic year should be aware that during their deferred year they will still be registered students at TPI, and therefore the deferred year will be counted toward the six-year maximum registration period. If students wish to defer for more than one year they should consider applying for a 'Leave of Absence', which does not count as a registered year. (see section 3.2.5. below).

3.2.3. Extenuating Circumstances

In the event of a student not being eligible for deferral due to not meeting one or more of the above criteria, e.g. not applying for a deferral two weeks in advance, and if the student still wishes to progress, they should submit in writing a detailed explanation of extenuating circumstances supported by relevant documentation e.g. medical certificate, etc.

3.2.4. Re-entry Process Post Deferral

When students wish to re-enter the programme, after deferral for a period of time, the following procedures apply to each year:

Re-entry process post-Deferral			
Decision/application to re-enter must be made by the following dates:			
<ul style="list-style-type: none">▪ Years 1 and 2: 1st July of the academic year in which they wish to resume▪ Years 3 and 4: 1st March of the academic year in which they wish to resume (this is because the Supervision and client contact module commences on 1st May each year).			
Interview	with	Programme	Director
to establish suitability and procedures for re-entry.			
Each case will be considered individually and appropriate re-entry requirements conveyed to student.			
Re-entry requirements may include any of the following:			
<ul style="list-style-type: none">▪ Further interview.▪ Completion of re-entry form.▪ Piece of written work▪ Satisfactory Supervisor's report from year of deferral (Year 3)▪ Discussion re status of Dissertation (Year 4)			

N.B. Students who defer a year are required to sit in with a Skills and Process Group for the duration of the deferred year so as to prepare them for re-entry to the programme in the following academic year. The associated cost is €1500.

3.2.5. Leave of Absence Policy:

A Leave of Absence is only applicable to students who have already completed and availed of the Deferral process above in the previous academic session and have documentation to support that they have:

- Serious on-going/medium term medical problems
- Serious on-going/medium term documented personal issues (mental health, family situation, etc.)
- Serious medium term work commitments (e.g. relocation of self or partner)

An 'Application for Leave of Absence' form will be provided by the TPI Administration office and should be completed and returned to TPI. Once a leave of absence has been granted for an academic session it cannot be revoked. Students have six years to complete the MSc programme outside of any 'Leave of Absence' period/s granted.

3.2.6 Appeal of Marks Awarded

If a student who has been granted a mark for a module makes a decision to appeal that mark, he/she is entitled to progress until the appeal is finalised and assuming that all other requirements for progression have been met.

In the event that a fail mark is awarded for written assignments students can resubmit to the next available UCC Exam Board.

This does not apply to the Skills Modules where a fail mark will require students to repeat this module in its entirety.

The timeline for students to make an appeal after receipt of results is 2 weeks. No late appeals will be accepted.

(Please bear in mind: TPI or UCC will not be responsible for any expenses incurred by the student involved in any of the above procedures.)

3.3. Carry Forward of Marks for Degree Award

The grade for the degree is based on a carry forward of the aggregate marks from 1st, 2nd, 3rd and 4th Year assignments and continuous assessments.

This programme will be assessed out of 2,000 marks. The marks allotted to a module are between 100-200, and the dissertation is allotted 600 marks. **As this is a continuous assessment programme, students' final marks will be calculated on the basis of all modules (not just the work from the final year).**

When students do not pass a module, and then subsequently progress, their repeat mark will be shown on their final transcript. However, the mark from their first attempt will be used in the calculation of their final aggregate mark.

Assignments are normally marked by the Module Co-ordinator/Lecturer. A second marker is involved for all assignments marked below 40%. The External Examiner's role includes the monitoring of assessment papers and the marks awarded by markers. **Initial marks/grades for all assignments are always provisional**, and subject to the scrutiny and approval of (a) an Internal Board at TPI (b) an External Examiner, and (c) the Examination Board at UCC. For this reason, students' marks remain provisional until after they have been ratified at the UCC Examination Board and published on the UCC website. However, students will receive written feedback from assessors as pointers to guide them in completing their next assignment.

The following rules apply to the marking of all student assignments:

- The weighting of each assessment component for the overall module assessment can range for 0% to 100% as specified in the module descriptor. For all assessment components and component elements, the assessment methodology and set of assessment criteria are provided in advance to students
- The workload associated with the assessment components of a module will reflect the number of credits carried by the module
- Students are expected to attempt all elements of a module assessment within the academic session and in accordance with the assessment schedule as outlined in Section 2.10 of this manual. Failure to attempt an element or component of assessment will result in a 0 mark for that element or component
- Deferral of an overall module will be considered where there are extenuating circumstances
- All exam results are provisional pending ratification by the TPI Internal Exam Board, External Examiner and the UCC Exam Board. Results are released by UCC directly to each individual students portal page.

Classification of Degree: The following is the classification for Masters Degree Awards:

Master's Degree Classification

Aggregate Mark:	Award:
An aggregate of at least 1400/2000 marks (i.e. 70% and above)	1H First Class Honours
An aggregate of at least 1200/2000 marks (i.e. 60% - 69%)	2H1 Second Class Honours: Grade 1
An aggregate of at least 1000/2000 (i.e. 50% - 59%)	2H2 Second class Honours: Grade 2
An aggregate of at least 900/2000 marks (i.e. 45% - 49%)	3H Third Class Honours
An aggregate of at least 800/2000 marks, (i.e. 40%-44%)	Pass

3.4. Assessment/Assignments

3.4.1. Introduction

At the beginning of each module, the lecturer will provide students with a clear outline of:

- Content of module
- Expectations of student participation, e.g. attendance, reading, participation in experiential learning, peer counselling, written work, etc.
- Requirements for assessment – criteria on which assessment is based and marks given
- If it comes to the notice of a staff member, those students observed as not achieving the required standard (at any time during the year) may be advised of this by the staff member so that they can take steps to improve their performance. In such a case the student will be asked to meet regularly with the relevant staff member to support him/her in achieving the required standard.
- Essays and recordings, marked according to previously stated criteria will be, where possible, returned with comments to students in time to enable them to learn from assignments on an on-going basis. This, however, will not always be possible.

A summary of assignments for each year can be found in section 2.10 of this Handbook. Please note however, that the Module Co-ordinator may change details of assignments during the course of the year, either at his/her/their own discretion, or to fulfil revised TPI, UCC, or other requirements.

In the case of a candidate who has not performed a satisfactory proportion of continuous assessment tests or who has been awarded such low marks for continuous assessment that a 'pass' in the module is unlikely, the candidate will be advised of this situation in sufficient time to enable the student to take appropriate action.

The nature of the programme reflects the nature of the profession: clinical/professional assessment plays a very important part in the whole assessment procedure, and all methods of assessment reflect the student's clinical ability. The main purpose of the clinical/professional assessments is to ensure that the graduate will have developed sufficient maturity and ability to practice as a

professional counsellor/psychotherapist. The clinical/professional assessment is in addition to an assessment of theory and skills.

3.4.2. Procedure for Submission of Assignments

The following are the guidelines for the submission of assignments. The objective of issuing these guidelines is to facilitate the effective and efficient administration of assessments. Students are responsible for the submission of assignments to Turning Point™ Institute (TPI). Students must submit assignments in accordance with the schedule for submission of assignments in this handbook (see Section 2.10), or as advised by the Tutor and/or Module Co-ordinator. The student (or a person nominated by the student) must submit assignments on, or prior to the day assigned.

Assignment submissions should be emailed to admin@tpti.ie before 1.30 p.m. on the due date unless an extension has been granted. **Two PDF's of written assignments are required, one including the student name and number and one with number only.** The student must ensure that s/he/they has attached the correct Assignment Submission Form. This form can be downloaded from our website at <http://www.turningpoint.ie/training-institute/staff-student-zone/> (email admin@tpti.ie for password) and is also available in Appendix 6.3. of this handbook. As written assignments are marked blind, one copy of the submission form should contain the students ID number only, due date of submission, actual date of submission and module name and number. The second submission form should also contain all of the above but include the students name and signature. The student must sign the second copy to certify that the assignment is his/her/their own work, and that s/he/they have not copied the work of any other student(s), individual or document source. Plagiarism is a very serious offence, and allegations thereof will be automatically referred to the Programme Director (see Section 3.6.).

The assignment submission dates are staggered as much as possible to avoid multiple submissions on the same date. These dates take into account time to develop the student's knowledge of the subject, the marker's time for marking and returning scripts, and – in most cases – time for feedback to indicate the student's achievement. The student is formally advised to adhere to the deadlines and policy for submission of work.

Written Assignments: Unless the Tutor and/or Module Co-ordinator requests differently, all written assignments must be typed and double-spaced on A4-sized paper, portrait.. **Two** PDF's, both with an Assignment Submission Form must be emailed to admin@tpti.ie by the assignment due date, with students retaining a third (3rd) copy for their own files.

Recorded Assignments: Should a student be required to submit a recording for an assignment or in clinical supervision, the following must be adhered to. The recording must be clear and easily audible, with minimum background noise. Recordings must include the students' name, year and due date. All recordings must be accompanied by a signed 'Record Sessions STUDENT Consent Form' which can be downloaded from

<http://www.turningpoint.ie/education-training/staff-student-zone> (email admin@tpti.ie for password) and is also available in Appendix 6.3. of this handbook. Only one copy of each recording must be submitted, and one retained by the student. Recordings must be stored and deleted in accordance with GDPR Guidelines.

3.4.3. Late Submission of Assignments

The Tutor and/or Module Co-ordinator can, at his/her/their discretion, approve a two-week extension to the assignment deadline at the written request of the student. Permission for extension time for written work or recordings must be obtained in advance of the due date(s). Before any request for an extension is considered, the student must complete an 'Assignment Extension Request Form' outlining the reasons for seeking the extension. This form can be downloaded from <http://www.turningpoint.ie/training-institute/staff-student-zone/> (email admin@tpi.ie for password) and is also available in Appendix 6.3. of this handbook. In addition, Faculty need to consider the duration of the extension being requested, in order to ensure work is marked prior to meetings of the Internal Review Board, External Review and UCCExamBoard. It is important for students to submit documentary evidence to support their applications for extension, such as:

- Medical certificates/doctors' statements
- Statements from An Garda Síochána (with regards to burglaries/fires)
- Written confirmation from lecturers, therapists, tutors, etc. (up to time of application for extension)

An extension of more than two weeks must be negotiated with the Programme Director. The student seeking an extension of more than two weeks must have substantial grounds and supporting documentation from a medical practitioner or another appropriate professional (see above). Each student's written request for an extension will be considered individually. The aforementioned extensions are at the discretion of the TPI Programme Director.

The following is TPI's policy with regard to **unauthorised** late submission of assignments:

- Written work which is submitted late, without prior approval, **will lose** 10% of its mark(s) and incur a late fee of €50.
- Late submissions will not be accepted beyond two weeks after the original due date. Failure to submit an assignment usually results in failure of the associated module.

Word Count

The word count must be recorded on the Assignment Submission Form. Written work that is deemed by the Tutor and/or Module Coordinator to have exceeded, or has under the prescribed word count by 10% or more, will be returned to students for revision and must be resubmitted within 3 days.

3.5. Referencing

All references cited in the text should use the American Psychological Association (APA7) format.

- APA 7 changes: <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>
- APA 7 changes video: https://www.youtube.com/watch?v=jOVZp8m0PCM&feature=emb_logo

For helpful information on referencing, students should consult the UCC website as follows: <http://booleweb.ucc.ie/index.php?pageID=48>

Please note that the Department of Applied Psychology in UCC advises students to consult the following:

- American Psychological Association (2020). Concise Rules of APA Style (7th Edition). APA. ISBN-13 9781433832161

- Szuchman, L.T. (2011). Writing with style: APA style made easy, (5th Edition). Belmont CA: Wadsworth Publishing. ISBN-13 978-0-8400-3167-92

3.6. Plagiarism

Please refer to UCC's current policy at www.ucc.ie/en/exams/procedures-regulations/

Definition of Plagiarism: 'To steal ideas or passages from (another's work) and present them as one's own '

Plagiarism is interpreted as the act of presenting the work of others as one's own work, without acknowledgement. It includes absent references, reproducing the work (even with small changes) of another, taken from books, journals, articles, TV programmes, the Internet, the use of text of imagine generating bots such as ChatGPT or Artificial Intelligence Services, lecture notes and so on. It also includes self-plagiarism, i.e. submitting own work for more than one assignment, copying another person's work, with or without his/her/their consent. Also included is collusion where a group of people collaborate or collude to present an assignment or a substantial part thereof, when the examiner required individual research and outcome. It is considered as academically fraudulent and to be a major offence, and subject to disciplinary procedures.

Plagiarism can arise from deliberate actions, and also through careless thinking and/or methodology, such as:

- (a) Copying another student's work;
- (b) Enlisting another person or persons to complete an assignment on the student's behalf;
- (c) Quoting directly, without acknowledgement, from books, articles or other sources either in printed, recorded or electronic format;
- (d) Paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students fail to distinguish between their own ideas and those of others.

All the above serve only as examples and are not exhaustive.

Many cases of plagiarism that arise could be avoided by following some simple guidelines:

- (i) Any material used in a piece of work, or any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source.
- (ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

If a Module Co-ordinator identifies that plagiarism has taken place, s/he/they must notify the Programme Director in writing of the facts of the case. A first offence warrants a fail mark for the assignment, a second offence warrants disciplinary proceedings.

3.7. Extenuating Circumstances

A student whose studies have been interrupted by illness, accident or other **serious** personal difficulties and who is, consequently, unable to submit his/her/their work on time or partake in an assessment, should apply – in writing – to the Programme Director in order to seek the waiving of the aforementioned penalties. The student seeking 'extenuating circumstances' **must** lodge his/her/their written, formal application prior to the due date for the assignment(s) in question.

3.8. Conduct and Behaviour Standards

All students remain subject to the TPI Conduct and behaviour standards found in the TPI Fitness to Practice Document (Appendix 6.5 of this Handbook).

3.9. Core Competencies and Fitness to Practice

All students are expected to have achieved certain competencies and learning outcomes by graduation. These are listed in the TPI Fitness to Practice Document (Appendix 6.5 of this Handbook)

3.10. Complaints and Appeals Procedure

A. Purpose of the Procedure

Turning Point Institute (TPI) is committed to providing a positive learning experience. From time to time, if an issue arises regarding the course/relevant to the course, our students should be supported in seeking to have their complaint resolved. Every effort will be made to resolve matters informally, at stage 1, at the earliest opportunity.

B. Definitions

A complaint is an expression of dissatisfaction by a student with TPI. It includes the following circumstances, dissatisfaction in the way the course is conducted, for example, a student's issues with teaching and/or administration methods. A complaint is not an appeal regarding an assessment decision. See section below on Scope and Time Limits for further information.

C. Scope and Time Limits

C.1. This procedure is open to all registered students of TPI. In addition, any person who was a registered student but has graduated or otherwise left TPI may also avail of the procedure, provided that they do within one month of the relevant event or issue, and without exception, within three months of leaving TPI.

C. 2. Every effort will be made to resolve matters using this procedure. Students shall not have recourse to other complaint procedures outside of this procedure.

C.3. This procedure will not apply to matters outside of the control of TPI.

C.4. This procedure will not apply to matters that are solely relating to academic judgement, which will include (but is not limited to) judgement about marks awarded, and the outcomes of a course.

C.5. Anonymous complaints will not be considered under this procedure.

C.6. This procedure does not apply in respect of a decision made under another TPI Policy.

C.7. This procedure will not apply in respect of inter-student matters/the actions of other students.

D. Informal Procedure Stage 1

Most difficulties can be settled informally at an early stage by discussing the matter directly with the person involved. This can be helpful in clearing up any misunderstandings and/or correcting mistakes.

If a student feels unable to discuss the matter with the person involved, or has done so but still feels dissatisfied, s/he/they can speak to their skills tutor. If it is not appropriate for the student to approach their skills tutor, e.g. if s/he/they is the person involved, they can ask to speak to the Module Coordinator. If it is not appropriate to approach the Module Coordinator, they can speak with the Programme Director.

The student's concern will be listened to, and the faculty member/s will do what is possible to promote clear communication aimed at resolving the problem. They will also speak to any student or faculty member involved in the complaint and may also suggest a three-way meeting if it is appropriate, and if it is mutually agreed.

Notes will be kept by the faculty members involved in or investigating the complaint formally, and will be available for the formal procedure if required.

If resolution of the complaint cannot be achieved by the Informal Procedure above, then students can avail of the Formal Complaint Procedure as detailed below.

E. Formal Complaint Stage 2

The student should submit his/her/their complaint in writing to the Programme Director. The complaint must be submitted using the TPI Formal Complaint Form which is available at Appendix A to this procedure. The completed Complaint Form should be submitted via email to admin@tpti.ie and marked "Confidential: For the Attention of the Programme Director". Receipt of the Formal Complaint Form will be acknowledged within 14 days.

If the complaint is about/or relates to an individual staff/faculty member i.e. a Respondent, then that person has the right to reply and will be provided with a copy of the written/submitted form provided by the student. The staff/faculty member involved will also be asked to submit his/her/their own account, including what reasonable steps have been and/or could be taken to resolve matters.

