

Programmatic Review of the Faculty of Business & Humanities 2016

Phase 2: Programme Review

## PROGRAMME PANEL REPORT

SCHOOL: School of Humanities  
DEPARTMENT: Applied Social Studies  
DATE: 19 & 20 April, 2016

PROGRAMMES SUBMITTED FOR REVIEW

### **Major Awards**

Postgraduate Diploma in Play Therapy  
Master of Arts in Play Therapy  
Higher Certificate in Counselling  
Bachelor of Arts (Honours) in Counselling & Psychotherapy  
Master of Arts in Integrative Psychotherapy

### **Minor Awards**

Certificate in Counselling Skills

PROGRAMME REVIEW PANEL MEMBERSHIP

Tom Geary, Lecturer and Joint Course Director MA Career Guidance and Lifespan Development,  
University of Limerick [Chair]

Mark McGranaghan, Senior Psychologist, TUSLA

Fiona Devlin, M.I.A.H.I.P., M.A.O.T.I., Psychotherapist / Supervisor

Tom Ryan, Self Employed Psychotherapist/Practitioner

Pat McCarthy, Pat McCarthy, MIACP, Coordinator, Coiscéim Counselling Programme, SHEP

Dr. Gearóid ÓSuilleabháin, Head of Department of Head of Technology Enhanced Learning, Cork Institute of Technology

## PROGRAMME REPRESENTATION

### **Programme Staff**

Dr Margaret Linehan, Head of School, School of Humanities

Jim Walsh, Head of Department, Department of Applied Social Studies

Gus Murray, Applied Social Studies

Una Coakley, Applied Social Studies

Myriam Clancy, Applied Social Studies

Karen O Connor, Applied Social Studies

Jim Walsh, Applied Social Studies

### **Learner Representatives**

Fiona Finn, Stage 4, Bachelor of Arts (Honours) in Counselling & Psychotherapy

Janine Beck, Stage 3, Bachelor of Arts (Honours) in Counselling & Psychotherapy

Annik Twomey-O'Leary, Stage 3, Bachelor of Arts (Honours) in Counselling & Psychotherapy

John Fitzgerald, Stage 2, Bachelor of Arts (Honours) in Counselling & Psychotherapy

John McGregor, Stage 1, Higher Certificate in Counselling

Gill Cormack, Bachelor of Arts (Honours) in Counselling & Psychotherapy

### **Graduates**

Finbarr O Donovan, 2015 graduate, Bachelor of Arts (Honours) in Counselling & Psychotherapy

Nora Gaffney, 2014 graduate, Bachelor of Arts (Honours) in Counselling & Psychotherapy

Gill Cormack, 2012 graduate, Bachelor of Arts (Honours) in Counselling & Psychotherapy

Maurette Fogarty, 2015 graduate, MA in Integrative Psychotherapy

Orla O'Connell, 2013 graduate, MA in Integrative Psychotherapy

## **External Stakeholders**

Barbara von Mensenkampff, Headway, Principal Psychologist

Dermot Casey, Springboard, HSE

Clotilde O Keeffe-Lyons, IT Tralee, Director of Student counselling

Paul Moriarty, UCC, Head of Student Counselling and Development

Mary Murray, MIACP, Acc Supervisor, ARC House, Cork

## A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

### 1. POSTGRADUATE DIPLOMA IN PLAY THERAPY & MA IN PLAY THERAPY

#### 1.1. Programme Summary

The MA in Play Therapy is a new 90 credit programme with an embedded 60 credit Postgraduate Diploma in Play Therapy. The programme is offered on a part-time only basis over 3 years, breaking down as follows:

- Years 1 and 2 (60 credits) include a clinical training in Play Therapy. Students study modules which are experiential and theoretical. They undertake placements in both years and require external supervision from approved supervisors.

On successful completion of the taught elements, students will be awarded a Postgraduate Diploma in Play Therapy, unless they proceed to Year 3.

- Year 3 (30 credits) The MA in Play Therapy will be awarded to successful candidates who complete a module in research skills and a dissertation.

