

Psychological Therapies Knowledge Exchange Programme



Glasgow Caledonian University and the Counselling Unit, University of Strathclyde
in association with
Advanced Professional Training

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Introduction

The Professional Development Unit (PDU) at the University of Strathclyde, along with the XXX at Glasgow Caledonian University, are delighted to be launching our new Psychological Therapies Knowledge Exchange (PTKE) Programme. Since 2005, the Universities have been working closely together to develop a BPS accredited Doctorate in Counselling Psychology, and our PTKE Programme now opens up many of the modules and units on this programme to the wider professional community. You will find here a wealth of opportunities for continuing professional development: from CBT to existential therapy, group work to counselling with children and young people.

The courses are designed to meet the ongoing training needs of psychologists, counsellors, psychotherapists and other professionals in mental health. We welcome practitioners of all orientations -- embracing a pluralistic philosophy: that a wide diversity of therapies have much to offer, and that dialogue and shared learning across orientations benefits both us as practitioners and the field as a whole.

Morna Rutherford

PTKE Programme Co-ordinator
University of Strathclyde

Mick Cooper

Professor of Counselling
University of Strathclyde

Ewan Gillon

Senior Lecturer in Counselling Psychology
Glasgow Caledonian University

Richard Golsworthy

Lecturer in Counselling Psychology
Glasgow Caledonian University

Angela Harris

Lecturer in Counselling Psychology
Glasgow Caledonian University



Application

If you would like to apply for one of the courses listed in this booklet please see the contact details section at the bottom of each descriptor.

Entry Requirements

Completion of a diploma in counselling, psychotherapy, counselling psychology or equivalent qualification in mental health.

Cancellation Policy & Payments

Payment of the deposit to book a place is non-returnable unless the course is cancelled. Full fee is payable two weeks before the course commences. If you withdraw from the course with less than two weeks notice your fee is non-returnable unless we reallocate your place from the

waiting list. If you give us more than two weeks notice of withdrawal your fee will be returned to you minus the non-returnable booking fee.

Location

Please note all courses will take place at the Jordanhill Campus, University of Strathclyde unless stated otherwise.

Website

New courses and conferences are organised throughout the year so please check the PDU website for up-to-date information and listings.

Website: www.strath.ac.uk/pdu

Feedback

If you have any comments and suggestions for short courses and conferences please contact PDU.

Contact

PTKE Programme Coordinator
Morna Rutherford
Email: m.rutherford@strath.ac.uk

PDU Administration
Email: karen.mcclair@strath.ac.uk

Practitioner Development in Cognitive Behavioural Psychotherapy

This course runs in three modules, providing a thorough introduction to the principles, theoretical background and therapeutic practice of Cognitive-Behavioural Psychotherapy (CBT).

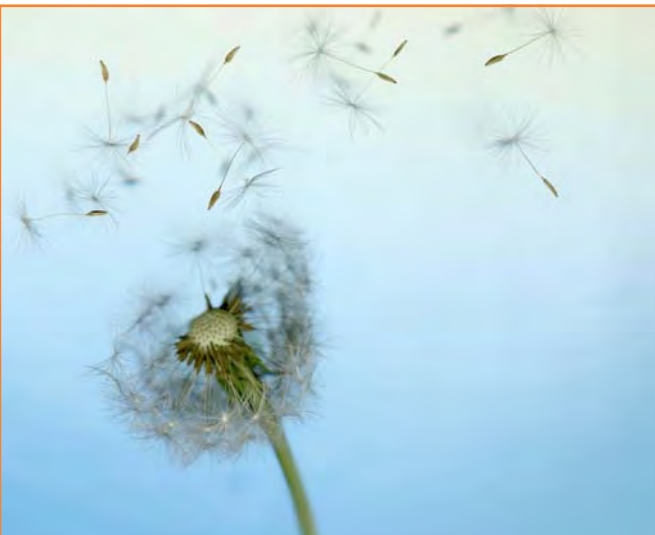
The first two modules are one course and provide the fundamentals of theory and practice. The third module provides an introduction to schema-focussed approaches and may be taken separately for practitioners who have some experience of CBT supervised practice.