The Programme Director will give the student's concerns full and careful consideration and provide him/her/them (and the other party, i.e. a Respondent, if relevant) with a written response about the outcome as soon as possible. If the Formal Complaint concerns the Programme Director (Respondent) or Complaint, the External Complaints Adjudicator will consider this matter at this stage and they will also determine the outcome.

Appeal

If a student or the Respondent to a complaint is dissatisfied with the outcome of the Formal Complaint Stage 2 and believes it has not been adequately addressed by the Formal Complaint Stage 2 above, the student or the Respondent can request an appeal on one or more of the following grounds:

- There has been material procedural irregularity which has demonstrably affected the outcome of the complaint.

- The outcome is unreasonable given the facts of the case.
- There is material new information which the student or Respondent was unable, for valid reasons, to provide when the complaint was being investigated, which would have significantly affected the outcome. Such an appeal must clearly set out in writing the appeal ground being claimed (as above) detailing information in support of that ground. The written appeal must also set out the desired outcome of the appeal. That written appeal must be submitted by the student or the Respondent to administration Office for the attention of the External Complaints Adjudicator (appointed on a yearly basis by TPI) within 10 working days of the notification of the Formal Complaint Procedure. Receipt of this submission will be acknowledged within 14 days.

The Appeal Panel will not rehear a complaint. It will review the process of the Formal Complaint Procedure on the basis of the grounds claimed.

The External Complaints Adjudicator will convene an Appeal Panel consisting of the External Complaints Adjudicator and two other suitable persons.

The Appeal will usually be determined based on written documentation submitted by the student and other relevant parties. The Appeal Panel has absolute discretion to regulate its own procedures subject to the general principles of due process. The student or Respondent may be invited to attend a meeting of the Appeal Panel and they may bring a peer with them for support. The peer cannot be from their training group or be a student with TPI.

An Appeal Panel shall be entitled to consult and seek advice as it deems appropriate. The Appeal Panel will normally meet within 20 working days of receipt of the Appeal documentation.

The Chair of the Appeal Panel will provide the Programme Director with a written report outlining whether or not the complaint has been upheld in whole or in part or not upheld and containing any recommendations as may be appropriate, normally within 10 working days of the date of the Appeal Panel meeting. If for any reason additional time is required (beyond the 10 day period), the Chair of the Appeal Panel will write to the student advising them of that fact. Every endeavour will be made to communicate the outcome thereafter.

The Chair of the Appeal Panel will notify all relevant parties i.e. the Student, Respondent (if applicable) of the decision of the Appeals Panel and any recommendations.

The decision of the Appeal Panel is final and conclusive.

Each step in progression to a resolution must be taken before proceeding to the next step. No staff member or panel can deal with a complaint unless all previous steps in the process have been exhausted.

Complaints Form available on Page 142 of this Manual.

3.11. Institute Policies

Students at TPI must:

- Observe ‘group norms’ or ‘ground rules’ as agreed at the beginning of each year in various groups
- Abide by the IAHIP’s <https://iahip.org/Code-Of-Ethics-P> and the IACP’s <https://iacp.ie/iacp-code-of-ethics> Code(s) of Ethics and Practice for Counsellors and Psychotherapists,
- Abide by regulations regarding the submission of assignments, or sanctions will be imposed (see ‘Terms and Conditions’)
- Observe ‘house rules’ regarding keys, kitchen duties, room reservations, etc.
- Abide by the ‘Terms and Conditions’
- Fulfil financial obligations on time, or sanctions will be imposed (see Section 5 on fees)
- Inform themselves of all relevant TPI regulations

3.12. Health and Safety (See www.ucc.ie/en/occupationalhealthandsafety/)

Safety:

All students are advised to familiarise themselves with these safety regulations and must satisfy themselves that they are fully aware of escape routes from the building and the positions of fire equipment.

All students should, for example, check the following details and – if in doubt – clarify with a member of staff:

- The position of the ‘fire alarm’ points in the area
- The position of the fire extinguishers in the area and how to operate them (it is important to report missing fire extinguishers and obstructed, damaged, or out-of-order apparatus)
- The nearest exits and routes (it is important to report any locked exit door, a ‘break glass’ unit without a key, or an obstructed exit door/corridor/stairway)
- The assembly point, if the building has to be evacuated in an emergency (if the student does not know this, s/he/they should check with a staff member)
- The ‘in case of fire’ instructions, which should be displayed in the area
- Hazards (e.g. rubbish in corridors, under stairs, bicycles blocking exits, etc.)
-

3.13. Statement of Commitment to Equality and Access

The following is a statement of commitment to equality and access, as produced by University College Cork (UCC) (<https://www.ucc.ie/en/academicgov/policies/edi-policies>). Staff members of Turning Point™ Institute (TPI) endeavour to adhere to this commitment as closely as possible.

“University College Cork is committed to working towards equality of opportunity in all aspects of its business for staff and students. Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in access to and the processes of education and employment, irrespective of characteristics including, but not limited to, gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community.”

3.14. Freedom of Information

Under the ‘Freedom of Information’ act, TPI will keep student files for only one year and one day from the date of the exams board, or in the case of fails, for one year and one day from the date of passing the module. TPI also advises students to keep personal copies of all their assignments to ensure against the eventuality of assignments being lost at TPI.

4. STUDENT FACILITIES

4.1. Administration

3

The Administration Office can be contacted on, Tuesdays, Wednesdays, Thursdays and Fridays (*not Mondays*). For student enquiries, the telephone number is (01) 2801603 and the email address is admin@tpi.ie. Queries will be dealt with promptly but not always immediately.

4.2. Library Facilities

Mary Paula Walsh Library (MPWL) (Located on the 3rd Floor, TPI)

The *Mary Paula Walsh Library* located on the 3rd Floor of Turning Point Institute contains a comprehensive selection of books on psychotherapy, psychology, health & wellness, medicine and academic skills that support the learning needs of counsellors and psychotherapists.

There are three main collections in the library:

- 1. General Collection:** There are approximately 2,000 books available for loan. These are distributed in shelf number order between three rooms on the 3rd Floor.
- 2. Print Journals:** There are over 100 journal titles available for consultation in the library. these are not available for borrowing. Some journals are available online through UCC online resources.
- 3. Theses:** Theses published prior to 2019 are available for consultation in the Institute and are not available to be borrowed. Theses published since 2019 are available in PDF format.

The catalogue can be checked offsite at <https://www.librarycat.org/lib/MPW-library>.

For more information on our resources including library guides and help topics, please check <https://www.turningpoint.ie/library-resources/>.

The library service is constantly evolving so please consult the library website for the latest information.

Please Note that Library Access is available to students on Friday, Saturday and Sunday. There is no access from Monday to Thursday.

4.2.1 An Introduction to The Mary Paula Walsh Library

by Kay Conroy, Co-founder of Turning Point™



There is a charcoal portrait of Dublin's first chief librarian in the archive of the National Gallery.

The portrait is of Roisin Walsh.

Roisin Walsh was a feminist, republican, educationalist, linguist and one of the world's first female head librarians.

She was born in Co Tyrone in 1889, educated at St Louis Convent Monaghan, Dominican Convent Eccles Street, UCD and Cambridge. She lectured in English and Irish, was involved in the nationalist independent movement, lectured on Irish language folklore and culture across Europe and America and was appointed chief national librarian in Dublin in 1931.

Her motto '*Revolution by Education*' promoted changing Irish society through education and the diffusion of knowledge. She believed there could be, '*No progress until the people have been educated first.*'

As the chief librarian she ensured access to books by expanding all library services nationally, especially for those who could not afford the privilege of education at the time.

She encouraged books in Irish and by Irish authors and developed and expanded libraries in Inchicore, Drumcondra, Phibsborough and Ringsend in the socially expanding city of Dublin in the 1930's.

The Portrait of Roisin Walsh, now in the archive of the National Gallery, is by Sean O Sullivan and it was presented to the National Gallery by her niece Mary Paula Walsh in 2017. Mary Paula died in April of 2017. She was co-founder of Turning Point™ and as a pioneering social scientist and psychotherapist, she followed closely in the innovative and visionary footsteps of her Aunt Roisin.

This new library - internal to Turning Point™ - is to be named *The Mary Paula Walsh Library* in memory of both her and Roisin Walsh's pioneering leadership, initiatives and legacy.

All of us depend on the knowledge and the experience of others. All of us are richer for the local, national and world works, texts, thoughts, information, writings, and narratives through and in all disciplines. That is how we connect and learn and expand.

Developing *The Mary Paula Walsh Library* is investing in social, intellectual and emotional progression. This is one of the central objectives of how Mary Paula Walsh and I imagined and developed Turning Point™ in 1986 to what it is today.

In the preface to her book on *Living after a Death* Mary Paula writes of the hope that her book can become a companion to those who might feel the weight of grief and despair following a death. Such a hope parallels both the core of Turning Point™ and the aim of this new library.

The library is where all students can find a route to knowledge and be free to explore and understand a sense of themselves. Reading brings a personal world and the world of others alive in the mind and movement of the reader.

The Mary Paula Walsh Library is to be a companion to all students and readers, developing their personal journeys before they accompany others, on their journey towards individual healing. As C S Lewis was told by one of his students,
'We read to know that we are not alone.'

All the journeys of life are to be found in libraries.
They are all there.
In a million forms.

The Mary Paula Walsh Library is for all students of Turning Point™ and beyond.

4.2.2. UCC Library

TPI students are entitled to use the services of UCC Library. Students may also avail of the Library Link, which allows them access to participating libraries for the duration of the MSc. Participating libraries are: Dublin City University, Dublin Institute of Technology, Mary Immaculate College (Limerick), Mater Dei Institute, NUIs Galway and Maynooth, Royal College of Surgeons in Ireland, Royal Irish Academy, St. Patrick's College (Drumcondra), Trinity College Dublin, University College Dublin, University College Cork and University of Limerick.

Application procedure for Library Link is available at

<https://askus.booleweb.ucc.ie/research/faq/172696>

4.3. Study Groups:

Study groups are intended to be a support for students, and are a vehicle for students to meet some of their individual needs outside of formal course-work. The following are some of the needs that can be met within the study groups:

- Integration of theories taught on the course
- Working with various models from the course
- Discussion of recommended articles or books
- Support with essay/project/report writing, recording, etc.
- Study skills support

Students are required to meet for a minimum of two (2) hours per month (outside of course hours). Students will be given time during course hours to arrange these study group

4.4. Faculty Support

The key faculty roles at TPI for providing students with individual support, in particular feedback and guidance on their personal development needs are as follows:

4.4.1. Module Coordinator

The Module Coordinator takes overall responsibility for all students in their year, and for the efficient running of that year. They also act as Skills Tutors and/or Group Facilitators.

The Module Coordinator performs the following activities:

- Liaises with Programme Director regarding progress of individual years and individual students.
- Oversees assignments and assessments for students in their year.
- Liaises with TPI administration regarding the efficient and smooth running of the Skills Module.
- Liaises with the External Examiner to oversee results at the end of each year.
- Provides availability to meet students with a second tutor present after results are published if they wish to discuss their results or have any related queries.
- Liaises with student representative/s as required.

- Liaises with Skills Tutors regarding any administration or organisational problems, complaints or appeals.
- Assesses students on Fitness to Practice with Skills Tutors (and Supervisors – Year 3).
- Acts in the role of ‘Mentor’ to ensure that each student’s ‘global’ development is on track – may require liaising with other faculty members on a student’s performance in another module.

4.4.2. Skills Tutor & Group Facilitator

Given the personal and individual needs that each student has in his/her/their training, a skills tutor is assigned to each student as a connector to the training programme. A student's Skills Tutor is different to their Group Facilitator.

Students meet with their Skills Tutors throughout the year, if necessary or by request. In this way the Skills Tutor acts as a guide throughout the student's training, and the Skills Tutor is the person to whom the student's questions may be addressed. Skills Tutors complete continuous assessment forms on each student twice a year (mid and end-of-year for Year 2 and 3 students), and just once (end of year) for Year 1 students. These Forms can be found on the website at

<http://www.turningpoint.ie/training-institute/staff-student-zone/> (password provided by the admin office).

Skills Tutors Role:

- To feed information to relevant staff from meetings with the student(s)
- To arrange for individual and/or extra tutorials (if difficulties are experienced with written work or skills) in conjunction with Module Coordinator.
- To make themselves available to meet the student, and may call for meetings with the student (when considered necessary).
- To listen to feedback from students regarding course organisation and administration.
- Are the first people to whom complaints or appeals should be addressed/resolved (at Step 2 under 'Steps to Resolution' within the 'Complaints and Appeals Procedure')
- On occasions correct assignments when Module Co-ordinator is not available
- Remind and assist students in keeping accurate accounts of client hours, supervision hours peer counselling hours, study group hours and personal therapy hours.

Group Facilitator Role:

- To facilitate the group therapy process.
- To provide information on each students' engagement in the group process only, not share the details of a students' process.
- To inform the training team should there be a concern pertaining to a students' wellbeing that may impede their competency as therapist.
- Does not assess the students' personal process.

4.5. Feedback and Personal Development Plan

4.5.1. Feedback

TPI views constructive feedback to students as a cornerstone of its MSc programme in terms of facilitating students in their self-awareness and self-growth. As well as the formal feedback provided by Skills Tutors at scheduled meetings during the year, TPI integrates real-life informal feedback from Skills Tutors and peers into all of the Skills Modules throughout the Programme. In addition, receptivity to feedback is one of the important Fitness to Practice/Continuous Assessment indicators.

One of the purposes of giving feedback is to act as a mirror to the recipient, to offer information (gleaned through observation) that might have previously been out of his/her/their awareness. The following are provided as useful guidelines for both giving and receiving feedback.

Guidelines and ground rules for providing feedback to peers
<ul style="list-style-type: none"> • Give what feedback is requested, and only what is requested. • Be as specific as possible. • Try not to interpret. If you do interpret, own it, e.g. “I saw you swallowing hard” (descriptive) or “My hunch is that you were frightened” (owned interpretation), rather than “You were swallowing hard because you were frightened” (unknown interpretation). This leaves the recipient freer to accept/reject that which you are saying. • It is unhelpful to give feedback about behaviour over which there is little or no control, i.e. stammering, nervous tics, etc. • Be aware of your motives. If you are unclear or find yourself wanting to punish, rescue or simply hear the sound of your own voice, either: say nothing, or say it and own it at an appropriate time. • If you think that your feedback has not been understood, check for clarity. • Be as honest as you can, and be aware that not all you want to say may be accepted – that is the prerogative of the recipient. • Feedback about how you feel about the work can be useful; however, what you see and what you feel are two separate things, and should be acknowledged as such.

Guidelines for Receiving Feedback, including in relation to assessment results
<ul style="list-style-type: none"> • Preparing myself to listen: <ul style="list-style-type: none"> ▪ Am I anxious about what another might say? ▪ What would stop me from listening? ▪ Am I feeling defensive or attacked? ▪ How do I feel about the person giving me feedback? ▪ Am I open to what others will say? <p>Before the feedback session:</p> <ul style="list-style-type: none"> ▪ I want to learn from this session. ▪ I am open to what the other person is going to say. ▪ I want to consider how that which is said can help me develop, personally and/or professionally. ▪ Am I in the right frame of mind to engage with this feedback? <p>During the feedback session:</p> <ul style="list-style-type: none"> ▪ Listen carefully to that which is said. ▪ Summarise that which is said so that all involved are agreed on the content. ▪ Ask for clarification, if needed, or specific examples. ▪ Fully or partially own the feedback (make it yours) or disagree with it after considering it. Discuss the feedback. ▪ Begin a dialogue about the ways in which the feedback can be used to help you change. ▪ Agree that which needs to be done, with whose help and by a date.

4.5.2. Personal Development Plan

The purpose of feedback is to facilitate students in development of their own 'Personal Development Plan'. Based on the feedback provided during the year, each student will agree a 'Personal Development Plan' with their Skills Tutor at the beginning of the academic year. This plan will facilitate students in leveraging their key strengths and focusing on their personal development needs over the course of the academic year. Specific Personal Development Plans will be outlined by the students' Skills Tutor where required for further development. Progress towards their developmental goals is assessed as one of the Fitness to Practice/Continuous Assessment indicators for Modules TP6001, TP6004, TP6008 and TP6014. (see Section 2.11.4.).

4.6. Student Representatives

Within each year of the course students elect two class representatives.

The tasks of these representatives are as follows:

- To bring group queries, concerns and/or feedback to the Programme Director by email.
- To meet with the Programme Director, mid and end of the academic year. This meeting can take place either online or in person. Prior to these meetings the class reps are required to ask the group for any contributions they wish to make.
- To lock up the building when outside lecturers are delivering their modules or when requested by a member of the faculty (this will be organised at the start of each training weekend)
- To open up for an outside lecturer if faculty are not in attendance (this will be arranged at the start of each training weekend)

Locking up:

- Ensure all windows are closed in the training rooms and on the ground floor
- Ensure the lights are turned off in the toilet area behind the main training room
- Turn off all lights on the first and ground floor
- Close and lock the ground floor canteen doors
- Close and lock the middle door on the ground floor
- Turn on the alarm (situated in the press inside the front door)

The alarm code will be given to each class representative along with a key

Only one of the class representatives will be issued with a key. This key cannot be duplicated or shared with any persons without explicit permission from TPI.