Play Therapists with specific third-level Play Therapy qualifications are currently employed in a range of Child and Family Centres, Child and Adolescent Mental Health Teams and Community Care Teams throughout the HSE, Statutory and Private Residential Care services, Primary and Secondary Schools, Special Schools, Voluntary Bodies, Family Resource Centres and many other areas.

Graduates who successfully complete the Postgraduate Diploma will be eligible to be employed in a wide range of settings including: The Child and Adolescent Mental Health Services (CAMHS), as a Play Therapist in a school, with the homeless services, in a family resource centre or early years setting. Diploma Graduates are also eligible to be employed as a Project Worker in community services, or to become self-employed by operating a private Play Therapy practice.

Graduates who successfully complete the MA in Play Therapy will have the specialised expertise in an emerging field of research, which in turn, will allow for professional supervision in niche areas.

As yet, there is no professional accreditation associated with this programme, however, the programme team have been in consultation with The Irish Play Therapy Association, Play Therapy Ireland, and The Irish Association for Play Therapy and Psychotherapy.

#### 1.2. Major Changes Now Proposed

The Postgraduate Diploma and the MA in Play Therapy are recently validated programmes with no graduates as yet. There are no major changes being proposed.

## 2. CERTIFICATE IN COUNSELLING SKILLS, HIGHER CERTIFICATE IN COUNSELLING, BACHELOR OF ARTS (HONOURS) IN COUNSELLING & PSYCHOTHERAPY

### 2.1. Programme Summary

The Bachelor of Arts (Honours) in Counselling & Psychotherapy is a four year course comprising the following awards:

Year 1: The One Year Certificate in Counselling Skills

Year 2: The Higher Certificate in Arts in Counselling Skills

Year 3 and Year 4: Bachelor of Arts (Hons.) in Counselling & Psychotherapy

The programme, originally titled the National Diploma in Counselling, has been running in the Institute since 1994. It was then upgraded to become the Bachelor of Arts (Hons) in Counselling and further upgraded at the last programmatic review to become the Bachelor of Arts (Hons) in Counselling and Psychotherapy.

The programme is delivered on a part-time basis at evenings and weekends. This is to in recognition of the fact that all participants are mature students who are generally unavailable for full time day attendance.

The Bachelor of Arts (Hons) in Counselling and Psychotherapy is a professionally accredited training course of the Irish association for Counselling and Psychotherapy. A reaccreditation review has recently been completed.

### 2.2. Major Changes Now Proposed

The changes since the last programmatic review are as follows:

- i) Updating of all bibliographies
- ii) Updating the module descriptors for Practitioner Development modules in BA years 3 and 4 to reflect the inclusion of a group supervised practice element in compliance with the requirements of the professional body.
- iii) Changes in Module titles to comply with module title protocol as guided by CIT Registrar's office

Major changes for the programme are envisaged in the context of a decision taken at Course Board level that the Current BA (Hons) qualification in Counselling and Psychotherapy, which is the primary training programme, will need to be upgraded to Masters level. It was decided that this major redesign of the Programme will be carried out as a separate project beyond the current programmatic review.

### 3. MA IN INTEGRATIVE PSYCHOTHERAPY

#### 3.1. Programme Summary

The MA in Integrative Psychotherapy is a 90 credit post qualifying Masters programme first developed in 2011 and now in its third delivery cycle. This is the first time it is undergoing a programmatic review. It was developed in response to the need and demand to provide Counselling and Psychotherapy graduates with the opportunity to achieve a Masters level qualification in Counselling and Psychotherapy. The MA in Integrative Psychotherapy is practitioner focused. Its fundamental purpose is the development and enhancement of Therapeutic practice; its key aim is to equip existing practitioners with the advanced knowledge and clinical capability that would match International standards of best practice.

Having already completed the Bachelor of Arts (Hons) in Counselling and Psychotherapy or an equivalent prior to entry to this programme, many of those graduating from the MA in Integrative Psychotherapy would already have achieved professional accreditation from the Irish Association for Counselling and Psychotherapy. Others would be in the process of doing so. They would already be practising as Counsellors and Psychotherapists on a part-time, full-time or self-employed basis.