The contents of the 2nd and 3rd modules will build on the developing skills, awareness and theory addressed in previous module(s) and, it is anticipated, in supervised practice between modules 2 and 3. While we would recommend attending all three modules, attendance at the first two will provide a foundation from which to commence cognitive-behavioural practice under supervision.

The course instructors are:

- Dr Richard Golsworthy
- Angela Harris
- Tasim M Martin

Biographies can be found on page 17



Modules 1 & 2

Monday 21st September to Wednesday 23rd September 2009 and Monday 5th October to Wednesday 7th October 2009

Module 3

Wednesday 3rd to Friday 5th February 2010

Please note if you apply for all three modules together, a reduced fee of £575 applies if payment is received before Monday 7th September 2009

To book a place on any of these courses please contact:

Karen McDairmant
Professional Development Unit
University of Strathclyde

Tel: 0141 950 3734

Fax: 0141 950 3210

Email: karen.mcdairmant@strath.ac.uk

Web: www.strath.ac.uk/pdu

Modules 1 & 2

Core theoretical knowledge and practice development for cognitive-behavioural therapy

Fee:

£400 (deposit of £50 to secure a place)

Dates:

Monday 21st to Wednesday 23rd September and Monday 5th to Wednesday 7th October 2009 (6-day course)

Time:

9.30am - 4.30pm

Making the shift: cognitive-behavioural therapy & other therapeutic models

Introduction to cognitive and behavioural theoretical models of the person and psychotherapy

Why use CBT?

- The CBT session:
- Assessment: interview & psychometrics
- Introducing the cognitive model to clients: engagement, education & rationale
- Structuring the session

Key skills:

- Identifying & working with cognitions (automatic thoughts) & behaviour
- Identifying & working with conditional assumptions and beliefs
- Introduction to schemas (core beliefs)
- Guided discovery & reframing: cognitive content & processes
- Behavioural experiments
- Behavioural strategies
- The therapeutic relationship & working alliance

Case-conceptualisation (formulation):

- Diagnostic categories and the role of manualized approaches
- Client-centred formulation
- Formulation and practice: anxiety, depression and obsessive-compulsive problems

Continuing professional development: supervision; the cognitive therapy scale; content change and attitude change: mindfulness in cognitive therapy



Module 3

Complexity in CBT: Introduction to schema-focussed cognitive approaches and the role of the therapeutic relationship

Fee:

£225 (deposit of £50 to secure a place)

Date:

Wednesday 3rd to Friday 5th February 2010 (3-day course)

Time

9.30am - 4.30pm

- Theoretical development of cognitive approaches & assumptions of short-term CBT; Axis I & Axis II disorders
- The development of schema theory & therapy
- Definitions of schema and the role of early experience
- Schema domains
- Schema processes: coping styles and responses
- Assessment in schema therapy (interview & questionnaires)
- Using the therapeutic relationship in assessment and therapy
- Schema modes and Axis II disorders
- Case conceptualisation
- Schema change strategies
- Cognitive strategies
- Experiential strategies
- Behavioural pattern-breaking
- The therapeutic relationship
- Working with complexity: support, supervision & limits of competence; therapist self-care & unhelpful therapist schemas

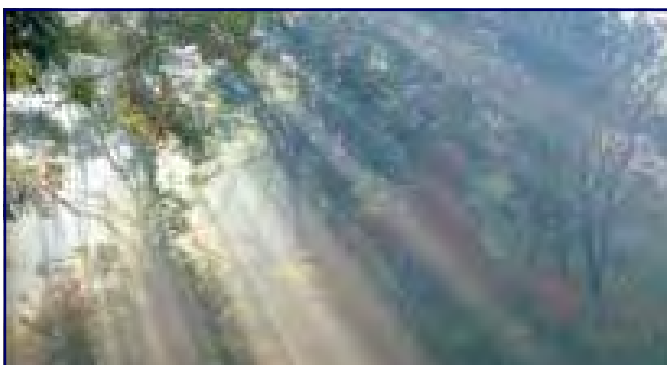
Psychotherapy and Counselling Research Methods Masterclasses