At the last training weekend, the key must be returned to the Programme Director. Should you have any difficulty locking up please contact the Programme Director
Mobile W:087/6273529 Email: ger@tpti.ie

4.7. Student Evaluation of the Programme

Each year, students are asked to evaluate the course and individual modules so that TPI Course Directors may respond/act to this feedback, where possible and appropriate. Student responses are valuable to the course, and the evaluations' sole purpose is to help TPI to address issues that will be useful to other students in the course's on-going development. All responses will be kept strictly confidential.

5. REGISTRATION AND FEES

5.1. Introduction

Full fees must be paid in advance of registration. Students will register at TPI on the first day of the first weekend of the academic year. TPI will then forward registration details to UCC and Year 1 students will receive their student cards from the University over the second weekend of the course.

Each year, registration is dependent upon meeting yearly requirements and adhering to financial arrangements. Students receive the, 'Terms and Conditions of Acceptance on Turning Point Institute Courses,' when offered a place on the course, which, if accepting the offer, they are expected to sign off on and return to TPI. The 'Terms and Conditions' document, which covers all 4 years of the course, can also be viewed/downloaded from our website at <http://www.turningpoint.ie/training-institute/staff-student-zone/> (email admin@tpi.ie for password).

All students are registered on an MSc programme.

5.2. Fee Structure/Payment Guidelines

- Fees are set each year and are subject to revision. Due dates for fees may also change.
- All fees should be paid into the designated TPI Bank Account.
- Fees for the Academic Year paid after the due date will be subject to a penalty of €200. After a month, the penalty is an additional €50 per further week.
- Continued participation in training is contingent upon up-to-date payment of fees.
- Students pay for their own personal individual psychotherapy.
- Clinical Supervision, provided at the rate of 20 individual sessions per calendar year and 8 group sessions (16 hours) per academic year (Year 3) is not included in the programme fees.
- The 25 individual sessions per calendar year (Year 4), is currently included in programme fees.
- Third (3rd) and fourth (4th) year students must pay for their own malpractice and professional indemnity insurance. Students are also responsible to see that any premises in which they work are covered by adequate public liability insurance. Students in Year 3 & 4 are not permitted to see clients in their own homes.
- For all queries in relation to refunds of fees and deposits, please review the 'Institute Fees Refund Policy', Section 5.4.

5.3. Repeat Fees

In the event of a student re-submitting/deferring an assignment (or being reassessed for any reason), Turning Point Institute (TPI) charges re-assessment fees, as follows:

- Correction of written assignment: € 200

When a student has to repeat an entire module, the following fee structure applies:

YEAR	MODULES	REPEAT FEE
Year 1	TP6001 TP6002 & TP6003 Full Year	€3,000 €1,900 per Module €6,800
Year 2	TP6004 TP6006 & TP6007 Full Year	€3,000 €1,900 per Module €6,800
Year 3	TP6008 TP6009, TP6015, TP6012 Full Year	€3,000 €1,500 per Module €7,500
Year 4	TP6014 (Clinical Supervision 2) TP6013 (Dissertation) If both TP6014 and TP6013 are taken in same Academic year	€4,400 €6,500 €10,400

These fees may be subject to change from Year to Year.

For students who defer a Skills Module, the fee for sitting in for the Skills Module in the deferred year is €1500. There is no assessment associated with this option.

5.4. Refund Policy

The Institute accepts no obligation to refund any fee (or part thereof) paid by a student to the Institute in respect of any programme or service provided by the Institute to a student who withdraws from a programme or module (or fails one or more modules). Strictly without prejudice to this:

- In **Year 1**, a full refund (less the €2,000 deposit) will be given, if requested in writing, up to two (2) weeks before commencement of the course if a replacement student takes up the vacant place on the course. If the place is left vacant, refunds can only be given in exceptional circumstances (e.g. certified serious illness), and will be considered on a case-by-case basis by TPI Finance Committee.
- For entry to **Year 2**, students must pay a **non-refundable** deposit of €1,000 before 19th April. Full deposit refunds will only be given in circumstances where the student does not pass Year 1 exams and, therefore, does not progress into Year 2.
- For entry to **Year 3**, students must pay a **non-refundable** deposit of €1,700 before 19th April. Full deposit refunds will only be given in circumstances where the student does not pass Year 2 exams and, therefore, does not go into Year 3.
- For entry to **Year 4**, students must pay a **non-refundable** deposit of €1,700 before 19th April if registering for Module TP6014 only or €2,700 before 19th April if registering for both Modules TP6013 and TP6014. Full deposit refunds will only be given in circumstances where the student does not pass Year 3 exams and, therefore, does not progress into Year 4.
- Requests for refunds should be made in writing to the Programme Director. The date of receipt of the written request will be taken as the applicable date for consideration of refund requests. All refunds will be subject to an administration fee of €250 – unless otherwise stated.

5.5. Tax Relief

This course is eligible for tax relief under section 473A, Taxes Consolidation Act, 1997. Full information on tax relief) is available on the Revenue Commissioner's website

<https://www.revenue.ie/colleges-and-courses.aspx> Claim Form [Form IT31 \(revenue.ie\)](#)

6. APPENDICES

6.1. Clinical Supervision (TP6008 Year 3) (TP6014 Year 4):

Supervision is an essential component of the counselling and psychotherapy profession. Supervision is multifaceted and it multi tasks by providing the psychotherapy profession with a model that teaches, evaluates, monitors, counsels, consults and administers in order to be accountable to our clients, ourselves and our professional organisations.

The role of the supervisor is of paramount importance. Recently, there have been many changes within the professional bodies, in regard to supervision of trainee psychotherapists and it is envisaged that there will be further changes as both statutory regulation and European recommendations are taken into account.

TPI arranges supervision for trainees in both Year 3 and Clinical Year 4. Students contract directly with a supervisor. TPI contracts with supervisors who meet current requirements and are willing to provide supervision to trainee psychotherapists. In essence this means supervisors commit to a detailed contract incorporating the multiple tasks outlined in the first paragraph as well as assessing and giving feedback to the training team. Students cannot commence their clinical placement before being assigned a clinical supervisor.

The “matching” of trainees with supervisors is a significant task and does require flexibility especially on the part of the trainee. The TPI training is a Dublin based course and where students are residing outside Dublin efforts are made to accommodate those students with supervisors who are within their geographic location, though this is not always possible.

It is important for students to be aware that many supervisors only provide supervision within an office hours model of: Monday to Friday, 9.00am – 5.00 pm. To this extent students will need to make arrangements to be available at the times and day that the supervisor has dedicated to supervising trainees.

In order to prepare themselves for supervision, students are encouraged to reflect upon the features of supervision as outlined by Carroll & Gilbert Third Edition (2020) “On Being a Supervisee: Creating Learning Partnerships”. Turning Point Ireland Limited Publishing (available for purchase at TPI):

- Ensure the welfare and best quality service for clients.
- To enhance the personal and professional development of supervisees through on-going reflexivity that results in advanced learning.
- To gate keep and monitor those who wish to enter and remain within their professions.
- To benefit from the input of others as this applies to our work.
- To draw on the wisdom and experience of another.

The following are recommended reading for students attending the supervision module:

Carroll M. (1998) “*Counselling Supervision. Theory, Skills and Practice*”. Cassell.

Carroll M. & Gilbert M. Third Edition (2020) “*On Being a Supervisee: Creating Learning Partnerships*”. Turning Point Ireland Limited Publishing

Carroll M. & Tholstrup M. (2001) *"Integrative Approaches to Supervision"*. Kingsley Publishers.
Casement, P. (2001) *"On learning from the patient"*. Brunner-Routledge.
Gilbert M. C. & Evans, K. (2000) *"Psychotherapy Supervision: An Integrative Relational Approach to Psychotherapy supervision"*. Open University Press.
Hawkins P & Shohet R, (2004) *"Supervision in the Helping Professions"*. Open University Press

6.1.1 Supervision Contract:

At the first supervision session, both the student and the supervisor should review, complete and sign a supervision contract form (see 'Sample Supervision Agreement for Students (TPI) [can be amended appropriately], Appendix 6.2). Copies of this contract should be retained by both the supervisor and the student.

All supervisors are requested to provide quarterly supervision reports and an End of Year Review with a pass/fail recommendation on their supervisee using the assessment forms and criteria provided by the TPI. The review is based on both supervision reports received from students and the student's presentation of clients and engagement in supervision during the year. The Supervisor must review and check their supervisee's client contact hours prior to submission. These hours should be recorded by the Supervisor (see section 6.1.4)

6.1.2. Assessment Criteria:

In Year 3, students require a total of 25 individual supervision sessions to be held between Sept. 1st and June 30th of the academic year as well as 8 group supervision sessions x 2 hours, total 16 hours, to be held monthly between October and June of the academic year. In Year 4 students require a total of 25 individual supervision sessions to be held between June 1st and April 30th of the academic year.

A Screening Form (see samples in section 6.2.2 and 6.2.3.) (for prospective new clients to the agency where the student has a placement) should be completed and signed prior to the commencement of the supervision and by one of the following:

An accredited member of the IAHIP, IACP, one of the sections of the Irish Council for Psychotherapy (ICP), or the Counselling Psychology branch of the Psychological Society of Ireland (PSI).

This form must be provided to the TPI Programme Director.

6.1.3. Grading Criteria

The following minimum criteria apply:

- Students are required to have achieved 100 client contact hours between Sept. and June of the academic year.
- Supervision must be in the ratio of one supervision session for every 4 client hours. The group supervision hours are included in this ratio.
- Students in Year 3 are required to provide their individual supervisors with a minimum of 46 written reports on sessions and their group supervisors with a minimum of 4 written reports on

sessions. Students in Year 4 are required to provide their supervisors with a minimum of 50 written reports on sessions.

- Supervisors will be required to inform the TPI office in writing on or after 30th April the number of client and supervision hours completed by their supervisees in Years 3 and 4.

6.1.4. Supervisor's Reports:

Supervisors are required to complete the following reports throughout the year:

1. Quarterly Feedback on Student's Progression/Performance (Form DF0142A)
2. End of Year Student Supervision Review Form (Form DF200A)

APPENDIX 6.2.

SUPERVISION FORMS

(Can all be downloaded from Student Zone on www.turningpoint.ie)

6.2.1. Sample Supervision Agreement for Year 3 and 4 Students

TPI TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

(DF00133B4)	Sample Supervision Contract for Years 3 and 4 Students (TPI) This is an example of a contract layout which may be used by a Supervisor.
-------------	--

(Section A) Supervisor Details (Supervisor must complete this section in print)			
Supervisor Full Name:			
Practice Location Address:			
Telephone Number:		Mobile Number:	
Email address:			
(Section B) Student Details (Student must complete this section in print)			
Student Full Name:			
Telephone Number:		Mobile Number:	
Email Address:		Year of Training:	
Professional Membership:		Insurance:	

Confidentiality:

- Clients will be discussed within the supervision space. Clients should not be identifiable. Supervisees will be responsible for maintaining their own notes. Supervisors' Evaluation Reports will refer to the supervisee's process as a counsellor/therapist and not include client material or aspects of the supervisee's personal process unless absolutely relevant and necessary.

Supervision practise:

Individual, Group or Combination of both.

- Frequency of meetings: 25 sessions during the year.
- Duration of session: 1 hour per student. e.g. Group of 3 students = 3 hours.
- Holidays: Advance notice to be given.
- Fees: Group supervision is directly invoiced with TPI
- Cancellation: As per agreement with Supervisor.

Duration of contract: Academic year.

Evaluation of supervision:

- Verbal feedback will occur within session; both Supervisor to Supervisee and vice versa.
- End of Year written Review Form with pass/fail recommendation sent to TPI (April)
- Quarterly supervision feedback forms sent to the TPI Programme Director.

Source of Clients:

- Agency / Organisation:

(Section C)		dd / mm / yyyy	
Supervisor:		Date:	/ /
Student:		Date:	/ /

6.2.2. Screening Form

TPI

TURNING POINT™ INSTITUTE

MSc. in Integrative Counselling and Psychotherapy

Screening Confirmation Form (For Clients to be seen by Students)

(DF0064B)

PLEASE PHOTOCOPY AND COMPLETE FULLY

Section A (To be completed by the Assessor/Screenener)

Name of Placement: _____

CLIENT Number: _____
(1st, 2nd etc.)

Section B (To be completed by the Assessor/Screenener)

Please ensure that the below client groups and presenting issues are not allocated to a student therapist

Under 18's

Couples

Groups

Actively abusing harmful substance/mood altering substances (students are normally permitted to work with client's who are in recovery in excess of 2 years)

Currently or intending to be involved in legal proceedings related to the presenting issue

Section C (To be completed by Assessor/Screenener)

Please tick the
Appropriate box below

SUITABILITY FOR:

YEAR 3 STUDENTS

☐

YEAR 4 STUDENTS

☐

I have seen the aforementioned client, and agree that s/he/they are suitable to be seen for counselling/psychotherapy by the aforementioned student, a trainee counsellor/psychotherapist who has successfully completed Year 2 of the MSc. in Integrative Counselling and Psychotherapy at the Turning Point™ Institute (TPI).

SCREENER SIGNATURE: DATE:

QUALIFICATIONS AND ACCREDITATION/MEMBERSHIP:

The therapist/screener must be accredited by the Irish Association for Counselling and Psychotherapy (IACP) or a section of the Irish Council for Psychotherapy (ICP), or s/he/they must be a member of the Counselling Psychology branch of the Psychological Society of Ireland (PSI).

Upon completion of Section A & B & C of this form should be submitted to:

TPI Programme Director, Turning Point™ Institute, 23 Herbert Street, Dublin 2

6.2.3. Sample Intake and Assessment Form

TPI

TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Sample Intake & Assessment Form (DF0067A)

(For Adaptation by Student/Trainee Counsellors/Therapists, as Appropriate)

With their supervisors and placement agencies, students should decide whether to use this form as a guideline.

Alternatively, students may use the agencies' forms or design their own forms, but forms must be used. This form must be unidentifiable.

CLIENT ASSESSMENT AND INTAKE		
Client Reference Number:	Date of intake:	Source of Referral:
DOB:		Date of first session:
Relationship Status:	Children:	
Current Medication:	Currently attending a psychiatrist?	
Physical health, including previous surgeries:		
Main Concerns:		
Previous Counselling/Psychotherapy/Psychiatric History:		
Significant bereavements:		
What is the client's presenting concern?		
Are there any related symptoms, health problems?		
What is the client's developmental age/life stage?		

Relationship with food, alcohol, drugs, sex:
How does the client understand his/her/their issue?
How does the client present, i.e. body posture, eye contact, speech, dress, etc.?
What is the client's motivation for change?
Client's reason for seeking help now?
Client's sleeping pattern:
Any recurring health issues?
Trauma History:
Is client involved in any legal issue that pertains to attending therapy?
Any history or current suicidal ideation?
Interests & hobbies:
Client's hopes & expectations of therapy:
Is client suitable and ready to engage in therapy?

6.2.4. Student Supervision Reflection Form (Years 3 and 4)

TPI


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MSc in Integrative Counselling and Psychotherapy

STUDENT SUPERVISION REFLECTION FORM (DF0069B)			
YEARS 3 & 4			
STUDENT DETAILS (BLOCK CAPITALS)			
<u>Student Full Name:</u>		<u>Student ID:</u>	
<u>Name of Placement:</u>		<u>Client initials only & Reference Number:</u>	
<u>Report Number:</u>		<u>Client Session Number:</u>	
<u>Academic Year:</u>	<u>20</u>	<u>Year of Study (please circle)</u>	<u>3 or 4</u>

N.B. It is important to not include any identifiable information about your client in this report. This report is used primarily for outlining your own process and very little about your client's process and details.

Presenting Issue: *Include age, not date of birth and just write one line with minimum information e.g. client presented with depression.*



Your Experience of the Client: *Include here the unconscious process you feel is happening for the client. How the client presented physically and/or emotionally. What image you have for the client.*

[illegible]

Experience of Self: *Include your own process in relation to the session/client, countertransference, projective identification and any other personal process you identified.*

Hypothesis: *Outline the hypothesis you formed and how you developed it.*

Therapeutic Plan: *Outline how your hypothesis is informing this plan. Include the therapeutic theories that support your plan.*

6.2.5. Students Mid & End of Year Client List

TPI
TURNING POINT™ INSTITUTE
MSc in Integrative Counselling and Psychotherapy

Students Mid & End of Year Client List (DF0080B)

To be completed twice a year: (30th October and 30th April)

(Section A) (To be completed by the Student)			
Students Full Name (Caps):			
Supervisors Full Name (Caps):			
Student ID Number:			
Course Name:		<u>MSc in Integrative Counselling and Psychotherapy</u>	
Academic Year (YYYY to YYYY):			Course Year: (e.g. 3 or 4)

(Section B) (To be completed by the Student)			
(Number of sessions to date, per client, including client hours)			
Entry No	CLIENT (Initials Only)	NUMBER OF HOURS	STATUS (e.g. "Ongoing", "Completed" or "Incomplete Contract")
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
		Total Hours	

Upon completion of Section A & B, this form should be returned to:

Attn. Programme Director, TPI Administration Office, Turning Point™ Institute, 23 Herbert Street, Dublin 2 or
Email: ger@tpiti.ie and c.c. admin@tpiti.ie

APPENDIX 6.3.