#### 3.2. Major Changes Now Proposed

The changes since the last programmatic review are as follows:

- i) updating of all bibliographies
- ii) Changes in two Module titles to comply with module title protocol as guided by CIT Registrar's office

As explained above wide ranging changes are envisaged in the near future in the context of the need to upgrade the existing BA (Hons) qualification in Counselling and Psychotherapy to Masters Level which may have consequences for the role and resourcing of the Integrative Psychotherapy MA.

## B. PANEL FINDINGS AND RECOMMENDATIONS

### 1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Contingent upon confirmation of the successful completion of the internal programme and module moderation process, the Panel recommends to Academic Council that the programmes listed above be revalidated for a further five years or until the next Programmatic Review, whichever is sooner, with effect from 1 September 2016.

Other than Registrar's Office approval of the programme and module specifications on conclusion of internal moderation, no conditions are attached to this recommendation.

### 2. GENERAL

**2.1 Commendation.** The panel commend the very high quality delivery, flow between years, commitment to the development of the practitioner, relevance, depth and field of all programmes under review. Programmes are well scaffolded and the students are closely monitored and supported. There is good integration of the theory and practice, a strong level of engagement by faculty and notable high levels of satisfaction indicated by all stakeholders.

**2.2. Commendation.** The panel would like to indicate that through their own work and lived experience in the field and the feedback from stakeholders as part of this process the programmes before them, in particular those in the counselling and psychotherapy field, should be commended for responding to social, psychological and emotional health needs in our society and communities including, variously, mental health, suicide prevention, and a wide range of needs from families and parents etc.

**2.3. Commendation:** The panel would like to commend the obvious engagement and enthusiasm of the department staff and, in particular, departing staff member Gus Murray who, for many years, has provided excellent academic leadership and dedication to the range of reviewed programmes in the counselling and psychotherapy field.

**2.4. Recommendation.** The panel note with respect to the counselling and psychotherapy programmes that this is an area in transition. A key faculty member as noted above is retiring. External factors may determine that qualification at masters level becomes a requirement for employment. The IACP accreditation body in their key conclusions indicated the training team were understaffed and budget levels too low and the panel notes the situation remains unchanged. In the above context the panel would like to convey its concern about the maintenance and development of the current quality and standards of the programme.

### 3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

- 3.1. **Recommendation.** The panel notes that a masters degree may in the near future become a requirement for employment in counselling/psychotherapy. The panel recommends that a curriculum design team for this new masters be convened as soon as possible and that the team, in consultation with existing stakeholders – including employers such as the HSE – will review the relationship and distinction between this new potential new programme and both the existing Bachelor of Arts (Honours) in Counselling & Psychotherapy and the Masters programme in Integrative psychology.
- 3.2. **Recommendation.** The panel notes that the existing Counselling Skills Certificate and Higher Certificate in Counselling provide access to third level for those who may not, for various reasons, previously have had this opportunity. In context of nascent plans for a new masters degree in psychotherapy the panel feel it would be important not to break with this tradition of inclusive education and access.
- 3.3. **Recommendation.** Additionally in the Counselling and Psychotherapy area it is felt that perhaps more could be done in terms of providing students with the requisite ‘start up’ skills to become practicing professional counsellors/psychotherapists - setting up as a business, marketing themselves, making the transition from student to practitioner. This would not necessarily need to be an actual module but could perhaps be addressed via seminar type events.
- 3.4. **Recommendation.** It is suggested that engagement in personal counselling with an accredited counsellor/psychotherapist’ be considered as a prerequisite for those undertaking the MA in Play Therapy. In addition it was suggested that the entry age be raised to the minimum of 25 years of age, as is the case at point of entry in Certificate in Counselling Skills.
- 3.5. **Recommendation.** That the course board for the MA in Play Therapy also consider introducing an Experiential Group Process as part of their curriculum, basing this on the current Module Code COUNS6008 of the CIT Certificate in Counselling Skills.