The Counselling Unit, University of Strathclyde, Glasgow, is expanding its Continued Professional Development programme by offering Research Methods Masterclasses through the University of Strathclyde's Professional Development Unit.

The three standalone masterclasses can be combined to provide doctoral level research students and mental health professionals with an in-depth examination of the three main genres of counselling/psychotherapy research. Alternatively, each two-day course can be taken separately on its own to offer specific training within the area described.

Learning Outcomes

- Analyse and articulate the larger philosophical context and assumptions of their and others' research
- Design and analyse systematic, rigorous qualitative research studies
- Design and test the psychometric quality of quantitative measurement instruments
- Design and analyse controlled group studies of therapy/counselling outcome
- Learn how to design and analyse systematic single case studies with one's own or others' cases
- Carry out careful, constructive reviews of counselling research articles



Qualitative Research

Thursday 17th & Friday 18th September 2009

Quantitative Measure Development Research

Thursday 24th & Friday 25th September 2009

Causal Research Design

Monday 1st & Tuesday 2nd February 2009

Please note if you apply for all three Masterclasses together a reduced fee applies of £400 if payment is received before Thursday 3rd September 2009

To book a place on any of these courses please contact:

Karen McDairmant
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Tel: 0141 950 3634

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Email: karen.mcdairmant@strath.ac.uk

Web: www.strath.ac.uk/pdu



Qualitative Research

Tutor:
Prof Robert Elliott

Fee:
£150 (deposit of £50 to secure a place)

Date:
Thursday 17th & Friday 18th September 2009

Time:
9.30am - 4.30pm

This exciting course is designed to provide specialist research training in qualitative research, including extended coverage of relevant philosophy of science issues, current issues in qualitative interviewing and observation, and advanced qualitative data analysis.

Topics

- General issues: science as a value/ethical system; research & practice; appropriate methods framework
- Philosophy of science: epistemological perspectives: truth criteria; research paradigms; describing, understanding & explaining; foundations of qualitative measurement
- Qualitative data collection: sampling; interviewing and focus groups; observation and text-based methods
- Qualitative data analysis: generic approach; grounded theory; Nvivo; hermeneutical/interpretive methods
- Standards for evaluating qualitative research; cross-cultural issues

Quantitative Measure Development Research

Tutor:
Prof Robert Elliott

Fee:
£150 (deposit of £50 to secure a place)

Date:
Thursday 24th & Friday 25th September 2009

Time:
9.30am - 4.30pm

This innovative new course is designed to provide specialist training in quantitative measure development research. Participants will learn how to create and analyse standardised, quantitative surveys, questionnaires and rating scales for efficient data collection and analysis. It covers conceptualising what you are going to measure, evaluating the quality of the measure (reliability and validity), measure construction and design strategies and issues, and psychometric data analysis (reliability, factor analysis, Rasch analysis).

Topics

- Conceptual analysis of psychological constructs
- Psychometric theory: reliability, validity; generalisability theory
- Quantitative scale construction strategies; factor analysis; overview of item response theory
- Strategies for observing/measuring behaviour and interaction





Causal Research Design

Tutor:

Prof Robert Elliott

Fee:

£150 (deposit of £50 to secure a place)

Date:

Monday 1st & Tuesday 2nd February 2010

Time:

9.30am - 4.30pm

To complete the series of research masterclasses, the Counselling Unit, University of Strathclyde are delighted to announce a new course which covers an overlooked but essential aspect of counselling research: designing studies in order to make inferences about what caused what. This course is intended to offer an in-depth understanding of concepts of causality in Counselling Psychology and individual and group designs for assessing therapy outcome and process, and causal relationships between process and outcome.