COURSE FORMS

6.3.1. Assignment Submission Form

TPI
Turning Point™ Institute
MSc in Integrative Counselling and Psychotherapy

ASSIGNMENT SUBMISSION FORM (DF0059C)

STUDENTS COMPLETE SECTIONS A & B AS INSTRUCTED BELOW AND RETURN WITH ALL WRITTEN ASSIGNMENTS

(Section A)		(To be completed by the Student)	
Students Full Name (Caps): (On <u>One</u> Copy Only)			
Student ID Number: (on <u>Both</u> copies)			
Course Name:	<u>MSc in Integrative Counselling and Psychotherapy</u>		
Academic Year (YYYY to YYYY):		Course Year:	

(Section B)		(To be completed by the Student)	
Module Number & Title:			
Title of Assignment (Caps):			
Lecturer Full Name (Caps):			
Assignment Required (Date):	(DD/ MM /YYYY)	Word Count:	
<u>Declaration:</u>	I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award /MSc in Integrative Counselling and Psychotherapy, is entirely my own work and has not been taken from the work of others, save and to the extent that such work has been cited and acknowledged within the text of my work. I also certify that APA referencing style has been adhered to throughout this material as mandated in the student handbook.		
Students Signature: (On <u>One</u> Copy Only)			
<u>Submission Date:</u>			

Please note that all marks/grades for assignments are provisional and subject to the scrutiny and approval of the external examiner and University exam boards. Mark may be decreased or increased.

18/7/24

6.3.2. Assignment Extension Request Form

TPI

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MSc in Integrative Counselling and Psychotherapy

ASSIGNMENT EXTENSION REQUEST FORM

Must be submitted before due date of assignment (DF0060A)

(Section A)				(To be completed by the Student)	
Students Full Name (Caps):					
Student ID Number:					
Course Name:		MSc in Integrative Counselling and Psychotherapy			
Academic Year (YYYY to YYYY):				Course Year:	
Tutor Full Name (Caps):					
(Section B)					
(To be completed by the Student)					
Module Number & Title:					
Title of Assignment (Caps):					
Assignment Required (Date) :		(DD/ MM /YYYY)			
Extension Required (Date) :		(DD/ MM /YYYY)			
Reason For Request:					
Student Signature:				<u>Date:</u>	
(Section C) (To be completed by the Senior Tutor/Tutor in consultation with the Module Co-ordinator of the module been assessed)					
Tutor Declaration:		I confirm that I have discussed the application for an extension with the aforementioned student, I am satisfied that there are legitimate reasons for this request and recommend:			
Tutor Comments:					
Length of Extension (In days):				Revised Assignment Required (Date):	
Senior Tutor Signature:				<u>Date:</u>	

Upon completion of Section A, B & C, this form should be returned to:

TPI Operations Team Office

Turning Point™ Institute

23 Herbert Street

Dublin 2

6.3.3. STUDENT SELF EVALUATION FORMS (All Years)

YEAR 1 (End of Year)

TPI

TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Student End of Year Self-Evaluation Form (Year 1) DF139(EOY1)

Instructions for Completion of Form

Font: Times New Roman 12 - **Line Spacing:** 1½ - **Wordcount:** 2,000 (+/- 10%, which does not include the section headings or referencing).

Referencing: APA (as per handbook) - **N.B.** Theoretical underpinning and referencing must be included, as failure to do so will incur a deduction in the overall mark.

This form must be accompanied by an Assignment Cover Sheet.

Please complete all Seven Sections below. (N.B. no other format will be accepted)

Emotional Maturity:

Comment on your ability to take responsibility for managing your internal process reactions. How did you take responsibility for your own learning outcomes and seek guidance when appropriate? **Comment:**

Skills Competencies:

Comment on your ability to create a therapeutic working alliance. To identify transference issues. To help client set an agenda. Your listening skills, deepen client's experience, form hypothesis, interventions, open & close sessions. **Comment:**

Group Process:

Comment on how you took responsibility for having your needs met in the group. Comment on how you feel you engaged in the group process. How relational were you and were you able to offer support to your peers? **Comment:**

Areas of Strengths:

Comment on what integration has taken place for you personally, theoretically and in skills competencies. **Comment:**

Areas of Development:

Comment on personal development as a therapist and on what you need to develop in skills competencies. **Comment:**

Integration:

Comment on your ability to self-reflect and integrate learning from feedback. Comment on how you pushed your personal boundaries to realise your full potential. **Comment:**

Reading/Research/Journaling/Portfolio

Outline the books/journals you have been reading. Outline your experience of journaling.

Comment on your ability to demonstrate your theoretical understanding of different therapeutic modalities. **Comment:**

Student Name:

Student Number:

Student Mid-Year Evaluation Form Year 2 (DF0076C)(MY2)

Instructions for Completion of Form

Font: Times New Roman 12 - **Line Spacing:** 1½ - **Wordcount:** 2,000 (+/- 10%, which does not include the section headings or referencing).

Referencing: APA (as per handbook) - **N.B.** Theoretical underpinning and referencing must be included, as failure to do so will incur a deduction in the overall mark.

This form must be accompanied by an Assignment Cover Sheet.

Please complete all Six Sections below. (N.B. no other format will be accepted)

Emotional Maturity

Comment on your ability to take responsibility for managing your internal process reactions. Ability to self-regulate deep emotions & take steps to fulfill your emotional needs. How did you take responsibility for your own learning outcomes and seek guidance when appropriate?

Comment:

Skills:

Comment on your ability to be present to self & client. To identify transference issues. To set agenda, deepen client's experience, form hypothesis, use interventions that elicit client self-reflection and opening & closing of sessions. **Comment:**

Group Process:

Comment on how you took responsibility for having your needs met in the group. Explored your own process in the immediacy of what was happening in the group. Comment on your engagement in the group process. **Comment:**

Areas of Strengths:

Comment on awareness of your skills competencies and ability to apply theory and research to skills practice sessions. **Comment:**

Areas of Development:

Comment on the skills competencies you need to develop and outline awareness of your own capabilities and limitations as therapist. **Comment:**

Integration:

Comment on your ability to push your boundaries to realise your full potential. Comment on awareness of your personal development as a therapist. Comment on your ability to self-reflect and integrate learning from feedback. Comment on awareness of your ego-strength, your sense of 'I'.

Comment:

Student Name:	Student Number:
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TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Student End of Year Evaluation Form Year 2 (DF0076)(EOY2)**Instructions for Completion of Form**

Font: Times New Roman 12 - **Line Spacing:** 1½ - **Wordcount:** 2,000 (+/- 10%, which does not include the section headings or referencing).

Referencing: APA (as per handbook) - **N.B.** Theoretical underpinning and referencing must be included, as failure to do so will incur a deduction in the overall mark.

This form must be accompanied by an Assignment Cover Sheet.

Please complete all Seven Sections below. (N.B. no other format will be accepted)

Emotional Maturity:

Comment on your ability to take responsibility for managing your internal process reactions. Ability to self-regulate deep emotions & take steps to fulfill your emotional needs. How did you take responsibility for your own learning outcomes and seek guidance when appropriate?

Comment:

Skills Competencies:

Comment on your ability to be present to self & client. To identify transference issues. To set agenda, deepen client's experience, form hypothesis, use interventions that elicit client self-reflection and opening & closing of sessions. **Comment:**

Group Process:

Comment on how you took responsibility for having your needs met in the group. Explored your own process in the immediacy of what was happening in the group. Comment on your engagement in the group process. **Comment:**

Areas of Strengths:

Comment on awareness of your skills competencies and ability to apply theory and research to skills practice sessions. **Comment:**

Areas of Development:

Comment on the skills competencies you need to develop and outline awareness of your own capabilities and limitations as therapist. **Comment:**

Integration

Comment on your ability to push your boundaries to realise your full potential. Comment on awareness of your personal development as a therapist. Comment on your ability to self-reflect and integrate learning from feedback. Comment on awareness of your ego-strength, your sense of 'I'.

Comment:

Reading/Research & Journaling:

Outline the books/journals you have been reading. Have you been journaling? Comment on ability to demonstrate your theoretical understanding of different therapeutic modalities.

Comment:

Student Name:	Student Number:
----------------------	------------------------

YEAR 3 (Mid-Year)

TPI

TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Student Mid-Year Evaluation Form Year 3 (DF0076C)(MY3)

Instructions for Completion of Form

Font: Times New Roman 12 - **Line Spacing:** 1½ - **Wordcount:** 2,000 (+/- 10%, which does not include the section headings or referencing).

Referencing: APA (as per handbook) - **N.B.** Theoretical underpinning and referencing must be included, as failure to do so will incur a deduction in the overall mark.

This form must be accompanied by an Assignment Cover Sheet.

Please complete all Seven Sections below. (N.B. no other format will be accepted)

Emotional Maturity:

Comment on your ability to take responsibility for managing your internal process reactions. Ability to self & co-regulate when in deep emotions. How did you take responsibility for your own learning outcomes and seek guidance when appropriate? **Comment:**

Skills:

Comment on your ability to be present to self & client. To identify transference issues and how these impacted on your presence as therapist. To hold a client in their experience, form a fluid hypothesis and use interventions that support this. **Comment:**

Group Process:

Comment on how you took responsibility for having your needs met in the group. Explored your own process in the immediacy of what was happening in the group. Comment on your engagement in the group process. **Comment:**

Areas of Strengths:

Comment on awareness of your skills competencies and ability to apply theory and research to skills practice sessions and clinical practice. **Comment:**

Areas of Development:

Comment on the skills competencies you need to develop and outline awareness of your own capabilities and limitations as therapist. **Comment:**

Integration:

Comment on your integration & personal development as an integrative psychotherapist. Comment on your ability to self-reflect and integrate learning from feedback. Comment on your ability to push personal boundaries to realise your full potential. Comment on awareness of your ego-strength, your sense of 'I'. **Comment:**

Reading/Research & Journaling:

Outline the books/journals you have been reading. Have you been journaling? Comment on ability to demonstrate your theoretical understanding of different therapeutic modalities.

Comment:

Student Name:

Student Number:

TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Student End of Year Evaluation Form Year 3 (DF0076C)(EOY3)**Instructions for Completion of Form**

Font: Times New Roman 12 - **Line Spacing:** 1½ - **Wordcount:** 2,000 (+/- 10%, which does not include the section headings or referencing).

Referencing: APA (as per handbook) - **N.B.** Theoretical underpinning and referencing must be included, as failure to do so will incur a deduction in the overall mark.

This form must be accompanied by an Assignment Cover Sheet.

Please complete all Seven Sections below (N.B. no other format will be accepted)

Emotional Maturity:

Comment on your ability to take responsibility for managing your internal process reactions. Ability to self & co-regulate when in deep emotions. How did you take responsibility for your own learning outcomes and seek guidance when appropriate? **Comment:**

Skills Competencies:

Comment on your ability to be present to self & client. To identify transference issues and how these impacted on your presence as therapist. To hold a client in their experience, form a fluid hypothesis and use interventions that support this. **Comment:**

Group Process:

Comment on how you took responsibility for having your needs met in the group. Explored your own process in the immediacy of what was happening in the group. Comment on your engagement in the group process. **Comment:**

Areas of Strengths:

Comment on awareness of your skills competencies and ability to apply theory and research to skills practice sessions and clinical practice. **Comment:**

Areas of Development:

Comment on the skills competencies you need to develop and outline awareness of your own capabilities and limitations as therapist. **Comment:**

Integration:

Comment on your integration & personal development as an integrative psychotherapist.

Comment on your ability to self-reflect and integrate learning from feedback. Comment on your ability to push personal boundaries to realise your full potential. Comment on awareness of your ego-strength, your sense of 'I'. **Comment:**

Reading/Research & Journaling:

Outline the books/journals you have been reading. Have you been journaling? Comment on ability to demonstrate your theoretical understanding of different therapeutic modalities.

Comment:

Student Name:	Student Number:
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6.3.4. Student Reciprocal Skills Practice Hours Form

TPI
TURNING POINT™ INSTITUTE
MSc in Integrative Counselling and Psychotherapy

Student Reciprocal Skills Practice Hours Form (DF0077C)

To be submitted Mid-May - Check Student Manual for exact date.

(Section A) (To be completed by the Student)			
Students Full Name (Caps):			
Student ID:			
Course Name:	<u>MSc in Integrative Counselling and Psychotherapy</u>		
Academic Year (YYYY to YYYY):		Course Year	<u>2</u>
Submitted Hours (From / To):	From the 01 st MAY 20____ to the 30 th April 20____		

(Section B) Hourly Requirements for Reciprocal Skills Practice

Minimum 32 hours from 1st May in Year 1 to 30th April in Year 2

The therapist can claim 1 hour per session.

The client can claim 30 minutes per session.

The observer can claim 30 minutes per session.

(Section C) (To be completed by the Student)

Please Record Number of Hours Completed as:

Therapist:	Client:	Observer:
Total Hours Completed:		

(Section D) (To be completed by the Student)

Student Signature:		Date:	
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Upon completion of Section A, B C & D, this form should be returned to: admin@tpti.ie

6.3.5. Reciprocal Skills Practice (Triads) Therapist and Observer Feedback form

TPI

TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

<p>Reciprocal Skills Practice (Triads) Therapist and Observer Feedback Form (DF00159)</p>

Triad includes Therapist, client & observer

NB: Once the skills practice session has finished the client must leave the meeting, client must not be part of the feedback process.

The therapist ideally needs to be the one to send the zoom invite to client and observer.

Post session, both therapist & observer reflect on the session in relation to the therapist only, please minimise discussing the client, other than when it supports and is helpful to the therapist.

Can the person who was therapist please type up their feedback and send to the Course Module Coordinator, Ger Matthews (ger@tpi.ie)

Name of Therapist _____ Date: _____

Name of Observer _____ Date: _____

<p>1. Briefly discuss awareness of own process before the session: Use reflection-in-action checklist as a guideline.</p>
<p>2. Briefly discuss quality of therapist presence to the client, did this change at any time in the session, if so, why?</p>
<p>3. Briefly discuss what informed your hypothesis and give an example of an intervention that supported this, including the modality you used.</p>
<p>4. Briefly discuss interventions made from countertransference and give an example of this, including the modality you used.</p>
<p>5. Briefly discuss your awareness of client defences that showed up and how you responded.</p>

6. Did a deepening of client's experience take place? Did therapist get caught in the narrative?
7. Comment on whether empathy was conveyed explicitly and awareness of how the client responded.
8. Comment on the quality of silences in the session.
9. Comment on opening, framing and closing of the session.
10. Comment on what learning/growth you (therapist) are taking from this session.
11. Comment on what you (therapist) would like to bring to the next skills teaching for clarification.

6.3.6. Personal Therapy Hours Form (Year 1)

TPI TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Personal Therapy Hours Form (Year 1)	(DF0073B)
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(Section A) (To be completed by the Student)		
Students Full Name (Caps):		
Student ID Number:		
Academic Year (YYYY to YYYY):		Course Year: 1

(Section B) (To be completed by the Counsellor/Psychotherapist)							
<p>A personal therapist's signature is required for administrative purposes, in order to confirm that students comply with the Turning Point™ Institute (TPI) training course requirements.</p> <p>I., confirm that (Student) attended for personal counselling/psychotherapy for weekly sessions, commencing: mid-October (20__) to 30th April (20__)</p> <p style="text-align: right;">Total Number of Hours:</p> <p>Signed: (Counsellor/Psychotherapist) Date:</p>							
<p>Membership of Professional Bodies (Counsellor/Psychotherapist): (E.g. Irish Association for Counselling and Psychotherapy (IACP), Irish Association of Humanistic and Integrative Psychotherapy (IAHIP), etc.)</p> <table border="1" style="width: 100%;"><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr><tr><td>6.</td></tr></table>		1.	2.	3.	4.	5.	6.
1.							
2.							
3.							
4.							
5.							
6.							
<p><u>Modality of Practice</u> I confirm that I practice as a Humanistic and Integrative Psychotherapist.</p> <p>Signed: (Counsellor/Psychotherapist) Date:</p>							

Upon completion of Section A & B, this form should be returned to: admin@tpi.ie

6.3.7 Personal Therapy Hours Form (Years 2, 3, and 4)

TPI

TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Personal Therapy Hours Form (Years, 2, 3 and 4)

(DF0073A)

(Section A)				(To be completed by the Student)	
Students Full Name (Caps):					
Student ID Number:					
Academic Year (YYYY to YYYY):				Course Year: (e.g. 2, 3 or 4)	

(Section B)		(To be completed by the Counsellor/Psychotherapist)	
<p>A personal therapist's signature is required for administrative purposes, in order to confirm that students comply with the Turning Point™ Institute (TPI) training course requirements.</p> <p>I., confirm that (Student) attended for personal counselling/psychotherapy for weekly sessions, commencing: 1st May (20__) to 30th April (20__)</p> <p style="text-align: right;">Total Number of Hours:</p> <p>Signed: (Counsellor/Psychotherapist) Date:</p>			
<p><u>Membership of Professional Bodies</u> (Counsellor/Psychotherapist): <u>(E.g. Irish Association for Counselling and Psychotherapy (IACP), Irish Association of Humanistic and Integrative Psychotherapy (IAHIP), etc.)</u></p>			
<u>1.</u>			
<u>2.</u>			
<u>3.</u>			
<u>4.</u>			
<u>5.</u>			
<u>6.</u>			
<p><u>Modality of Practice</u> I confirm that I practice as a Humanistic and Integrative Psychotherapist.</p> <p>Signed: (Counsellor/Psychotherapist) Date:</p>			

Upon completion of Section A & B, this form should be returned to: admin@tpi.ie

6.3.8. Recorded Sessions STUDENT Consent Form

TPI TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Recorded Sessions STUDENT Consent Form (DF0061C)

COMPLETE SECTIONS A , B & C FULLY

(Section A) (To be completed by Student)			
Students Full Name (Caps):			
Student ID:			
Course Name:	MSc in Integrative Counselling and Psychotherapy		
Academic Year (YYYY to YYYY):		Course Year:	

(Section B) (To be completed by Student)			
<u>Declaration:</u>	I hereby consent to the recording (voice/video) of some of my skills practice sessions over the duration of my time at TPI. I understand these recordings will only be heard by those peers and skills tutors present in my skills practice group for the purpose of deepening skills learning and feedback. The recordings will be treated with great respect and with the utmost confidentiality. They will be erased in accordance with GDPR Guidelines immediately following their use in skills practice sessions.		
(Section C) (to be completed by Student)			
Students Signature:		Date:	

16/08/21 GM

Upon completion of Section A, B & C, this form should be returned to: admin@tpi.ie

6.3.9. Study Group Feedback Form

TPI
TURNING POINT™ INSTITUTE
MSc in Integrative Counselling and Psychotherapy

STUDY GROUP REPORT FORM (DF0140A)

COMPLETE SECTIONS A, B & C FULLY.