### 4. PROGRAMME OPERATION AND PERFORMANCE

- 4.1. **Commendation** for all programmes under review with regard to their articulation, operationally, with the Cork Institute of Technology’s own stated commitment to student centred education, inclusive access, regional development, response to the needs of the community and the provision of a career focused education.
- 4.2. **Commendation.** Programme operation evidences 3 key mutually supportive pillars: (1) theory that is both relevant and to forefront of the knowledge field (2) a strong professional practice component and (3) personal development and experiential work. There is robust engagement in integrating these three areas. The manner in which assessment is woven into the programmes is radically formative with a strong emphasis on assessment which is *for* learning and *of* learning.
- 4.3. **Recommendation.** It is the view of the panel and the expressed view of other stakeholders and employers that clinical placement oversight and a strong and close relationship with host agencies is a vital aspect of the programme. In this context and in keeping with the



recommendations made by the Irish Association for Counselling and Psychotherapy (IACP) at the end of their March 2016 reaccreditation of the BA (Honours) in Counselling & Psychotherapy, the panel feel this aspect of the programme calls for additional specialised staff resourcing.

- 4.4. **Recommendation.** There is a certain level of suspense for students in the counselling and psychotherapy areas with regard to gaining access to the third and fourth year of the overall degree. The panel feels it needs to be clear to students and would-be students just how conditional each year of the counselling programme is and how the road to completing the full honours degree is a “staged journey”.
- 4.5. **Commendation.** Clinical placement represents a significant workload for all programmes under review, especially in Context of professional body demands and concomitant ethics and public safety issues. Staff are commended in providing such a “well held” and well managed placement element.
- 4.6. **Commendation.** The strong protocols and procedures around clinical placement for Play Therapy programme are identified for particular commendation.

## 5. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

- 5.1. **Commendation.** While a certain tension was noted between the institute’s modularised system and the need to ensure congruence in practitioners across a number of different modules and assessments, it was felt by the panel that the correct balance was being struck and that assessment in general was rigorous, valid and formative.
- 5.2. **Recommendation.** While acknowledging that programmes in the counselling and psychotherapy areas cannot prepare students for the complete range of possible therapeutic interventions and contexts, there are, resources permitting, gaps in the curriculum that, if addressed, might increase the potential for employment of graduates. Topics here include: working with older children and teenagers, Cognitive Behavioral Therapy (CBT), working in interdisciplinary teams, preparation for a range of social cultural and geopolitical contexts which graduates might encounter in their work. These topics might be considered in context of the planned MA route for counselling and psychotherapy practitioners.
- 5.3. **Commendation.** The panel were impressed with details of the use of third party video content provided via the cloud supporting for a “flipped classroom” approach, which allows for better use of class or contact time.
- 5.4. **Recommendation.** That the department would continue their existing practice of amassing IT resources on aspects of Psychotherapy which either cannot be included in the curriculum, or which relate to needs of specialised groups and which may allow exposure to different models of Psychotherapy, thus supporting the objective of integrating theory and practice on a wider level.

## 6. MODULES

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review.

Therefore, a recommendation of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

- 6.1. **Recommendation.** In context of the centrality of clinical placement for the MA in Play Therapy it is recommended that a specific allocation of hours be considered for same. This would bring that programme into line with the counselling and psychotherapy programmes where such hours have been provided.
- 6.2. **Recommendation.** That research methods in the Play Therapy research module EDUC9031 be extended to cover the quantitative as well as the qualitative tradition.
- 6.3. **Recommendation.** That a more extensive series of research styles or types be addressed in the Practitioner Research Methods module COUN9009 offered as part of the MA in Integrative Psychotherapy.
- 6.4. **Recommendation.** That the formulation of learning outcomes for a number of modules of the MA in Integrative Psychotherapy be re-examined to ensure articulation with the level 9 of the national qualification framework.
- 6.5. **Recommendation.** It is suggested the following journal and sources could be included in the reading for the MA Integrative Psychotherapy: Journal of Psychotherapy Integration (SEP1) Society for the Exploration of Psychotherapy Integration; Palmer, S. & Woolfe, R. (2000) Integrative and Eclectic Counselling and Psychotherapy. London: Sage ; Wamplod, B. ( 2001) The Great Psychotherapy Debate. London: Lawrence Erlbaum Associates; Worsley, R. (2010) The Integrative Counselling Primer. Ross-on Wye: PCCS Books.
- 6.6. **Recommendation.** The following Journal could be included in the reading for modules in group work in the BA (Honours) in Counselling and Psychotherapy: *Journal for Specialists in Group Work*
- 6.7. **Recommendation.** The following book is recommended as a general source for year one of the BA in Counselling and Psychotherapy: Monica McGoldrick (2011) The Geneogram Journey. Connecting with your Family. W W Norton and Co.
- 6.8. **Recommendation.** The following are recommended as general sources/resources for both the BA in Counselling and Psychotherapy: Dianne Fosha (2000) The Transforming Power of Affect: A model for Accelerated Change, Basic Books; and videos from American Psychological Association, Systems of Psychotherapy Video Series [DVD series] e.g. Dianne Fosha (2007) Accelerated Experiential Dynamic Psychotherapy