Topics

- Principles of causal inference: modes of explanation; design validity criteria (statistical conclusion validity, internal validity, construct validity and external validity)
- Group designs: correlational, causal modeling; experimental & quasi-experimental; control groups; Evidence Based Practice criteria
- Single case designs: experimental & systematic single case
- Sampling strategies: traditional and alternative; sample size & power analysis
- Quantitative data analysis: exploratory; evaluation of effects; clinical significance, equivalence analysis

Practitioner Development in Working with Family Members



This week's training is designed to develop practice in working with family members. Each two-day or single-day course may be taken separately or combined with each other to form an individual training that introduces participants to the fundamentals of practice.

Family Therapy and Systemic Practice: An Introduction

Monday 7th & Tuesday 8th December 2009

Working with Couples: An Introduction

Wednesday 9th December 2009

Working with Young People

Thursday 10th December 2009

Working with Children

Friday 11th December 2009

Please note if you apply for the whole week a reduced fee applies of £350 if payment is received by us before Monday 23rd November 2009

To book a place on any of these courses please contact:

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University of Strathclyde

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Family Therapy and Systemic Practice: An Introduction

Tutors:

Marian Gerry & Kirsty Darwent

Fee:

£150 (deposit of £50 to secure a place)

Date:

Monday 7th & Tuesday 8th December 2009

Time:

9.30am - 4.30pm

This two day training introduces practitioners to systemic ideas and working with people within the context of their families. This can be in direct family work or by keeping the family in mind in individual work.

It will provide an introduction to contemporary systemic thinking and its application to practice. The therapist's stance in systemic thinking will be considered, focussing on the role of the therapist and such concepts as 'safe-uncertainty', 'circularity', 'hypothesising' and 'curiosity'. Participants will learn about the significance of generations and lifecycle; and the usefulness of genograms in therapeutic work and family organisation will be explored, including its potential significance for promoting positive change and the dilemmas around using normative family structures.

The concept of engagement as a basis for family work will be explored, and the importance of understanding different family members' perspectives as the family and therapist co-construct shared understandings of difficulties and meaning.

Working with Couples: An Introduction

Tutor:

Rosemary Mullen

Fee:

£75 (deposit of £25 to secure a place)

Date:

Wednesday 9th December 2009

Time:

9.30am - 4.30pm

This one day training aims to introduce practitioners to working with couples from different therapeutic perspectives.

Participants will have the opportunity to apply learning from the family systems work to couple therapy, with the couple seen as the central and most influential submit of a larger family system (Fraenkel). They will be encouraged to consider the common goals of systems therapy, including focusing on strengths and resources, attending to the therapeutic environment as a "system," and identifying, stopping, and changing problematic interaction patterns.

The day will also focus on a person centred approach to couple work , introducing 'multi directional partiality,' or 'being on everyone's side at the same time' (O'Leary), through the creation of a collaborative relationship where spatial, moral and emotional symmetry is borne in mind. Participants will be encouraged to reflect on how they can create a space where both clients learn that they can speak and be heard, and how this process impacts on the couple's relationship. Parallels will be explored between working with couples and families and working with configurations of self in individual work.





Working with Young People

Tutor:
Susan McGinnis

Fee:
£75 (deposit of £25 to secure a place)

Date:
Thursday 10th December 2009

Time:
9.30am - 4.30pm

Counselling young people is challenging and stimulating, bringing with it unique demands in terms of awareness of their level of development and the systems in which they function. There are legal and ethical issues to consider and to be balanced with therapeutic aims. This training day will focus initially on understanding the background factors in working with young people and then on what is similar to, and different from, therapeutic work with adults.