(Section A)				(To be completed by the Group Leader)								
Group Leader Full Name (Caps):												
Course Name:				<u>MSc in Integrative Counselling and Psychotherapy</u>								
Academic Year (YYYY to YYYY):						Course Year: (1-4)						
Course Week Number (1- 8) :				1	2	3	4	5	6	7	8	<< (please circle)

(Section B)		(To be completed by the Group Leader)	
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Date of Attendance	Number of Hours per Group
Total	

(Section C)		(To be completed by the Group Leader)		(dd / mm / yyyy)	
<u>Group Signatures:</u>				<u>Date:</u> <u> </u> / <u> </u> / <u> </u>	

6.3.10 Deferral Form

TPI TURNING POINT™ INSTITUTE

MSc in Integrative Counselling and Psychotherapy

Deferral Form

Students with mitigating circumstances who want to postpone submitting assignments or sitting end-of-year skills assessments, may apply to defer these assignments/assessments until the repeat/supplemental session for full marks.

GROUNDINGS FOR DEFERRAL:

- (A) Death of a parent/guardian, sibling, spouse, child (or person to whom the student is *in loco parentis*), if within sufficient proximity to the assignment/assessment to have substantial and material effect.
- (B) Death of a mother-in-law, father-in-law, grandparent/grandchild or any person who was habitually resident in the home of the applicant, if within sufficient proximity to the assignment/assessment to have substantial and material effect.
- (C) Debilitating illness/condition, if within sufficient proximity to the assignment/assessment to have substantial and material effect.
- (D) Circumstances outside the control of the applicant which make it legally or physically impossible for the student to attend the skills assessment session.
- (E) Other circumstances which the Directors consider to be analogous to any of the above.

The Programme Director will consider all application for deferral. Students will receive an e-mail from the office informing them of the outcome of their deferral request.

DEADLINE FOR APPLICATIONS

An application for deferral of assignments must be submitted 2 weeks before the due date of the assignment.

An application for deferral of a skills assessment must be submitted 2 weeks before the date for the assessment.

Completed Deferral forms should be sent to: admin@tpi.ie

DEFERRAL APPLICATION FORM

NAME: _____

STUDENT NO.: _____

Grounds on which the Application is being made: (See previous page. Circle as appropriate)

(A) (B) (C) (D) (E)

List of Modules for which Deferral is being sought: e.g. TP6006 Integrative 1

PERSONAL STATEMENT

--

THE FOLLOWING HAVE BEEN INCLUDED WITH MY DOCUMENTATION

- ☐ Completed form
- ☐ Medical certification/Relevant documentation
- ☐ Personal Statement

DECLARATION

I declare that the material provided with this application is a true and accurate representation of the circumstance on which the application is based. I accept the rules and procedures governing the deferral of assignments and assessments.

Signed: _____ **Date:** _____

Applications must be signed by the applicant and not by a third party

6.3.11. Application to Continue Training

TPI TURNING POINT™ INSTITUTE

Application to Continue Training (Year 2, 3 & 4) (DF0075B)						
(Section A) (To be completed by the Student and Course Tutor)						
Students Full Name (Caps):						
Student ID Number:						
Academic Year (YYYY to YYYY):		Course Year:				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top;">I wish to apply for: (please tick)</td> <td style="width: 40%; vertical-align: top;"> <u>Course</u> Year 2 Year 3 Year 4 Cl. Year 4 MSc. Year 4 Cl. &MSc. combined Deferral of Year </td> <td style="width: 30%; vertical-align: top;"> <u>Deposit</u> €1,000 <input type="checkbox"/> €1,700 <input type="checkbox"/> €1,700 <input type="checkbox"/> €1,000 <input type="checkbox"/> €2,700 <input type="checkbox"/> <input type="checkbox"/> </td> </tr> </table>				I wish to apply for: (please tick)	<u>Course</u> Year 2 Year 3 Year 4 Cl. Year 4 MSc. Year 4 Cl. &MSc. combined Deferral of Year	<u>Deposit</u> €1,000 <input type="checkbox"/> €1,700 <input type="checkbox"/> €1,700 <input type="checkbox"/> €1,000 <input type="checkbox"/> €2,700 <input type="checkbox"/> <input type="checkbox"/>
I wish to apply for: (please tick)	<u>Course</u> Year 2 Year 3 Year 4 Cl. Year 4 MSc. Year 4 Cl. &MSc. combined Deferral of Year	<u>Deposit</u> €1,000 <input type="checkbox"/> €1,700 <input type="checkbox"/> €1,700 <input type="checkbox"/> €1,000 <input type="checkbox"/> €2,700 <input type="checkbox"/> <input type="checkbox"/>				
<p>Important Note: If the Tutor (Year 2 or 3) endorses an application, it does not mean that the student has passed the Year.</p> <p>Tutor Signature : Date:</p> <p>Student Signature: Date:</p>						
<p>To be received no later than 18th April 2025 (With non-refundable deposit of €1,000 (Year 2) €1,700 (Year 3) €1,000 (MSc. only) €1,700 (Cl. only) Or €2,700 (both MSc. and Cl.). <u>Bank Account Details;</u> Turning Point Institute IBAN IE92IPBS 990642 30314276 – BIC: IPBSIE2D. We also accept credit card payments. Please Note: In cases where a student fails Year 1, 2 or 3 or does not reach the required standard, this deposit will be refunded but not otherwise.</p>						

Upon completion this form should be returned to: admin@tpi.ie

APPENDIX 6.4.

YEAR 4 Module

TP6013 Research and Psychotherapy 2

6.4.1. Introduction:

The purpose of the Dissertation module is for students to develop an understanding of the philosophical bases of approaches to psychotherapy research, including how such research contributes to the development of knowledge, and competencies necessary to design, execute, critically analyse and disseminate a research project under supervision, on a subject related to Psychotherapy. For TPI, the importance of research in psychotherapy cannot be over-emphasised. TPI is augmenting its substantial body of scholarship in Ireland, which is also of value for clinical practice, and for policy formulation. In this way, graduates of TPI become researcher-practitioners, and can continue to work together and continue to ongoing research in our discipline.

In this module students will develop knowledge and skills in further developing their research proposal into a viable and valuable project, enhancing ethical safeguards, advanced research methodologies (qualitative, quantitative and mixed methods – data collection, analysis, and interpretation), literature review, and writing up research in line with the conventions of a Master's thesis.

Students will participate in lectures and dissertation seminars within which interactive individual and group work exercises, and small and full group discussions will enable them to develop and practice research.

The major focus of the Research seminars will be on providing students with an opportunity to present their work to the class for questions, challenges, feedback etc., that will help them in critically evaluating their research project. As this is a taught research Masters, the lectures are designed to both (i) provide advanced research learning tailored to the counselling and psychotherapy profession, and (ii) support each student's work on their thesis. The lectures provide a learning environment for students to develop a deeper understanding of design, planning, methodology, methods, research ethics. The timing of the lectures is organised in order to support students at different stages of the thesis process, from finalising their project design and ethics application to write-up of final dissertation.

The dissertation is undertaken for the degree of MSc in Integrative Counselling and Psychotherapy part-time, four-year programme. The dissertation is completed in the fourth or final year of the programme. As a Master's level dissertation, the following applies:

- a) The length of the thesis is 20,000 words, which is 70-80 typed, double-spaced pages of text, not including Bibliography, Appendices or Footnotes.
- b) The thesis can be viewed as an investigation into a question and as a research exercise, rather than as a comprehensive or definitive study. Students are expected to complete a critical review of the literature, undertake primary field research (which will involve collecting and analysing data) and write a thesis presenting the research results. The subject chosen must be shown to have relevance to the field of counselling/psychotherapy.

As part of their **TP6012** Year 3 Research Module Assessment, students are required to submit a Research Proposal. Students will be provided with feedback on their Research Proposal by the TPI

Year 3 Module Co-ordinator, which they can use to inform their Turning Point™ Institute (TPI) Research Ethics Committee (REC) Form.

TPI appoints academic dissertation supervisors for each student, and the supervisor will guide the student in creating their REC submission.

Students are required to submit their TPI Research Ethics Committee form in November for approval. If changes are required, they must re-submit in January (students will be notified of the exact dates by the Module Coordinator). Note that students cannot begin their participant research without approval from the TPI Research Ethics Committee.

In addition, please note that in certain cases, depending on their research subject, students may need to submit an application to a Research Ethics Committee or Board in the organisation where they are conducting fieldwork. Note also that students must inform the TPI Year 4 MSc Research Module Co-ordinator in advance if they need to submit applications for approval to other Research Ethics Boards.

Finally, please note that before any other Ethics process can be undertaken, the TPI Research Ethics process must be completed.

6.4.2. Structure and Content:

The exact format of each student's dissertation is likely to vary in content, style and presentation. The subject must be shown to have relevance to counselling/psychotherapy. Therefore, this section simply provides a possible structural framework for the dissertation and should be used as a guide. It is important to bear in mind that different approaches may necessitate differences in structure. Overall, students should ensure that deviations from a 'traditional' structure are clearly explained and justified, and are advised by their supervisor. In addition, students should have taken an opportunity to visit the library to review examples of good dissertations.

The following suggested layout provides some guidance for students:

- **Title Page:** This is a mandatory inclusion and should contain the following information:
 - The **full title** of dissertation, and **subtitle** (if any) and **qualifications** (if any) of the candidate;
 - The **qualification** for which the work is presented;
 - The **name of the university, the supervisor and the school** to which the candidate was attached;
 - The **month and year** of submission; graduation.
 - The **total number of volumes** and the **number of the particular volume**, if there is more than one (1) volume.

Declaration Page: This is a mandatory inclusion and should be bound into the dissertation immediately following the title page. It should contain the following declaration, signed by the candidate:

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of (insert title of degree for which registered) is entirely my own work and has not been taken from the work of others, save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed (Candidate): _____

ID No.: _____ Date: _____

- **Acknowledgements:** A short section that provides an opportunity for the researcher to thank and acknowledge individuals, and/or organisations, who have facilitated the research process.
- **Table of Contents:** A listing (with page numbers) of all chapters and their subsections, the reference section and appendices.
- **List of Tables:** Page numbers should appear in the order in which they appear in the text.
- **List of Figures:** Page numbers should appear in the order in which they appear in the text.
- **Abbreviations, Glossary:** You may wish to include a list of abbreviations and a glossary to explain important terms used within the thesis.
- **Abstract:** Should be no more than 300 words that includes the aim, methods, results, conclusions and recommendations of the research. In addition, two (2) loose copies of the abstract should be submitted at the same time as the dissertation. The abstract should be printed or typed in single spacing, and should indicate the author and title of the dissertation in the form of a heading.
- **Introduction:** This section provides a background to the study. It introduces themes and issues that define the scope and direction of the research, and includes a concise statement of the research question and a justification of its importance and relevance in terms of existing trends, reports, theory, research and practice. If necessary, it is also useful to make reference to operational definitions of terms used in the study.
- **Literature Review:** Overall, this section should demonstrate wide reading in the immediate area and related theoretical areas, and a discussion of underlying theories and supporting evidence. It is recommended that students include information on the search strategy used (e.g. keywords, databases, etc.) at the beginning of this section. Essentially, this section should be a comprehensive summary and a critical review of existing literature, which identifies strengths, weaknesses and omissions within the reviewed literature, and there should be accurate and complete referencing. It is useful for students to bear in mind that the Literature Review sets the context for the(ir) research question. In this regard, students must

remember that they are also expected to include a review of the literature concerning their chosen methodology in their methodology section / chapter.

- **Conceptualisation** of the research question, drawing on the relevant literature.
- **Method:** The overall purpose for this section is to discuss the research methods adopted and to provide a clear rationale for this choice. The method section invariably has a number of subsections which can include the following:
 - **Aims and Objectives:** A clear statement of aims and objectives and, where appropriate, hypothesis(es) and/or research questions;
 - **Rationale:** Students must provide a rationale for their proposed study;
 - **Research Design:** Students should describe and provide justification for the type(s) of methodology adopted and discuss its appropriateness to the research question(s)/hypothesis(es);
 - **Sample:** The population from which the sample was drawn should be identified and discussed. Students should make explicit reference(s) to the way(s) in which the sample was selected and the composition of the sample (i.e. size and characteristics);
 - **Instruments:** Students should describe the instruments used to collect data (e.g. questionnaires, interview schedules, observation forms). It is also important to discuss the steps undertaken to ensure the rigour of the research study;
 - **Ethical Issues:** A discussion of the ethical issues relevant to the research design and procedure, and the steps taken to ensure compliance with ethical guidelines should be included;
 - **Pilot:** Preliminary work undertaken to test the appropriateness of the approach, questionnaires, interview, etc., and any ensuing changes that arose before the implementation of the main research should be referred to;
 - **Procedure:** Report each step clearly so that it can be replicated by another researcher;
 - **Data Collection:** Describe the process to be used in the study;
 - **Data Analysis:** In the case of quantitative research, this will incorporate a statement of the statistical tests used, for what purpose, and their justification. Similarly, for qualitative research, it is important to provide justification for the analysis procedure;
 - **Coding:** The methodology should clarify how the coding schema/categories were generated. The method for generating the coding schema should be referenced. The work should show how the coding schema relates to the questions asked (i.e. Is the analysis done question by question or line by line of the text?).
- **Results:** Results should be presented clearly. Tables, figures, and graphs should be used, as appropriate. While a general rule of thumb of not interpreting findings exists in this section, any data included (qualitative or quantitative) should be accompanied by some descriptive commentary. In particular, tables, figures and graphs should not be included without referring to them in the body of the text. An additional point to note at this stage is that, if statistical analysis has been undertaken, accurate reporting of the results is paramount.

- **Discussion and Conclusions:** There are four (4) main areas that need to be dealt with in this section:
 - (1) Discussion and interpretation of results. In addition, findings should be related to previous studies by discussing similarities and possible reasons for any differences. The aims and objectives of the research should be considered, and students should ensure that these are dealt with appropriately.
 - (2) The limitations of the research should be addressed, methods should be critiqued, and any problems that may have arisen discussed.
 - (3) Suggestions for future research arising from this work should be considered.
 - (4) Implications and recommendations for theory development, clinical practice, psychotherapy policy formulation, clinical supervisions etc. should be discussed.

Bibliography / References:

All references cited in the text should use the American Psychological Association (APA) format.

For helpful information on referencing, students should consult the UCC website as follows:

<http://booleweb.ucc.ie/index.php?pageID=48>

Please note that the Department of Applied Psychology in UCC advises students to consult the following:

- APA 7 changes: <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>
- APA 7 changes video: https://www.youtube.com/watch?v=jOVZp8m0PCM&feature=emb_logo
- Szuchman, L.T. (2011). Writing with style: APA style made easy, (5th Edition). Belmont CA: Wadsworth Publishing. ISBN-13 978-0-8400-3167-92
- **Footnotes:** Note that TPI allows students to include footnotes in their dissertations.
- **Appendices:** These may include (inter alia) the questionnaire, interview schedule, consent form, participant information leaflet, data considered useful but too detailed to include in the body of the text, etc.

Students are required to submit a draft of their dissertation to their academic supervisor – c. 1st September 2022- (exact date to be confirmed in class). Students are then required to submit two (2) **soft bound** copies of final work along with a PDF to Admin on or before c. 1st October 2022 – (exact date to be confirmed in class).