## 7. OTHER FINDINGS AND RECOMMENDATIONS

- 7.1. **Recommendation.** In context of research opportunities that staff in the counselling, psychotherapy and play therapy areas consider forging research links with other staff in the school conducting research in fields such as health promotion, and healthcare.
- 7.2. **Recommendation.** Similarly it is thought there is an expertise which resides within the areas of counselling, psychotherapy and play therapy that could be leveraged in terms of developing, e.g., short CPD offerings or contributing to areas internally such as the ongoing development of the institute policies and procedures with regard, variously, to ethical approval for research, working with minors and children etc.
- 7.3. **Recommendation.** The panel note the imminent retirement of a key faculty member in the counselling and psychotherapy area. The panel recommend that this post is filled in a timely manner so that the range and extent of the related academic and leadership functions are duly transferred and that the delivery of the relevant programmes is not compromised in this transition period.

## 8. DEROGATIONS SOUGHT

- 8.1. **Recommendation.** As noted, there is a certain tension between the Cork Institute of Technology's framework for modularisation and semesterisation and the integrative and clinical nature of the programmes under review. While the correct balance is being struck, it is recommended, in context of the imminent retirement of a key staff member, that any historically agreed deviations or derogations from the "CIT framework" be codified and formally agreed. This includes practices relating to clinical placement, the need to ensure congruence in practitioners across a number of different modules and assessments, and certain practices around progression of students from one stage to the next.

## C. PROGRAMME FINALISATION

### 1. IMPLEMENTATION OF PANEL REQUIREMENTS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
1	The revalidation of the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.	The Registrar's Office is to oversee this process.	

### RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
2	The IACP accreditation body in their key conclusions indicated the training team for the counselling and psychotherapy stream of programmes were understaffed and budget levels too low and the panel notes the situation remains unchanged.	Some additional hours have been allocated to the Programme; in addition a case has been made at Faculty level for a further allocation.	One new lecturer hired, and plans to hire more additional full-time lecturers
3	A master's degree may in the near future become a requirement for employment in counselling/psychotherapy. The panel recommends that a curriculum design team for this new masters be convened as soon as possible and that the team, in consultation with existing stakeholders – including employers such as the HSE – will review the relationship and distinction between this new potential new programme and both the existing Bachelor of Arts (Honours) in Counselling & Psychotherapy and the Masters programme in Integrative psychology. It would be important not to break with the tradition established in CIT of inclusive education and access to programmes	This process has been begun in consultation with the Course Board.	In progress

<b>4</b>	Students should be exposed to start-up skills required to become practicing professional counsellors / psychotherapists - setting up as a business, marketing themselves, making the transition from student to practitioner etc. This would not necessarily need to be an actual module but could perhaps be addressed via seminar type events.	The Course Team are considering the seminar type approach to this matter. However it should be noted that advice and guidance is already provided by Programme's Post Graduate Association. In addition, regular seminars are provided by one of the professional bodies, namely the Irish Association for Humanistic and Integrative Psychotherapy (IAHIP).	Completed
<b>5</b>	Additional specialised staff resource required for clinical oversight of work placement and a strong and close relationship with host agencies as this a vital aspect of the programme	This is being planned and will be fully implemented if additional resources become available.	Completed
<b>6</b>	Students and would-be students must be informed just how conditional each year of the counselling programme is and how the road to completing the full honours degree is a "staged journey".	This is done but greater emphasis needs to be placed on same. A document outlining the recruitment and progression process already exists and will be made available to all applicants. (Copy of same to be provided)	Completed
<b>7</b>	Additional topics to consider for inclusion in the context of the planned MA route for counselling and psychotherapy practitioners: Working with older children and teenagers, Cognitive Behavioural Therapy (CBT), Working in interdisciplinary teams, Preparation for a range of social cultural and geopolitical contexts which graduates might encounter in their work.	A Cognitive Behavioural Therapy (CBT) module has already been added to the Programme and the other topics are being prepared by the Course Team.	Completed
<b>8</b>	The department would continue their existing practice of amassing IT resources on aspects of Psychotherapy which either cannot be included in the curriculum, or which relate to needs of specialised groups and which may allow exposure to different models of Psychotherapy, thus supporting the objective of integrating theory and practice on a wider level.	Agreed	Completed
<b>9</b>	In the context of research opportunities that staff in the counselling, psychotherapy and play therapy areas consider forging research links with other staff in the school conducting research in fields such as health promotion, and healthcare	This will be pursued through the Humanities Research Group.	In progress
<b>10</b>	Similarly it is thought there is an expertise which resides within the areas of counselling, psychotherapy and play therapy that could be leveraged in terms of developing, e.g.,	This suggestion has resource implications which is particularly problematic when teams are small.	To be considered when more resources

	short CPD offerings or contributing to areas internally such as the ongoing development of the institute policies and procedures with regard, variously, to ethical approval for research, working with minors and children etc.		become available
<b>11</b>	Due to the imminent retirement of a key faculty member in the counselling and psychotherapy area, the panel recommend that this post be filled in a timely manner.	This has been done.	Completed
<b>12</b>	It is recommended that any historically agreed deviations or derogations from the "CIT framework" be codified and formally agreed. This includes practices relating to clinical placement, the need to ensure congruence in practitioners across a number of different modules and assessments, and certain practices around progression of students from one stage to the next.	This will be spelt out in a formal manner and a document outlining the arrangements already exists. (Copy of same to be provided).	Completed

#### MODULE RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
<b>13</b>	A more extensive series of research styles or types be addressed in the Practitioner Research Methods module COUN9009 offered as part of the MA in Integrative Psychotherapy.	This will be added to the module in time for the next student intake to the MA, 2017-2019	Completed
<b>14</b>	The formulation of learning outcomes for a number of modules of the MA in Integrative Psychotherapy be re-examined to ensure articulation with the level 9 of the national qualification framework.	This has been done and all the modules concerned were re-examined.	Completed
<b>15</b>	It is suggested the following journal and sources could be included in the reading for the MA Integrative Psychotherapy: <ul style="list-style-type: none"> <li>• Journal of Psychotherapy Integration (SEP1) Society for the Exploration of Psychotherapy Integration;</li> <li>• Palmer, S. &amp; Woolfe, R. (2000) Integrative and Eclectic Counselling and Psychotherapy. London: Sage ;</li> <li>• Wamplod, B. (2001) The Great Psychotherapy Debate. London: Lawrence Erlbaum Associates; Worsley, R. (2010) The Integrative Counselling Primer. Ross-on Wye: PCCS Books.</li> </ul>	Agreed	Completed

<b>16</b>	The following Journal could be included in the reading for modules in group work in the BA (Honours) in Counselling and Psychotherapy: <ul style="list-style-type: none"> <li>Journal for Specialists in Group Work</li> </ul>	Agreed	Completed
<b>17</b>	The following book is recommended as a general source for year one of the BA in Counselling and Psychotherapy: <ul style="list-style-type: none"> <li>Monica McGoldrick (2011) The Geneogram Journey. Connecting with your Family. W W Norton and Co.</li> </ul>	Agreed	Completed
<b>18</b>	The following are recommended as general sources/resources for both the BA and BA (Hons) in Counselling and Psychotherapy: <ul style="list-style-type: none"> <li>Dianne Fosha (2000) The Transforming Power of Affect: A model for Accelerated Change,</li> <li>Basic Books; and videos from American Psychological Association,</li> <li>Systems of Psychotherapy Video Series [DVD series] e.g. Dianne Fosha (2007) Accelerated Experiential Dynamic Psychotherapy</li> </ul>	Agreed	Completed

## 2. MODULE AND PROGRAMME MODERATION