The day will include input on physical, cognitive and emotional development in adolescence and ask participants to reflect on how this might influence their practice. We will also consider the concept of confidentiality and how it is viewed within the various contexts in which counsellors might encounter young clients. Finally, based on qualitative and quantitative evidence, the group will hear the voices of young people who have experienced counselling to hear what they found helpful and discuss how this fits with the counsellor's own therapeutic values.

Working with Children

Tutor:
Sandra Grieve

Fee:
£75 (deposit of £25 to secure a place)

Date:
Friday 11th December 2009

Time:
9.30am - 4.30pm

Working with Virginia Axline's Principles as a base, we will explore ways of engaging therapeutically with children and young people. Freedom for self expression is crucial for children in the therapeutic relationship. In this one day workshop we will practice working permissively and playfully while attending to boundaries which provide sufficient safety for self exploration.

The day will serve as an introduction to working playfully and respectfully with children and help participants gain an insight into the qualities that children bring to the therapeutic relationship. We will work with mirror, metaphor and movement in ways that can anchor us in a child's world.



Please note these courses can be taken individually or combined as one course.

Groupwork - A Professional Training

This intensive five day course focuses on two overlapping areas – the power and uniqueness of group therapy and the central importance of relationships in therapy and in our lives generally.

Research shows that therapy in groups is as potent as therapy one-to-one. Group therapy also has quite specific advantages over one-to-one therapy in a number of areas. Unfortunately therapists frequently have not learned adequately how to provide high quality group therapy.

This five day course will give participants personal experience of participating in two major forms of group work – skills training groups and interpersonal process groups. Each day of the course will contain a section involving a classic stress management, cognitive behavioural style, skills group. This will both provide practical training in a variety of methods including relaxation, therapeutic writing, savouring, implementation intentions, goal setting, and mindfulness in daily life. It will also give an opportunity to explore the specific benefits and the therapist expertise involved in providing psycho-education and skills training in a group format.



Groupwork - A Professional Training

Tutor:

James Hawkins

Fee:

£375 (deposit of £50 to secure a place)

Date:

Monday 8th - Friday 12th March 2010

Time:

9.30am - 4.30pm

Each day of the course will also contain a section involving an interpersonal process group, based on Irvin Yalom's approach as described in his classic book *"The theory and practice of group psychotherapy"*. This therapy format uses interactions between group participants as a key source of learning and growth. The ways we relate to others in the outside world will tend to emerge also in our relationships in the group. An essential difference is that in the group we can look at and help each other with these developing moment-to-moment emotions and interactions. This is fascinating, alive and fluid. It can be a tremendously helpful opportunity to learn about ourselves and the qualities we want to evolve as therapists and in our lives more generally. Again experience in this group format will both be practical and personal and will also give us an opportunity to explore the benefits and therapist skills involved in providing this very different form of group therapy.

As well as time in the group trainings, we will also discuss the rich research findings highlighting the crucial importance of relationships both for maintaining health and for promoting wellbeing. We'll look at our own interpersonal styles, our current relationship networks, and the effects of our past relationships and upbringing. We will explore how this experiential understanding can enrich our personal work in the groups, and also help us use these techniques better in therapeutic work with clients. We'll explore too



when our reactions are likely to be healthy drivers of action in our lives and when our reactions distort and push us away from how we want to be. We will look at how we can work with these challenges in a variety of ways including mindfulness, self-compassion, emotional processing, and interpersonal expression. Again this will be fed into our group work, and into expanding the skills and experience we can offer clients in therapy.

This five day course will be facilitated by James Hawkins. To encourage the process group time to be as helpful a learning experience as possible, we will keep group size from growing too large. Depending on the total number of participants, we may also get help with the process groups from co-facilitator, Ian Newton. Ian and James have worked in peer groups for many years and we will look at the value of this kind of peer support and explore how group participants might become involved in such forms of lifelong learning.

Please note that if you apply before Monday 14th December 2009 a reduced fee applies of £350 if this payment is received by us before this date

To book a place on this course please contact:

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Professional Development Unit
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Fax: 0141 950 3210
Email: karen.mcdairmant@strath.ac.uk
Web: www.strath.ac.uk/pdu

Existential Therapy



This three day workshop offers psychological therapists of all orientations an opportunity to develop an in-depth understanding of existentialism and existential therapy, and the contribution that it can make to their therapeutic practice.

Each day will focus on one particular aspect of existential thought -- freedom, the givens of existence, and the search for meaning -- looking at the application of existential concepts for therapeutic work. The workshop will involve a combination of theoretical input, case discussion, personal exploration, and large and small group dialogues.

Existential Therapy

Tutor: Mick Cooper

Fee: £225 (deposit of £50 to secure a place)

Date: Monday 24th - Wednesday 26th May 2010

Time: 09.30am - 4.30pm

To book a place on this course please contact:

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Web: www.strath.ac.uk/pdu

The Pluralistic Framework for Psychological Therapy: Developing a Personal Model of Integration

How can psychological therapists draw together a range of concepts, models and practices into a personally integrated approach?

This two-day workshop introduces practitioners to the 'pluralistic' approach to psychological practice, and helps them articulate -- and develop -- their own, personally integrative model of working. The workshop begins by outlining the pluralistic framework, as developed by Mick Cooper and John McLeod, which holds that there is no one 'right' way of practising therapy, and that many different methods can be of value in helping clients achieve their goals. Through discussion, input, personal exercises and case examples, it will go on to look at how therapists can help clients to identify their goals, and how they can try to facilitate their movement in this direction. The second day of the workshop invites participants to look more specifically at the particular goals that they are most able to help clients achieve, and the methods they are best able to draw on to facilitate this.

By the end of the workshop, participants should have an in-depth understanding of the pluralistic framework for practice, and an integrated sense of how they can be most helpful to clients.

To book a place on this course please contact:

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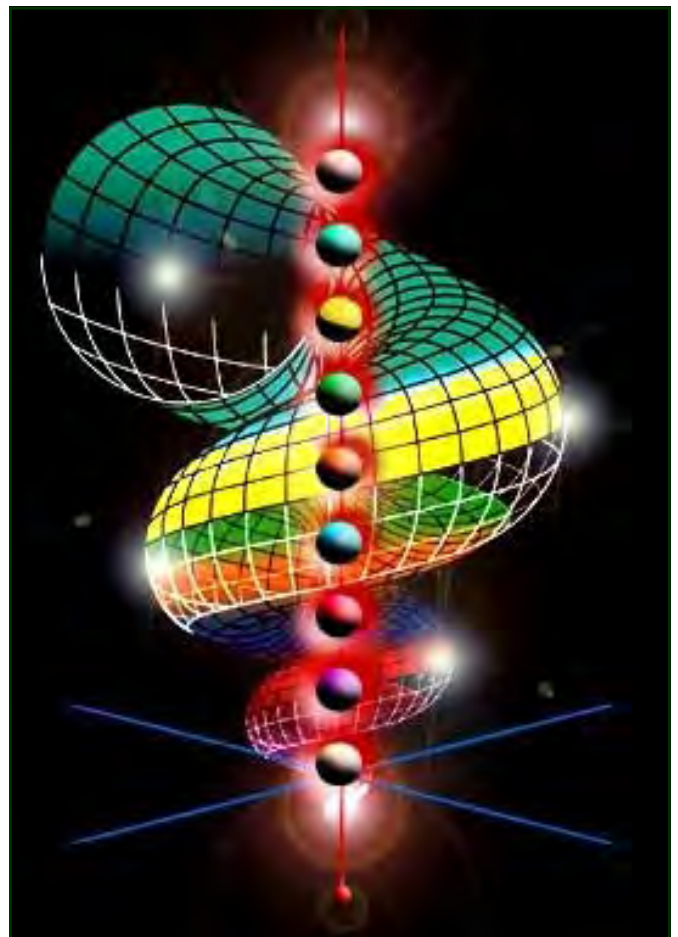
The Pluralistic Framework for Psychological Therapy

Tutor: Mick Cooper (John McLeod)

Fee: £150 (deposit of £50 to secure a place)

Date: Thursday 27th & Friday 28th May 2010

Time: 09.30am - 4.30pm



Men, Masculinity & Psychotherapy



This workshop for female and male therapists will explore men's relationship to therapy by first considering what we understand a 'man' to be, and by linking this to the culturally dominant masculinities we see around us.

We shall explore the complexity of such masculinities, examining their nature, their effects and what they ask of us as psychotherapeutic practitioners (and clients), particularly in terms of the meanings associated with emotional distress and healing. This exploration will be situated within a social context highlighting the range of cultural, as well as psychological, barriers men may experience in accessing therapeutic provision. Finally the workshop will explore the implications of these barriers for those working within the therapy arena, considering ways in which they may be challenged and overcome in the services we provide.

Men, Masculinity & Psychotherapy

Tutor: Ewan Gillon

Fee: £60 (deposit of £25 to secure a place)

Date: Friday 19th March 2010

Time: 10.30am - 4.00pm (4.5 hours cpd)

To book a place on this course please contact:

Karen McDairmant
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Tel: 0141 950 3634

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Web: www.strath.ac.uk/pdu

Facilitator Biographies

Mick Cooper

Mick Cooper is a Professor of Counselling at the University of Strathclyde, Co-director of the Doctorate in Counselling Psychology, and a UKCP-registered existential psychotherapist. He has delivered training programmes, both nationally and internationally, on existential therapies for several years. Mick is author of *Existential Therapies* (Sage, 2003), and has written a wide range of texts on existential, person-centred and relational approaches to therapy.

Kirsty Darwent

Kirsty Darwent joined the Family Therapy Training Project at the Scottish Institute of Human Relations as a trainer and course coordinator in 2002 and is accredited as a Systemic Psychotherapist with the UKCP through the Association of Family Therapy. Kirsty worked for a number of years as Counsellor with young people, while also practicing within NHS mental health settings. Her work within Child and Adolescent Mental Health Services lead her to undertake a MSc in Family Therapy at The Institute of Psychiatry. Since qualification in 1996, she returned to CAMHS and specialist CAMHS services and is currently in independent practice. She uses her systemic thinking as a member of an NHS board and combines it with the person centred approach as a Breastfeeding Supporter, supervisor and trainer with the Breastfeeding Network.

Robert Elliott

Prof Robert Elliott, Ph.D. (UCLA, 1978), is a leading authority on qualitative research methods and one of the pioneers of the use of these methods in counselling and psychotherapy research. He has developed several qualitative data collection and analysis methods, including Brief Structured Recall, the Change Interview, and Comprehensive Process Analysis. He developed an influential set of guidelines for evaluating qualitative research. He is Professor of Counselling in the Counselling Unit at the University of Strathclyde, and Professor Emeritus of Psychology at the University of Toledo (Ohio). He is co-author of *Facilitating emotional change* (1993), *Learning process-experiential psychotherapy* (2004), and *Research methods in clinical psychology* (2002), as well as more than 90 journal articles or book chapters. He has served as president of the Society for Psychotherapy Research and as co-editor of the journals *Psychotherapy Research* and *Person-Centered Counseling and Psychotherapies*.

Marian Gerry

Marian Gerry is a freelance systemic practitioner offering supervision, therapeutic consultation, organisational consultancy, therapy and training. She currently leads the Family Therapy Training Project for the Scottish Institute of Human Relations. Marian has a professional background in social work, working in adolescent psychiatry and child and family psychiatry since 1984. She trained in family therapy at the Scottish Institute of Human Relations and is an AFT and UKCP accredited Family Therapist. Having completed her MBA in 1995 she has pursued an interest in and has experience of working with family businesses and professional partnerships where interpersonal relationships are impacting adversely on decision making.

Ewan Gillon

Dr Ewan Gillon is a Chartered Counselling and Health Psychologist, and is Co-Director of the D.Psych in Counselling Psychology run jointly by Glasgow Caledonian and Strathclyde Universities. He has a particular interest in therapy with men and written widely on this issue from a humanistic perspective. He is also Centre Director of the Edinburgh Psychology Centre, where a specialist men's Therapy Service is located.

Richard Golsworthy

Dr Richard Golsworthy is a Chartered Counselling Psychologist working in private practice and as a Lecturer at Glasgow Caledonian University. Over the last 15 years he has worked within the NHS, both in psychiatric and primary care services, and, from 2002, set up and delivered the psychological service of the Glasgow Maggie's Centre, working with people diagnosed with cancer and their families. Richard has particular interests in the therapeutic relationship in cognitive-behavioural psychotherapy, mindfulness approaches and relationships between the body, movement and emotion.

Sandra Grieve

Sandra Grieve is a Person-Centred Therapist, Psychodramatist, Supervisor and Trainer. She is a staff trainer with the Northern School of Psychodrama, a tutor on the Strathclyde University Diploma in Counselling, works as part of the team of school based counsellors in East Dunbartonshire and has a private practice as a therapist, supervisor and trainer. She contributed a chapter to the book *Communicating With Children and Adolescents – Action For Change*. She has a particular interest in and passion for young people with a learning disability and other people in the process of becoming.

Angela Harris

Angela Harris is based at NHS Lothian Older Adults Psychology Service in Edinburgh and Glasgow Caledonian University. She also works in private practice as a Chartered Counselling Psychologist. Her interest is in helping elderly clients, their families and carers find ways to use cognitive-behavioural techniques as a positive force for change. She has earned a reputation for providing skilled and inspirational training. Prior to training in counselling psychology, she previously worked with multinational companies in a range of roles in career development and human resources.

James Hawkins

Dr James Hawkins is a psychotherapist and a medical doctor. He has over thirty years experience of teaching both skills training and interpersonal groups. He is also highly aware of much of the relevant developing research that helps us evolve our ability to be more helpful for our clients. For more background on James and the material the course will cover, go to the tag cloud at James's blog www.stressedtozest.com and click on group work, mindfulness, emotions, relationships and other relevant terms.

Susan McGinnis

Susan McGinnis is the founder of the University of Strathclyde Counselling Unit's Counselling in Schools Projects and manager of the service in the Glasgow schools. She has also developed - and co-facilitates with Sandra Grieve - the Unit's course on working with young people. She has been editor of the journal *Counselling Children and Young People* and is author and editor of the BACP *Good Practice Guidance for Counselling in Schools* documents in addition to contributing chapters to *How We Feel: An Insight Into the Emotional World of Teenagers* (Jessica Kingsley, 1997) and *Safeguarding Children in Schools* (Jessica Kingsley, 2008).

A long-time advocate of counselling provision for children and young people in Scotland, she has an interest in policy making and is a member of the COSCA Children and Young People Standing Policy Group. Most importantly, she continues to work therapeutically with young people as a counsellor in a school.

Rosemary Mullen

After 15 years of working in education and youth work, Rosemary trained as a couple counsellor with York St John University using the Egan Model. In 2000, she gained the Postgraduate Diploma in Counselling at the University of Strathclyde. She has extensive experience of working in both the voluntary sector and the NHS as a counsellor and trainer, and completed training in CBT work in 2008. In her work with couples, Rosemary is interested in how she can be facilitative of each client's freedom to grow and be understood and make their own choices, while permitting the other to be safe and connected in their presence.

Ian Newton

Ian Newton has trained in counselling and social work. He also has extensive group work experience both as a facilitator in a therapeutic community and in the peer group work that he and James Hawkins have participated in for many years.

Contact Details

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