The final presentation of two (2) **hardbound** copies, as well as a PDF file of the entire thesis, should be presented to TPI approximately one (1) month after publication of results. (See section 6.4.7. for guidelines on Presentation and Binding)

6.4.3. Assessment:

The following are the principles used when marking the dissertation:

- Evidence of overall understanding and depth of knowledge;
- Originality (e.g. topic, approach, findings, analysis) and providing a distinct contribution to practice area;

- The identification and critical appraisal of literature (including research and theory) that is relevant and appropriately places the proposed research in context;
 - A clear, justifiable and researchable question, a logical argument, and a well thought-out and implemented research plan in a subject relevant to counselling/psychotherapy;
 - Critical appraisal of the research methodology;
 - Full consideration, discussion and appropriate handling of all relevant ethical issues in relation to both research and clinical issues that (i) were anticipated as arising and (ii) did arise during the course of the study;
 - Appropriate data analysis of sufficient depth using suitable procedures, software or tests;
 - Relevant, defensible, and realistic conclusions;
 - Lucidity and quality of presentation – e.g. layout, headings, tables, figures, spelling, grammar, references, etc.
-
- **Please note:** Submission of two hardbound copies of dissertation, as well as a PDF of the entire thesis, will be required approximately one month following publication of results (date to be confirmed). Please note titles on cover and spine carefully. (See section 6.4.6. for guidelines on Presentation and Binding)

6.4.4. Grading Profile : Thesis

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Criteria	0-34	35-39	40-49	50-59	60-69	70-79	80-100	Mark
Relevance of research topic to practice	Little evidence of relevance to practice.	Some evidence of relevance to practice.	Generally relevant to practice.	Relevant to practice.	Very relevant to practice.	Critical relevance to practice.	Focuses on a complex issue with critical relevance to practice.	
Thesis addressed stated purpose and objectives	Fails to address the stated purpose and objectives of the study.	Begins to address the stated purpose and objectives of the study but in a descriptive manner.	Has focused on the purpose and objectives of the study and in a fairly structured manner.	Clear focus on the purpose and objectives of the study, in a structured manner and with evidence of some creativity.	Clear focus on the purpose and objectives of the study and in a fairly insightful, creative and critical manner.	Very clear focus on the purpose and objectives of the study and in an insightful, creative and critical manner.	Excellent focus on the purpose and objectives of the study which are evaluated in an insightful and critical manner.	
Ability to review appropriate literature	Accesses very little relevant literature and fails to demonstrate understanding, including overuse of quotations.	Accesses some relevant literature with little evidence of understanding. Demonstrates limited ability to paraphrase.	Includes relevant literature and shows some understanding but largely descriptive.	Uses good quality, relevant literature, though descriptive in parts.	Uses good quality, relevant literature from a variety of sources and in a competent manner.	Uses very good quality and relevant literature from a variety of sources and in a proficient manner.	Uses excellent quality, relevant literature from a variety of sources and in a creative meaningful way.	
Study methodology and structure	The selected methodology and structure of the research study are unclear.	Inconsistencies exist between the methodology and structure of the research study.	The selected method and structure are relevant to the research study but require evaluation and refinement.	The selected method and structure are relevant to the research study. Demonstrates some level of evaluation and refinement of the method to enhance the structure of the study.	The selected method and structure are relevant and logical and are clearly evaluated and refined to enhance the structure of the study.	Applies the chosen method and structure in a critical and analytical way. Begins to illuminate new ways of engaging with the chosen research method.	Exceptional ability to apply the chosen method; demonstrates a critical, analytical, and innovative structure as well as ways of differential engagement with the method in the future.	

Criteria	0-34	35-39	40-49	50-59	60-69	70-79	80-100	Mark
Discussion and conclusions	Limited, if any, analysis of the relevant knowledge base and the material covered.	Superficial analysis that lacks clarity; some relevant issues are noted but no evidence of any attempt to explore them.	Begins to develop a discussion where some relevant issues are explored and some links to the relevant knowledge base are evident.	Reasonably clear and concise discussion that identifies key links to the relevant knowledge base.	Clear and insightful discussion that extends and enhances the quality of the work and the subject area in a fairly critical manner.	Clear and insightful discussion that extends and enhances the quality of the work and the subject area in a critical manner.	Excellent insight and discussion that extends and enhances the quality of the work and the subject area in a critical and innovative manner	
Innovation and creativity	Very descriptive with little evidence of innovation and creativity.	Limited evidence of innovation and creativity.	Evidence of innovation and creativity, with many missed opportunities.	Generally innovative and creative with few missed opportunities.	Good level of innovative and creative argument that begins to extend the research study beyond its initial potential.	Very good level of innovative and creative argument that extends the research study beyond its initial potential.	Excellent level of innovative and creative argument that extends the research study beyond its initial potential and poses very critical and relevant issues.	
Written expression	Meaning vague with frequent grammatical and spelling errors and poor syntax. Uses over/under length sentences/paragraphs.	Clarity of meaning inconsistent, sentences disjointed. Some grammatical and spelling errors, which distracts from the flow of the argument.	Clarity of meaning generally apparent, although clarity could be improved. A few grammatical and/or spelling errors and/or syntax.	Clarity of meaning and with good written expression. Very few grammatical and/or spelling errors.	Clarity of meaning and with a fluent and articulate style. Very few spelling and/or grammatical errors.	Clarity of meaning and with a fluent, succinct and articulate style. Very few spelling and/or grammatical errors.	Skilled writing that is succinct, fluent and confident. No spelling and/or grammatical errors.	

Criteria	0-34	35-39	40-49	50-59	60-69	70-79	80-100	Mark
Referencing	Demonstrates inability to accurately cite and reference. Source materials, sparse, inadequate and/or outdated. Many authors cited in the text omitted in the reference list or vice versa.	Demonstrates limited ability to cite and reference. Source materials sparse, inadequate and/or outdated.	Demonstrates an ability to cite and reference with some inaccuracies and inconsistencies. Source materials could be integrated more effectively into the discussion.	Minor inaccuracies and inconsistencies in citing and referencing. Source material supports arguments in a sufficient manner.	Accurate and consistent citing and referencing, which clearly enhances the discussion and is seamlessly integrated into the text.	Accurate and consistent citing and referencing, which is seamlessly integrated into the text and is skilfully applied to enhance the quality of the work.	Excellent style of citing and referencing with no inconsistencies; creatively supports and enhances the quality of the work.	
Presentation	Presentation is generally poor, requiring more care. Inappropriate use of font, line spacing and abbreviations.	Presentation is generally acceptable but improvements could be made.	Presentation is acceptable, but greater attention is required.	Presentation is acceptable, generally logical and neat adding to the value of the work.	Presentation shows care, is logical and adds to the value of the work.	Presentation is of a high standard with some innovation, is logical adds to the value of the work.	Excellent presentation shows innovation and creativity, is logical and clearly enhances the value of the work.	
Student name:				Marker:			Divide total marks by 9 to get mean percentage	
Student ID:				Moderator:			Overall Grade:	

6.4.5. Dissertation Supervision:

Each student will be assigned an Academic Dissertation Supervisor, who will be appointed by TPI. The Supervisor will work with the student throughout the dissertation process according to a set of guidelines provided in section 6.2.

A good working relationship between the student and their supervisor will facilitate the research process. Therefore, to facilitate this working relationship, it is recommended that expectations (relating to supervision, frequency of meetings, type and content of research, submission of work, and feedback on work) be clarified at the earliest opportunity by both student and supervisor. It is also recommended that students agree a timetable of regular meetings with their supervisors at the beginning of the process and, to the greatest extent possible, avoid cancelling these sessions. It is always tempting to cancel when deadlines are not met or difficulties are being experienced, but (very often) this is the most appropriate time to meet, so that the research can be put back on track. It is important to remember that supervision meetings are at the discretion of the supervisor and the student. However, it is expected that meetings will take place regularly and at a time convenient to both parties.

Lengthy periods of absence by either party should be flagged as they become known. Students and their supervisors will meet six times during the academic year. Additional supervision sessions for example in the case of a deferral are subject to negotiation between the student and supervisor and must be paid for by the student. Students should have submitted work two (2) weeks prior to this. Both student and supervisor are jointly responsible for setting up meetings. The supervisor should also be available, within reason, to the student at other times for informal meetings and discussions. However, bear in mind that the time that the supervisor can dedicate to this process is not limitless, and there may be occasions when s/he/they is simply not available to meet with the student.

To maximise the output from supervision sessions, it is recommended that students take advantage of submitting work (in sufficient time) in advance of the meeting, so that the supervisor can provide constructive feedback as part of the session. It is also recommended that students bring an agenda of what they would like to discuss at each supervision meeting, and that they keep notes of the outcomes of these discussions and any decisions made therein. Indeed, at the end of each supervision session, the Dissertation Supervision Form (Section 6.4.8) may be completed and signed by both the supervisor and the student, as a means of maintaining a record of progress and any outstanding issues/agreed action points.

The Role of the Academic Dissertation Supervisor

It is inevitable that there will be individual differences in the styles of each supervisor. However, there are certain things that can be expected from the supervisor/student relationship. For example, it is the role of the supervisor to offer direction to the student in terms of the following:

Advice on the selection of the research topic and the nature and quality of the programme of research to be undertaken;

- Guidance about the standard expected for the MSc dissertation;
- Initial direction for searching the literature and guidance in relation to recent research and development in the chosen area of interest;
- Guidance on the submission of the Research Ethics Form to the TPI Research Ethics Committee (the supervisor is also required to sign off on this form before it is submitted);
- Advice on ethical issues, research governance matters and methodology;
- General academic support, including constructive feedback of draft chapters, style and presentation of the dissertation;
- Encouraging compliance with the agreed research plan and timely submission of material, thereby facilitating progress consistent with a timely submission of the dissertation;
- Advice on the readiness and appropriateness of the dissertation for submission. However, this does not in any way indicate that the supervisor is guaranteeing that the dissertation will pass. It is ultimately the student's responsibility to submit his/her/their dissertation;
- Encouragement to participate in supplementary research activities (e.g. attendance at research seminars, lectures and tutorials) and to utilise available resources and expertise (e.g. contacts with other internal/external research groups and researchers).

Students should remember that, ultimately, the success of the dissertation relies on doing the work, being motivated, maintaining progress, and working independently. The role of the supervisor is to give advice and constructive feedback.

The Role of the Student

As already stated, the successful completion of the dissertation relies on commitment and motivation on the part of the student. In particular, student responsibilities include:

- Establishing, in consultation with the supervisor, agreed expectations of the supervision process, agreeing a timetable of meetings and identifying a research plan;
- Attending arranged supervision sessions (or rescheduling if a problem arises which makes this necessary);
- Maintaining progress consistent with the research plan, as agreed with the supervisor;
- Taking into consideration research and academic advice obtained from the supervisor;
- Submitting **typed** work/material to be reviewed or commented on to the supervisor sufficiently far in advance of a supervision meeting (i.e. two (2) weeks);
- Upholding the academic standards and reputation of the Turning Point Institute and UCC;
- Taking ultimate responsibility for the quality of the work;
- Ensuring successful completion and submission of the dissertation by the submission date;
- Producing the final copies of the dissertation required for submission, and ensuring that its content and standard of presentation is in accordance with university requirements;
- Attending the Research Module sessions and Dissertation Seminars.

6.4.6. Dissertation Presentation and Binding

According to the Turning Point™ Institute/UCC guidelines the thesis shall:

- Be printed, typewritten or otherwise reproduced on one (1) side only of good quality A4 size paper, doubly or one and a half (1½) spaced, with a left hand margin at the binding edge of not less than 40mm and all other margins not less than 20mm:
 - Pages must be numbered consecutively throughout the text, including those pages incorporating photographs or diagrams, which are included as whole pages. Where the thesis consists of more than one (1) volume, the pagination should indicate the Arabic number of the volume as well as the page-number referring to the particular volume.
 - Page numbers should be located centrally at the bottom of the page and about 10mm above the edge of the page.
 - Appendices should be named alphabetically, and each appendix paginated consecutively (but separately) from the main text and from each other.
- Have photographs and/or diagrams firmly fixed in place and appropriately indexed, each to be accompanied by an explanatory legend. Where footnotes and indented quotations are used, these may be in single spacing.
- Have any abbreviations, other than those in normal use, accompanied by an explanatory guide.

*Students are encouraged to remember to leave adequate time for editing towards the end of their write up periods. Tying up loose ends like checking references, ensuring that data and tables are adequately and clearly formatted and presented, making sure that style is consistent throughout, and checking for spelling and typographical errors is a time-consuming process and invariably takes longer than expected. Students are advised not to compromise on this aspect of the dissertation. The importance of accurate grammar, punctuation and spelling in a dissertation cannot be overemphasised.

** Students are encouraged to remember that the word limit is 20,000 words. At the beginning of the process, a student may think that 20,000 words is a lot, but as s/he/they proceeds, s/he/they will probably be surprised at the amount s/he/they wants and needs to write. Students are encouraged to avoid repetition, to be concise and to ensure that the latter sections of the dissertation receive as much attention as the initial sections.

When submitting, copies of the dissertation should be hardbound within boards of sufficient rigidity to support the work when standing upon a shelf. The colour of the boards shall be: University Blue (Pantone Ref: 289). Have the following information on the front (board) cover:

- The title of the dissertation in at least 24pt (80mm) type.
- The initials and name of the candidate.
- The award for which the dissertation is submitted and the year of submission.

The same information (excluding the title of the dissertation) shall be printed in the same order in at least 24pt (80mm) type along the spine of the cover in such a way as to be easily legible when lying flat with its front cover uppermost. All lettering on the cover and the spine shall be clear of any graphic design.

Dissertations can be bound in:

The Thesis Centre

65 Lower Camden Street

Dublin 2 **Tel:** (01) 475 3616 **Fax:** (01) 475 7342

Web: www.thesiscentre.ie **E-mail:** thesis@indigo.ie

6.4.7. Dissertation Deferral Policy

Deferrals will only be approved if there are valid medical reasons or other appropriate extenuating circumstances. Deferrals will be approved on a case-by-case basis. As per normal practice for a year deferral, a successful application for a deferral will refer to the academic year in which the deferral is sought. Deposits paid by students when applying to continue training in April are non-refundable in all cases. Students are not permitted to attend the Introductory day in July/August unless the required deposit has been paid in full.

Category 1: If a student submits a successful deferral application, intends to continue with the same topic for his/her/their dissertation, and applies for deferral before July 25th of the same year, s/he/they will not be subject to a deferral fee, but an administration fee of €250.

Category 2: If a student submits a successful deferral application, intends to change the topic of his/her/their dissertation, and applies for deferral before July 25th of the same year, a fee of €500 will be payable to re-join the programme in the following academic year plus an administration fee of €250.

Category 3: If a student submits a successful deferral application to continue with the same topic for his/her/their dissertation and applies for deferral after October 31st of the same year, a fee of €1,750 will be payable to re-join the programme in the following academic year plus an administration fee of €250.

Category 4: If a student submits a successful deferral application, intends to change the topic of his/her/their dissertation, and applies for deferral after October 31st of the same year, a fee of €3,000 will be payable to re-join the programme in the following academic year plus an administration fee of €250.

Category 5: If an approved extension (whereby the student can still be considered at the Progression and Award Board) will not facilitate the student and a deferral is necessary, and the student is in the final stages of the research and minimal or no supervision will be required (e.g. deferral sought after penultimate draft has been submitted to supervisor and co-supervisor), either (a) no fee will apply where changes simply have to be implemented, or, (b) a fee will apply and the amount charged will depend on the ongoing work and supervision that may be required, plus an administration fee of €250.

Please Note: Where possible, completed forms should generally be submitted at least four (4) weeks before the final submission date of the thesis or other material for which the deferral is being sought.

The different deferral fees are linked to costs associated with Supervision of Dissertations.

Deferral forms are available from TPI

6.4.8. Dissertation Supervision Form

Dissertation Supervision Form	
This form may be used as is, or adapted by the supervisor and student. It <u>must</u> be filled in after every meeting/or phone conversation between student and supervisor/s but not necessarily after e-mail correspondence – copies of which should be retained by both student and supervisor.	
Name of Student	_____
Name of Research Supervisor	_____
Date of Meeting	_____
Duration of Meeting	_____
Content of the Meeting	_____ _____ _____ _____
Comments	_____ _____ _____
Date of Next Meeting	_____
Signature (Student)	_____
Date	_____
Signature (Supervisor)	_____
Date	_____

APPENDIX 6.5.

TPI Fitness to Practice Policy (Based on UCC Fitness to Practice Policy)

6.5.1. Introduction

In Years 3 and 4, students are required to undertake clinical client contact hours in a placement setting where they deal directly with clients. In order to protect members of the public from harm and to maintain trust and confidence in the profession of counselling and psychotherapy, it is necessary that students are deemed fit to practice while on placement. To describe an individual as 'Fit to Practice' in the profession of counselling and psychotherapy is to say that he/she possesses the attributes considered necessary in an individual to allow on-going practice as an independent practitioner in the profession. Fitness to Practice policies and procedures have been implemented to ensure that, in addition to having achieved the required academic standard, individuals also:

- Have the capacity to perform key skills and tasks (core competencies) so as to be able to practice in their profession
- Are healthy of body and mind so as to be able to practice in their profession
- Conduct and behave themselves so as not to harm their clients, or put them at risk of harm
- Conduct and behave themselves in a manner likely not to harm the reputation of their profession

All students are required to comply with the TPI Fitness to Practice Policy and meet the relevant Fitness to Practice standards in order to progress to the next year of the programme.

Core Competencies

Professional practice involves more than the possession of knowledge about a subject or area of practice. It also involves the possession of skills and the ability to complete profession-specific tasks. These core competencies are specific to the programme of study and the list of these core competencies, as well as the standard or level of performance needed to be achieved in these competencies to be deemed Fit to Practice are clearly outlined and endorsed by the TPI. The list of core competencies is available to students in the Student Handbook. (See Section 6.5.9.)

6.5.2. Health Matters

Good health in the context of Fitness to Practice means that an individual's health status is such that they are well enough to undertake safe and effective practice under supervision. Good health does not necessarily mean the absence of any disability/specific learning difficulty or health condition. Many people with health conditions or disabilities or specific learning difficulties are able to practise with or without adjustments to support their practice, and are legally supported in this by the Equal Status Act (2000). Individuals may however be rendered incapable of safe and effective practice as a result of a health matter, either on a temporary or (rarely) a permanent basis.

To ensure that, where possible, TPI can make reasonable accommodation to support students with a health and/or disability issue, as well as ensuring protection for clients, all students on the MSc in Integrative Counselling and Psychotherapy are required to declare, at first registration, any disability or health condition that, in his/her/their opinion, may impact on their ability to undertake safe and effective practice. Students are also required to declare, at least once annually, that they believe their health status is such as to allow them to undertake safe and effective practice.

In the event that a student's health status changes or a disability or a level of disability emerges that causes concern as to their capacity for safe and effective practice, whether declared by the student or noticed/reported by others, they may be subject to assessment of their Fitness to Practice under the procedures outlined below.

Conduct and Behaviour Matters (See Conduct and Behaviour Standards in Section 6.5.8.)

Certain acts of misconduct and behaviour have the potential to directly harm clients. Misconduct and poor behaviour also has the potential to harm the reputation of the Institute and the profession of counselling/psychotherapy. This may damage and undermine public confidence in the ability of the profession or the Institute to undertake its professional responsibilities. A pattern of behaviour/misconduct, a series or sequence of events or on occasions a single act of serious misconduct or misbehaviour may be considered as causing concern as to an individual's Fitness to Practice, and so be subject to assessment of their Fitness to Practice under the procedures outlined below.

If a student has a criminal conviction (excluding Road Traffic Offences), imposed prior to or during their enrolment at TPI, or a disciplinary sanction from a relevant external organisation, this will not necessarily give rise to Fitness to Practice Proceedings, but it may do so. However, students are required to disclose any criminal convictions (excluding Road traffic Convictions) incurred prior to or during their programme of study. Failure to do so may be sufficient grounds to cause concern as to their Fitness to Practice.

6.5.3. TPI Fitness to Practice Policy

1. Fitness to Practice Procedures

Concerns expressed about a student's Fitness to Practise will be considered by the relevant Module Coordinator. The Module Coordinator will firstly consider if there is a threat to client/staff/student or the general public's safety. If the Module Coordinator believes that such a threat may exist, he/she shall contact the Director who, with the Director, will decide if the student should be placed on temporary suspension. A temporary suspension shall not be regarded as an indication as to whether or not the complaint is proven and the relevant procedure is set out in Section 6.5.3.

The Module Coordinator will then determine, on a prima facie basis, whether the matter is a Fitness to practise issue or a breach of the student rules and therefore a disciplinary issue and refer the matter accordingly.

If the Module Coordinator is satisfied that the matter is a Fitness to Practise issue, he/she may then instruct an investigating Officer appointed under this policy to carry out an investigation into the facts of the issue. The matter will be dealt with in accordance with the Procedural Guidelines for the Conduct of Investigations and Fitness to Practise Committee Hearings contained in Section 6.5.11.

The TPI Fitness to Practice Committee shall be competent to impose all outcomes except the recommendation that a student is not fit to progress to the next academic year.

The TPI Fitness to Practice Committee will consider evidence from a variety of sources in determining a student's Fitness to Practice, including the student, the report of an Investigating Officer as well as other sources.

Students who have had issues of concern/allegation(s) made regarding their Fitness to Practice have the right to be accompanied by a friend, TPI staff member, or TPI Student representative in a supportive capacity at each stage of the procedure.

2. Outcomes possible from TPI Fitness to Practice proceedings

The TPI Fitness to Practice committee is empowered to impose one or more of the following outcomes

- To permit the student to continue on a programme of study with no further action.
- To recommend to the Directors that they suspend the student from some or all of, clinical placement, tutorials or lectures.
- To permit the student to continue on the programme, subject to review, under certain conditions - for example mentoring by a named senior member of staff for a specified period
- To require a student to repeat certain parts of the programme of study.
- To require a student to interrupt his/her/their programme of study for an unspecified period to give time to resolve a specific problem.
- To refer the matter to the External Fitness to Practice Committee if it is considered that a student's Fitness to Practice be so impaired as to mean that the student is not fit to progress to the next academic year. A student is not permitted to appeal a decision to refer the matter to the External Fitness to Practice Committee.
- To dismiss and strike out from the record any allegations based on vexatious, false or malicious claims against the student.
- A student can exercise their right to appeal all of the above recommendations apart from a decision to refer the matter to the External Fitness to Practice Committee. The Appeals procedure is contained in Section 6.5.12.

3. Outcomes possible from 'Special' Fitness to Practice proceedings

The 'Special' Fitness to Practice Committee is empowered to recommend any one or more of the outcomes at 2 above, as well as the following outcome:

- To recommend to the Directors that the student's Fitness to Practice is impaired and that a student is not fit to progress to the next academic year. The student is required to undertake a Fitness to Practice remedial programme devised by TPI to address the Fitness to Practice issue(s) identified and be re-assessed to determine if his/her/their Fitness to Practice continues to be/no longer is impaired. The External Fitness to Practice committee to review the case on completion of the Fitness to Practice remedial programme.

A student can exercise their right to appeal all of the above outcomes. The Appeals procedure is contained in Section 6.5.12 of this document. No separate appeal exists in relation to the Directors' decision.

6.5.4. Progression

To progress to the next academic year of the course, students must be deemed to have achieved the required academic standard **and** be deemed Fit to Practice. A student is deemed Fit to Practice unless the 'Special' Fitness to Practice Committee has notified the Directors otherwise at the time of consideration of end of year examination results.

6.5.5. TPI Fitness to Practice Committee

The TPI Fitness to Practice Committee shall be a standing committee of TPI and normally be constituted as follows, unless otherwise approved by the Directors:

Chair: Senior or experienced member of staff appointed by the Directors.

Members:

- 4 senior or experienced members of staff from TPI, one from each Year.
- A suitable representative from the profession, external to TPI, appointed by the Directors.
- Student Representative or nominee. (ex-officio)

Secretary to the Committee: (Appointed by the Director)

The quorum for the Committee shall be 5, and must include the chair and the representative from the profession. The Fitness to Practice Committee shall hold office for 3 years.

6.5.6. 'Special' Fitness to Practice Committee (to be convened as and when necessary by the Directors)

Chair: One of the Directors

Members:

- 2 senior or experienced members of staff who are members of the TPI Fitness to Practice Committee
- 2 suitable representatives from the profession, external to TPI, appointed by the Directors
- TBC

The quorum for the Committee shall be 4, and must include the chair and a representative from the profession.

6.5.7. Appeal Committee

The Appeal Committee shall be a standing committee of TPI and normally be constituted as follows, unless otherwise approved by the Directors:

- 3 senior or experienced members of staff from TPI, one of whom shall be elected to act as Chair.
- 2 suitable representatives from the profession, external to TPI, appointed by the Directors

No member of the Fitness to Practice Committee shall be a member of the Appeals Committee. The quorum of the Appeal Committee shall be 3 and must include the chair and one representative from the profession. The Appeal Committee shall hold office for 3 years.

6.5.8. Conduct and Behaviour Standards

All students of TPI should:

- Treat all individuals, including clients, fellow students, TPI staff and members of the general public with appropriate dignity and respect
- In their clinical practice at all times abide by the Codes of Ethics and Practice of the Irish Association for Humanistic and Integrative Psychotherapy (IAHIP) and the Irish Association of Counselling and Psychotherapy (IACP)
- Not be under the influence of alcohol or drugs when engaging with clients or participating in the training programme
- Not be dishonest or engage in criminal behaviour that would bring the profession of counselling and psychotherapy and/or TPI into disrepute
- Maintain appropriate standards of dress, general appearance and personal hygiene
- Acknowledge and recognise professional and personal limitations in clinical knowledge and clinical skills and abilities
- Maintain full attendance at all modules, unless there are acceptable mitigating circumstances for an absence, and ensure that the Office and the Module coordinator are informed of the reason for the absence
- Respect client's privacy and dignity
- Respect the rights of clients and peers to confidentiality within the constraints of the law
- Respect and comply with the Rules and Regulations and all Formal Procedures of Turning Point Institute

6.5.9. Core Competencies and Fitness to Practice

Student counsellors/psychotherapists must be capable of achieving the following competencies and learning outcomes by graduation:

- Integrate and apply their knowledge, competence, theoretical and practical skills as effective psychotherapists in accordance with the presenting needs of clients.
- Critically evaluate and integrate theory, research, skills and practice.
- Recognise psychopathologies and have knowledge of and access to appropriate mental health networks.
- Be aware of and apply the ethics and values of the counselling/psychotherapy profession in all communications and actions associated with the performance of their professional roles and responsibilities as outlined in the Codes of Ethics and practice of IAHIP and IACP.
- Work in liaison with other healthcare professionals and related agencies.
- Assess suitability of clients for counselling and psychotherapy.
- Demonstrate practice research capability and an understanding of appropriate research approaches for counselling and psychotherapy.
- Consult and follow advice of a suitably qualified clinical supervisor on any risk posed by own health.
- Be in possession of sound professional judgement and be aware of and responsive to the impact of ones actions on self and on others.
- Be able to remain alert at all times.
- Be capable of responding to the needs of clients in an appropriate and effective manner.

6.5.10. Temporary Suspension

Where it appears in the opinion of the Directors that there are grounds for concern about a student's Fitness to Practice, then they, having sought such advice as they deem appropriate, shall be entitled to suspend a student on the following basis:

1. That suspension is temporary and necessary to protect the TPI community and that, on balance, the Directors are of a view that the duty of care owed to others is overriding in the particular circumstances.
2. A suspension may be verbal and take effect as the Directors deem appropriate and shall be confirmed in writing as soon as is practicable.
3. Any such suspension is reported to the next scheduled meeting of the Academic Board by the Director and is reviewed by her, in consultation as may be appropriate, at least fortnightly thereafter. The Director will update the Academic Board at scheduled meetings for the duration of the temporary suspension.
4. The suspension shall not be regarded as an indication as to whether or not the complaint is proven.
5. The suspension may be limited to certain premises, placements or modules of studies.
6. Every reasonable effort is to be made to continue to support the student's academic studies so that, in so far as possible, the student is not disadvantaged academically. In the case of suspension due to mental health, continuation of support for the student's academic studies during the temporary suspension may not be possible.
7. The suspension shall be for no longer than is necessary in terms of the completion of the process under the Fitness to Practice Policy.
8. In cases of suspension due to mental health issues, the suspension may be for a longer period and in such cases should be reviewed by the Director and reported to each scheduled meeting of the Academic Board while the suspension remains in place.
9. The power of temporary suspension shall be exercised with caution and with due regard for natural justice and fair procedures.
10. Where the Directors exercise the power of temporary suspension, they shall, as soon as practicable, notify the Module Co-ordinator/ and/or the Chairperson of the Fitness to Practice Committee and refer the matter accordingly. The Chairperson shall call a meeting of the Fitness to Practice Committee (or Appeal Committee) as soon as practicable from the date of temporary suspension.

6.5.11.

PROCEDURAL GUIDELINES FOR THE CONDUCT OF INVESTIGATIONS AND FITNESS TO PRACTICE COMMITTEE HEARINGS

Fitness to Practice Procedure:

Investigation and Hearing

1. Investigating issues of concern regarding Fitness to Practice
2. Interviewing parties concerning the issues of concern
3. General conduct of an investigation
4. Conduct of Fitness to Practice Committee hearing

1. Investigating issues of concern regarding Fitness to Practice

1.1 When a formal complaint or referral concerning a student's Fitness to Practice has been made, the relevant Module Coordinator shall consider the matter and will firstly consider if there is a threat to patient/staff/student or the general public's safety. If the Module Coordinator believes that such a threat may exist, he/she shall contact the Directors, who will decide if the student should be placed on temporary suspension.

1.2 The Module Coordinator will then determine whether the matter is a Fitness to Practice issue or a breach of the student rules and, therefore, a disciplinary issue.

1.3 If the Module Coordinator is satisfied that the matter is a Fitness to Practice issue, he/she may then instruct an investigating Officer appointed under this policy to carry out an investigation into the facts of the issue.

1.4 The Module Coordinator shall also immediately notify the student, in writing, of the nature of the complaint enclosing TPI policy and procedures governing the conduct of the investigation.

1.5 TPI shall ensure that there is a clear divide between (a) those responsible for providing support for the student, (b) those responsible for carrying out the investigation into the Fitness to Practice issue and (c) those responsible for hearing and adjudicating the case in a Fitness to Practice hearing.

1.6 The Investigating Officer shall be a senior member of TPI staff or an individual external to the Institute nominated by the Director and not directly involved with the student. If the Investigating Officer deems the issues of concern/allegation(s) to be sufficiently serious s/he/they may recommend the temporary suspension of the student's registration from the programme of study, (either practice only, or both theory and practice) in consultation with the Module Coordinator.

The Module Coordinator consults the Directors. A decision to temporarily suspend a student shall be made by the Directors who shall inform the student in writing of the decision. The Directors shall also inform the relevant Module Coordinator.

1.7 The student should be advised that temporary suspension from the professional practice placement and/or the suspension of student registration from the programme of study at this stage is not a disciplinary sanction.

1.8 All actions undertaken under Fitness to Practice procedures must be communicated immediately to the student and formally recorded. The record is required to support the Investigating Officer so that they can:

- Follow an agreed process that ensures consistency and fairness when investigating issues of concern/allegation(s) regarding a student's Fitness to Practice.
- Produce a short report, including relevant evidence making recommendations to the Director.
- Produce a summary report with evidence if the matter is referred to the Fitness to Practice committee.

1.9 TPI shall ensure that their Fitness to Practice procedures follow the principles outlined below:

- There are two sides to every dispute.
- Relevant parties are given the opportunity to provide evidence to substantiate their version of the issues of concern/allegation/incident.
- The Investigating Officer, where reasonably possible, shall discuss the issues/concerns with all the parties considered relevant by him/her and produce statements for any subsequent Committee hearing.
- Full disclosure relating to issues of concern/allegation(s) and associated evidence shall be made to the parties involved.

1.10 The investigation process shall be fair and transparent. This entails affording all parties the opportunity to give their evidence, normally in an interview, and to be informed as to the other parties being interviewed as part of the investigation.

1.11 The investigation shall be conducted in a timely manner. Issues of concern and allegation(s) shall be investigated and brought to a conclusion with the minimum of delay.

1.12 All information provided regarding issues of concern/allegation(s) which question a student's Fitness to Practice shall remain confidential for use within the process and is subject to the requirements of the General Data Protection Regulation (GDPR). Only persons directly involved with the matter will be given access to confidential information.

2. Interviewing parties concerning the issues of concern

2.1 Having initially reviewed the issues of concern, the Investigating Officer shall meet with the student and other relevant parties, where possible including witnesses. The Investigating Officer shall decide who s/he/they deems relevant to interview. In exceptional circumstances, (e.g. where there may be significant delays due to witness availability), the Investigating Officer may request signed witness statements to be provided in lieu of interview with the witness. Notes must be taken during the interview – this will form the Interview Summary. The interviewee will be given a copy of the Interview Summary and asked to confirm or amend for factual accuracy following the interview.

3. General conduct of the investigation

3.1 At the interview with the student, the Investigating Officer shall ensure:

- a) That the student was notified as required under Sections 1.1 and 1.2 of this procedure, is aware of the procedure being followed and that full disclosure of any issues of concern/allegation(s) or evidence will be made to the relevant parties to the issues of concern/allegation(s), including the interview summaries.
- b) That the student understands that the interview stage is designed to establish events and not to make judgements and that the Investigating Officer will refer the matter back to the Senior Tutor for a final decision regarding referral to the Fitness to Practice Committee
- c) That the student is clear with respect to the powers granted by this Policy to the TPI Fitness to Practice Committee and the 'Special' Fitness to Practice Committee.

3.2 The Investigating Officer shall produce a Student Interview Summary that shall:

- Detail the events/circumstances in chronological order, including a timeline of events and provide all documents in chronological order.
- Cross-refer relevant documents which support the account of the issues of concern/allegation(s).
- Ensure the summary is accessible to others with no prior knowledge of the case so that they would be able to form an understanding of the circumstances and the issues of concern/allegation(s) and the relevance of the evidence in determining the student's Fitness to Practice.

3.3 Other interviews shall be conducted upon the principles outlined in section 3.1 in terms of ensuring the interviewee is clear regarding procedures and the handling of their interview summary. Interview summaries shall follow the format outlined in section 3.2.

3.4 Once the investigation has been completed the Investigating Officer shall submit a report to the Module Coordinator. This shall include a summary of the issues of concern/allegation(s), the findings of the investigation, along with any recommendations. The report shall inform the decision regarding referral to the Fitness to Practice Committee.

3.5 The report shall contain the following elements:

Introduction

This should contain the substance of the issues of concern/allegation(s) and make reference to any relevant Codes of Conduct/required core competencies that have allegedly been breached or not reached.

Summary of Investigation Process

Summarise the scope of the investigation including who was interviewed and why. Cross reference to the relevant documentation in a logical order. Include a timeline of events and the investigation.

The report should address all aspects of the issues of concern/allegation(s) as summarised in the introduction.

3.6 Upon consideration of the Report, the Module Coordinator shall assess whether there is a prima facie case to answer and whether the matter should be referred to the TPI Fitness to Practice Committee.

3.7 If the decision is that there is a prima facie case this shall normally result in referral to the TPI Fitness to Practice Committee. If a prima facie case is not established no further action shall be required under this procedure. However, the outcome of the investigation may require referral of the matter to another more applicable TPI procedure or it may be determined that other informal remedial action should be taken. The decision reached shall be notified to the student in writing within 5 working days of the receipt of the Investigating Officer report by the Module Coordinator.

3.8 Where the decision is referred to the TPI Fitness to Practice Committee the letter of notification to the student (to be sent by registered post) shall clearly specify the allegation/issue that shall be subject to consideration by the committee and shall include standard clauses concerning:

- a) The right to make a representation to the Committee either orally or in writing if the student wishes.
- b) The right to invite witnesses to attend the Hearing to substantiate the student's representation.
- c) The right to be accompanied by a friend, colleague or representative at all stages of the procedure, including the right to legal representation at the TPI Fitness to Practice Committee Hearing; however the student must make their own arrangements in this matter.
- e) Enclosures including the Investigating Officer's Report and appendices and all other papers for consideration by the Fitness to Practice Committee.
- f) The membership, terms of reference and powers of the TPI Fitness to Practice Committee.

3.9 If the Senior Tutor refers the matter to the TPI Fitness to Practice Committee then the Investigating Officer's report (including appendices) shall form the basis of the documentation to be considered by the Committee.

3.10 The Investigating Officer shall attend the Fitness to Practice Committee and shall formally present the case using the Report as a basis. The Investigating Office is not a member of the Committee but may be invited to respond to questions of fact or accuracy with the permission of the Chair of the Committee.

4. Conduct of the Fitness to Practice Committee Hearing

4.1 The Director shall appoint a Committee Secretary who shall make the necessary arrangements to convene the TPI Fitness to Practice Committee in consultation with the Chair of the Committee. The Committee Secretary shall normally be a senior member of the TPI administrative staff.

4.2. In determining a schedule for the meeting of the Committee, the Chair shall give due consideration to all relevant factors, including for example the student's overall programme of assessment, balanced against the need to expedite the procedure.

4.3 The student should also be given a reasonable period in which to seek advice and prepare their response but this shall be no more than 15 working days.

4.4 The Committee Secretary, on behalf of the Chair of the Committee, shall notify all parties of the names and roles of the attendees, including if applicable the names of any witnesses that may be interviewed by the Committee.

4.5 The Committee shall consider the evidence with regard to:

- Safeguarding vulnerable groups
- Child protection and safety
- Public protection and safety
- Professional codes of conduct
- The student's academic progress on the programme

- Any potential risk to TPI staff or students, or other individuals.
- The standards required in the Core Competencies of concern, where applicable

4.6 The Committee may consider evidence from a range of sources including reports from external Healthcare professionals of TPI's choosing, which may include one or more of the following: Consultant in Occupational Health, Psychiatrist or Psychologists or others as deemed appropriate.

4.7 Evidence to be considered by the Committee shall be made available to the student except where such evidence may be in contravention of the General Data Protection Regulation (GDPR).

4.8 The Committee shall reach a decision and impose outcomes and/or make recommendations based upon all the available evidence.

4.9 A summary note recording the decisions and recommendations relating to the case presented to the Committee, and the basis for these, will be produced and made available to the student. Verbatim minutes shall not be recorded.

4.10 Where necessary, the Chair may decide to suspend the deliberations of the Committee and reconvene pending further information.

4.11 The Committee shall determine, based on the civil standard of proof (i.e. the balance of probabilities), whether the student's Fitness to practice is impaired or not and shall determine the most appropriate recommended outcomes.

4.12 The TPI Fitness to Practice Committee is empowered to decide or to recommend outcomes as outlined in 2 (main text) above. The 'Special' Fitness to Practice committee is empowered to recommend outcomes as outlined in 3 (main text) above.

4.13 In the absence of a unanimous verdict by the Committee the decision of the majority shall prevail. The Secretary to the Committee in each case shall not be entitled to vote.

4.14 The Chair of the Fitness to Practice Committee shall inform the student in writing of the outcome and the recommendations of the Committee. The letter shall include advice about the applicable appeals process. The student's relevant accreditation/registration body will be notified of the outcome of the hearing.

4.15 Where the Committee recommends suspension from study or exclusion from the programme and/or the Institute, this recommendation will be referred to the Director for action as appropriate. The referral shall include the rationale for the decision and the Committee's summary note.

4.16 The Committee Secretary shall ensure that relevant staff are notified of the Committee decision as appropriate for implementation and the maintenance of the student record.

6.5.12. APPEALS

1. A student may appeal a decision about them of a Fitness to Practice Committee.
2. Such appeals must be in writing and lodged with TPI Registrar within 5 working days of the posting of a notification of decision by the TPI Fitness to Practice Committee or the External Fitness to Practice Committee to the student. The appeal must state in sufficient detail the grounds for the appeal.
3. Where the appeal is made in accordance with the above, then the decision which was made by the TPI Fitness to Practice Committee or the External Fitness to Practice Committee shall be deferred until the Appeal is determined. The provision for deferral does not apply in relation to a temporary suspension where in the opinion of the Directors that suspension is, on balance, necessary to protect the public and the duty of care owed to others is overriding in the particular circumstances.
4. On receipt of an Appeal, The Registrar shall as soon as practicable send notice of the Appeal to the Appeal Committee and to the relevant Fitness to Practice Committee to furnish to the Appeal Committee an accurate summary of the evidence and any submission tendered to the hearing, the findings of the TPI Fitness to Practice Committee or 'Special' Fitness to Practice Committee and any outcomes imposed on the student. The Chairperson of the TPI Fitness to Practice Committee or the 'Special' Fitness to Practice Committee, or his or her nominee, shall furnish this to the Appeal Committee so far as is practicable within 10 days of being so requested by the Registrar.
5. The Appeal Committee will, at its absolute discretion, consider the Appeal in such a manner it deems appropriate to the circumstances of the case, having regard to fairness and due process.
6. The Appeal Committee shall not be obliged to hear or to accept further submissions from the student, whether written or oral, but if it decides to do so, the student must be notified in writing and that notification must specify the date, time and location for the making of any oral submission or the date of delivery of written submissions, which date, in either case, must not, except in exceptional circumstances, be earlier than 10 days or more than 30 days from the date of such notification, unless stated otherwise.
7. The Appeal Committee shall have the power, should it see fit, to hold a fresh hearing into the matter.
8. The Appeal Committee shall determine the Appeal and make whatever decision it considers appropriate in the circumstances on the balance of probabilities. The Appeal Committee shall have the power to revoke or amend the decision of the TPI Fitness to Practice Committee or 'Special' Fitness to Practice Committee in full or in part, or issue a revised penalty as it sees fit. The Appeal Committee may direct the TPI Fitness to Practice Committee or 'Special' Fitness to Practice Committee to reconsider the position further.
9. The decision of the Appeal Committee shall be final and binding and shall be reported to the Directors.
10. The constitution of the Appeals Committee is set out under Number 7 in the main text above.

6.6. DISCLOSURE AND INFORMED CONSENT AGREEMENT

The MSc in Integrative Counselling And Psychotherapy training at Turning Point Institute (TPI) embraces a multicultural perspective of diversity in relation to racial, ethnic and demographic backgrounds, national origins, religious, spiritual, and political beliefs, intellectual and physical ability, age, gender and sexual orientation.

A core component of the ethos of TPI training is acceptance of individuality and embracing difference as we strive to learn from each other in an atmosphere of positive regard, self and mutual respect. The training expects that students will be respectful, supportive and collaborative in their interactions with all people, including and not limited to clients, staff, peers, and colleagues who are either similar or different from themselves. It is expected that students and the course staff team will work to create a climate of safety and trust for all concerned. The training philosophy and practice ethos are further described in the course handbook.

The practice of Integrative Counselling and Psychotherapy requires significant self-disclosure and personal reflection from the person attending TPI's MSc Training. Turning Point students must become very familiar and comfortable working with the process of individual self-disclosure and self-reflection. It is often considered to be like a whole journey into deeper self-discovery. To be able to facilitate another person within the therapeutic relationship is vitally important that the TPI student has access to and support with their own journey of self-discovery and in relationship with their peers.

Therefore, it is an essential training component of the TPI training to provide assignments, workshops, classroom and group experiences including supervision that often may call for students to self-disclose and reflect on their personal life experiences as they pertain to client work, to an extent not expected in other academic disciplines.

It is important to remember that the nature of self-disclosure may be quite different from one learning context to another within the course also. There are levels to self-disclosure in relation to a myriad of domains from speaking about; facts, personal information, thoughts, feelings and actions. Our very demeanour could be considered as a form of self-disclosure. It is also acknowledged that individuals disclose more about themselves at different rates and at a varying pace.

All these experiences are encouraged with the goal of facilitating learning for the student. Reflections on 'self' as; professional, researcher, trainee, student, practitioner and in-relationship etc. provide a potentially rich source of vital information in illuminating one's personal capacity to be effective in fulfilling the role of psychotherapist. The purpose is to facilitate personal growth and development. It is worthy to note that personal responsibility for this exploration is required and consideration of what constitutes appropriate disclosure responses for the various learning contexts within the boundaries of the training and learning environment need ongoing self-appraisal. This is one of the ways in which personal therapy outside of the course may be a resource to students.

Specifically, while on the course, students will be expected to engage in self-reflection on their attitudes, beliefs, opinions, feelings and personal life-story. These and other issues will be discussed and explored particularly in group therapy which will continue for the duration of the course. Students will be expected to examine and address any of the above in order to identify personal resources and any potential negative impact personal attitudes or beliefs may have on their ability to perform the functions of a psychotherapist. Given the impact of one's personhood on professional skills and identity as a psychotherapist, most classes include self-reflection as part of the learning process. In these classes, students may be encouraged to discuss such reflections with peers for the benefit of learning. Nevertheless, we respect students' rights to confidentiality and do not require that any particular or specific information to be disclosed.

Moreover, we do not evaluate students' progress in the programme based on the disclosure of any specific information (except as mandated by ethical codes or legal considerations).

TPI requires its students to conduct themselves in an appropriate and reasonable manner at all times to ensure that the following standards of conduct are maintained:

Dignity, honesty and integrity;
Respect for all members of Staff;
Respect for fellow students;
Compliance with the academic processes of the Institute
That the views, values and beliefs of others are respected;
That no damage or injury is caused to any person or property;
That TPI community is free from intimidation and discrimination.

In summary, we encourage and invite our students to develop an attitude of personal inquiry and openness and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values. The staff team is committed to and expects an atmosphere of respect and confidentiality among our students.

Students will be required to sign this Personal Disclosure and informed Consent Agreement which indicates that they understand and are in agreement with the principles and purposes of self-disclosure and that they accept responsibility for their self-disclosures in all group contexts. TPI is fully committed to safeguarding the welfare of all children and young people. All TPI Skills Tutors and Group Facilitators work in accordance to Child Protection Guidelines.

Personal Contract & Informed Consent:

I understand the rationale outlined above and I have had an opportunity to discuss this with TPI Clinical Director or Programme Director.

I agree to participate with this component of the course which requires that I engage in self-reflection and personal disclosure as it pertains to my personal development as a student psychotherapist and that I take personal responsibility for my psychological safety in this process. I have been fully informed that I am not required to disclose particular details of my personal life should I prefer to keep something private however, I take responsibility for addressing personally & professionally any issue legally, ethically or morally that could impinge on my ability to perform effectively in the role of student/trainee psychotherapist

I understand that in the personal development aspects of the training that I am expected to reflect on my personal experiences as they have contributed to shaping my self-concept and identity and to share my awareness and learning. I will respect and keep confidential any disclosure made in class by my peers, including group therapy as we collaborate in this learning process.

I hereby authorise the open sharing of my personal information within the group and indemnify TPI fully in relation to any disclosed information;

I take full irrevocable responsibility to address personally and professionally any issue legally, ethically or morally which would impinge on my ability to perform effectively in the role of student/trainee psychotherapist.

I hereby confirm I will not divulge to any person any confidential information obtained as a result of attending workshops/groups/course with TPI concerning any other attendees/clients to any other third party. I shall hold any confidential information in confidence and shall not permit the unauthorised disclosure of confidential information nor shall I make any commercial use of confidential information or to use confidential information other than for the purposes of the training with TPI.

I shall not copy any documents containing confidential information nor to take any extracts to such documents without the prior consent of the disclosing party and/or TPI. Then, only on such terms as the disclosing party and or TPI may require.

Except as expressly stated in this agreement TPI does not make any expressed or implied warranty or representation concerning confidential information, or the accuracy or completeness of confidential information divulged by any party on the training.

I hereby fully indemnify Turning Point Institute in the event of any breach by me of the conditions in this agreement and in particular in relation to use of my confidential information.

Student's Name: _____

Date Signed: _____

TPI CEO & Programme Director: _____

Date Signed: _____

Statement of Compliance with Course Requirements

Student: Professional Organisation Membership

Name of Organisation:

IAHIP Membership Number:

IACP 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 organisations IAHIP & IACP and therefore bound by the organisations professional Code of Ethics. That I carry student professional Indemnity & Public Liability insurance for my own protection related to clinical placement work. I hereby certify that the above documents will be kept active until I have graduated from the course, and that the information listed is true.

Signed:

Date:

6.7 Links to Codes of Ethics and Practice of the IAHIP and IACP

6.7.1. IAHIP

IAHIP Ltd - Code Of Ethics

6.7.2 IACP

<http://iacp.ie/iacp-code-of-ethics>

6.8. European Certificate of Psychotherapy (ECP)

The European Certificate of Psychotherapy (ECP) was established to create a comprehensive Europe wide standard for the profession of Psychotherapy. It ensures equal standards of education and training across Europe.

The ECP is awarded by the European Association of Psychotherapy (EAP) on application to psychotherapists whose psychotherapy education conforms to the ECP standard. In addition to the ECP standard, EAP has established and defined the [Core Professional Competencies of a European Psychotherapist](#) as a set of principles or guidelines in relation to the professional practice of psychotherapy, in all its various forms, across Europe.

Turning Point™ Institute is a European Accredited Psychotherapy Training Institute (EAPTI) and can process applications on behalf of EAP. All students who have successfully completed the 4 Year training at TPI and complete a total of 300 clinical hours and 150 supervision hours are eligible to apply for an ECP. The extra clinical and supervision hours can be completed in phase 2 (pre-accredited phase) and following completion must submit a signed letter from their clinical supervisor to TPI's Programme Director in order to progress the application process.

[/www.europsych.org/ecp/apply-for-ecp/](http://www.europsych.org/ecp/apply-for-ecp/)

Costs

Application for award of ECP Direct Award €300

Annual registration fee there after (for name to be published on each year's European Register of Psychotherapists) €40

Please return all application fees to:

Turning Point™ Institute
23 Herbert Place
Dublin 2

Paperwork required:

1. ECP Application form (DA3)

Guidance; When completing the application form the relevant parties are as follows for these questions

Q10 EAPTI Training Institute is Turing Point Institute

Q13 The NAO is Irish Council of Psychotherapy (ICP)

Q15 EWAO European Association of Psychotherapy (EAIP)

2. CV (Specific format DA4)

Guidance: provided in Q4, Q5 and part of Q8

3. Photocopy or photograph of Diploma

6.9. Turning Point™ Institute Student Complaint Form

Must relate to a specific concern or issue related to the actions of a member of the Academic Staff.

Section 1: Your Details

Name: _____

Address: _____

Student No: _____

Mobile No: _____

Email: _____

Section 2: Your Complaint

- The substance (main points) of the complaint including dates, times, the nature of the incident(s)/action(s) or inaction(s)
- Any evidence in support of the complaint and the names of individual(s) involved
- Details of any attempts at informal resolution of the complaint and the outcomes of the informal process, subject to the confidentiality of the mediation process.

Section 3: Outcome you wish following complaint

Please state the way in which you believe your complaint could be resolved

Section 4: Details of correspondence and other material about your complaint

- (a) Where available please provide the following (continue on a separate page if necessary).
- (b) A list in date order on a separate sheet detailing: letters, emails, phone calls and meetings that you believe are relevant to your complaint.

Copies of any relevant correspondence and other documentation

Section 5: Confirmation by complainant

Please sign below that:

- (a) I understand that the details of the complaint will be provided to the person against whom I have made the complaint and may be provided to other individuals as well as the recipient of this form. Disclosure to other individuals will be on a strictly 'need to know' basis where it is deemed necessary by the investigator. I understand that it is usually not possible or appropriate to maintain confidentiality in all circumstances.
- (b) I have read and understand the TPI Complaints Procedure
- (c) This form contains an accurate description of my complaint.

Signed:

Date:

For use by TPI Admin Only

Date formal complaints form received:

Date of acknowledgement of receipt of complaint letter:

Date of response to complaint letter: