Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Psychology

Doctorate in Counselling Psychology
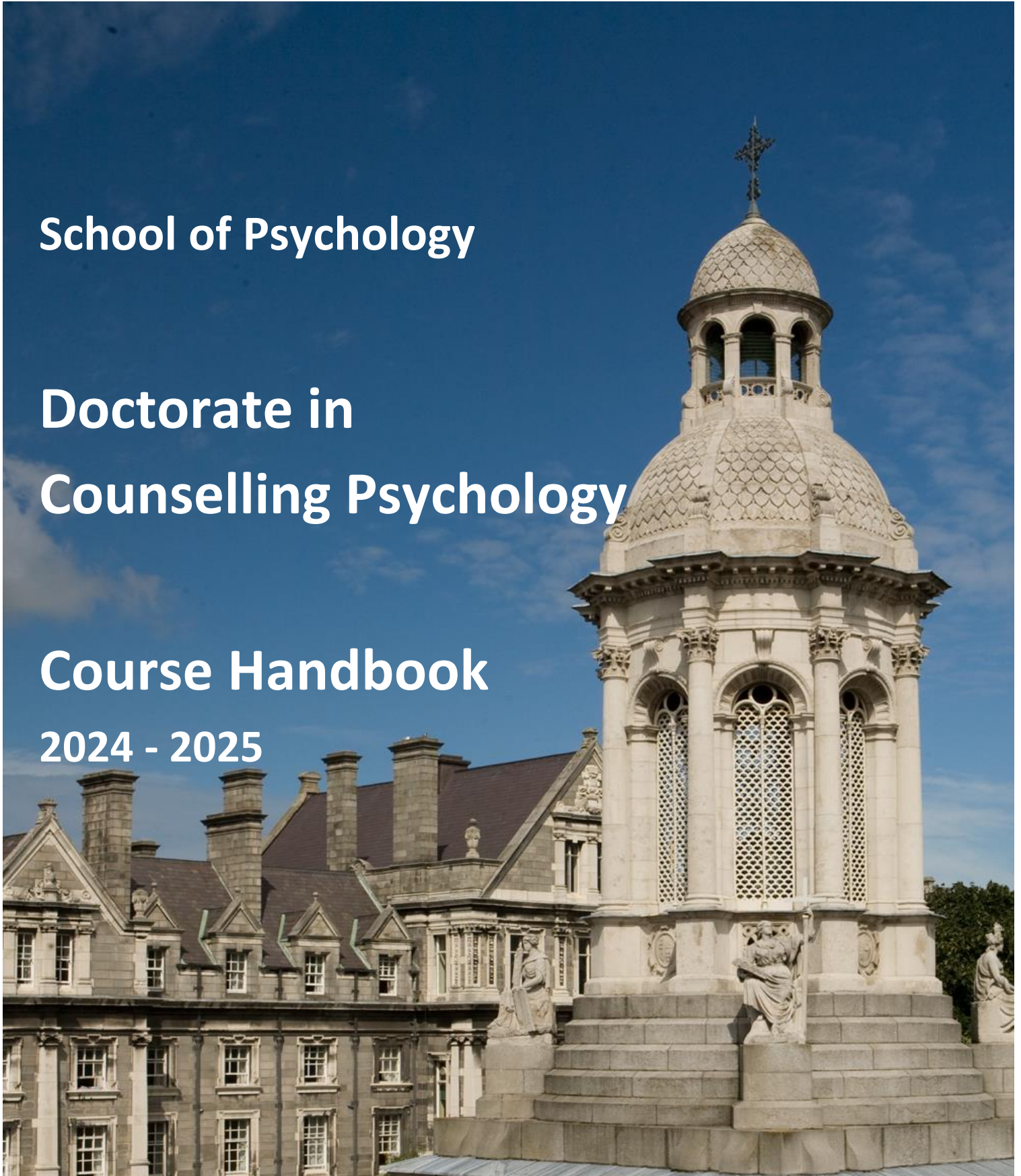
Course Handbook

2024 - 2025

TABLE OF CONTENTS

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

D.Couns.Psych. Course Handbook

The aim of this handbook is to help you navigate the D.Couns.Psych. course details and requirements. It provides background information to the course and outlines the requisite modules and assessments. It is intended to complement information found in the University Calendar and the Students' Union Handbook. The former includes details of university regulations and procedures and may be consulted in the office, Trinity web, or Berkeley Library. In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

Note: Additional Course Handbooks will also be provided, namely, Year 1, Year 2, and Year 3 Handbooks, Placement Handbook, Research Handbook along with a Course Modules, Learning Outcomes, & Module Descriptors document and a Recommended Reading List.

1. General Course Information

1.1 Welcome & Introduction

Welcome to the Doctorate in Counselling Psychology

Whether this is your first time as a student in Trinity or whether you are familiar with the 'Trinity Experience', we extend a warm welcome.

Trinity is recognised internationally as Ireland's leading university. As articulated in its Mission Statement: "Trinity builds on its four-hundred-year-old tradition of scholarship to confirm its position as one of the great universities of the world, providing a liberal environment where independence of thought is highly valued and where staff and students are nurtured as individuals and are encouraged to achieve their full potential. The University is committed to excellence in both research and teaching, to the enhancement of the learning experience of each of its students and to an inclusive University community with equality of access for all."

Our Doctorate in Counselling Psychology is embedded in the Trinity tradition and aims to provide a comprehensive, competency based, empirically informed training in counselling psychology. This course reinforces the links between research and practice, conveys principles of best professional practice and captures the fascination of the world of counselling psychology. We will make a supreme effort to facilitate your learning needs as trainee counselling psychologists as you embark on your continued journey of discovery to become a Counselling Psychologist. We sincerely hope you enjoy and flourish in your development as you become increasingly a part of the profession's learning community both here in Ireland and abroad.

We are committed to excellence in teaching, research, and innovation. We are also committed to promoting the principles of collaborative inquiry and a

relational approach to all aspects of course provision. We are open to feedback from students on a continual basis and operate an open-door policy, wherein students are encouraged to work in close professional contact with the dedicated course staff.

We look forward to meeting you and to working collaboratively with you over the coming years. We wish you an inspiring, challenging and a fulfilling learning experience as a student on the D.Couns.Psych. Course at Trinity, which promises a distinctive all-round postgraduate experience.

Dr. Ladislav Timulak

D.Couns.Psych. Course Director

1.2 Core Course Staff, School of Psychology Staff & Contact Details

Core Course Staff

Eustace, Dr. Susan

B.A. (Hons), M.Sc. (Counselling Psych.) D.Psych.

Assistant Placement Co-ordinator

Assistant Professor & Clinical Supervisor

Professional Membership: Psychological Society of Ireland

01 478 9468 - eustacsm@tcd.ie

Hannigan, Ms. Barbara

B.A. (Hons), M.Sc. (Counselling Psych.), M.A. Jure Officii (MA jo), Fellow Ps.S.I.

Assistant Professor, Placement Co-ordinator, & Clinical Supervisor.

Professional Membership: Psychological Society of Ireland

01 896 2429 - hannigab@tcd.ie

Keogh, Dr. Daragh

D.Couns.Psych

Assistant Professor & Research Co-ordinator, Doctorate in Counselling Psychology

School of Psychology, Trinity College Dublin

Professional Membership: Psychological Society of Ireland

01 8962094 - keoghd9@tcd.ie

Ryan, Ms. Meg

D.Couns.Psych

Assistant Professor in Global Health

Professional Membership: Psychological Society of Ireland

ryanm89@tcd.ie

Timulak, Dr. Ladislav

M.Sc. (Psychology), Ph.D. (Psychology)

Course Director, Professor in Counselling Psychology

Professional Membership: Psychological Society of Ireland

01 896 1489 - timulakl@tcd.ie

Gaffney, Dr. Megan

M.Sc. (Counselling Psychology), Ph.D. (Psychology)

Adjunct Assistant Professor, Doctorate in Counselling Psychology, School of Psychology, Trinity College Dublin

Professional Membership: Psychological Society of Ireland

Email: gaffneme@tcd.ie

O'Callaghan, Mr. Dermot

B.A. (Hons), M.Sc. (Counselling Psych)

Adjunct Teaching Fellow

Professional Membership: Psychological Society of Ireland

docalla@tcd.ie

Course Administrators

Ms. Jennifer Lord (Senior Executive Officer) 01 896 2431 – lordje@tcd.ie

Course Email - dcounspsych@tcd.ie

School of Psychology Staff

- **Head of School:** Prof. Sven Vanneste

- **Director of Teaching and Learning (Postgraduate)**: Dr. Frédérique Vallières

- **School Administrator**: Ms. Michelle Le Good/Ms. Lea O'Flannagain

- **Chief Technical Officer**: Ms. Lisa Gilroy

- **School Staff:** Please see School Website for a full list of all staff, including contact details People - School of Psychology - Trinity College Dublin (tcd.ie)

1.3 D.Couns.Psych. External Examiners

D.Couns.Psych. External Examiners (Course and Dissertations)

- 2023 – 2025: Prof. Stephen Joseph, University of Nottingham, NG7 2RD, UK

- 2024 – 2026: Prof. Naomi Moller, The Open University, UK

Current Dissertation External Examiner:

- 2022 – 2025: Dr. Catherine Maunsell, Dublin City University, Dublin.

Regarding the sending of course materials/assignments/dissertations to external examiners and GDPR, please note that e-copies of these materials will be sent to the examiner via an encrypted and a secure data transfer mechanism supported by College. We will request that examiners declare that student materials will not be retained and will be destroyed/deleted on completion of the examination process. We also need to inform you that your personal information (i.e., samples of course work) may be leaving the EU (depending on where our examiners are residing at the time).

Resources:

Procedure for the Transfer of Students' Assessed Work to External Examiners Transfer-external-examiner-jan2021.pdf (tcd.ie)

1.4 Key Locations

The **School of Psychology** is located in Áras an Phiarsaigh (AAP). Course offices are located on the ground floor of the School. Some classrooms are located in AAP and others throughout the campus. Rooms will be indicated on the timetables. Accessibility information for AAP is available on Aras an Phiarsaigh - Trinity Disability Service - Trinity College Dublin (tcd.ie)

BLU Libraries – The Berkeley Library houses psychology collections. Further information will be provided at Course Orientation and tutorials may be found on

I'm a Student - Psychology - Library Guides at Trinity College Dublin (tcd.ie)

Tutorials & Guides - Psychology - Library Guides at Trinity College Dublin (tcd.ie)

Academic Registry (AR) - AR is responsible for services that support the complete student lifecycle of Trinity – from application to graduation. AR services may be accessed online through the my.tcd.ie portal. Alternatively, AR typically operates a Service Desk for face-to-face assistance, which is located in the Watts Building on campus. Academic Registry - Trinity College Dublin (tcd.ie)

Resources: Interactive College Map

2. Counselling Psychology

2.1 Definition of Counselling Psychology

 "Counselling psychology focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Therefore, counselling psychologists can be found working in such diverse areas as schools and colleges, industrial workplaces, and health services. Counselling psychology centres on typical or normal developmental issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counselling psychologists help people with physical, emotional, and mental disorders improve wellbeing, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this

professional specialty provide assessment, diagnosis and treatment of psychopathology" (PSI Counselling Psychology Accreditation Criteria, 2013, p. 3).

Counselling Psychology is an applied specialism and professional practice within the field of psychology. Historically, the development of Counselling Psychology in Ireland has been deeply influenced by the major schools of psychotherapy, particularly by the humanistic tradition. Counselling Psychology emphasises the role of phenomenological and inter-subjective experience and values the meanings, emotional processes and contexts that influence psychological health and well-being. The unique contribution of counselling psychologists across all their professional activities lies in their holistic view of human nature, their strengths-based and person-centred approach while using knowledge and skills of psychology and specifically Counselling Psychology.

Counselling psychologists integrate theory, practice, and research to contribute to the personal well-being and interpersonal functioning of those with whom they work across the life span with reference to social and organisational contexts, ethical complexity, awareness of cultural diversity and issues of inclusive practice. They also attend to their own personal and professional development which is considered a life-long endeavour. Counselling psychologists work to promote well-being, alleviate distress, and increase clients' ability to live more fully functioning and healthier lives. They attend to both normative developmental issues as well as psychological disorders.

2.2 Counselling Psychology in a Multidisciplinary Context

Mental Health care provision has undergone significant developments in Ireland in the last decade for example, the national policy document **'A Vision for Change: Report of the expert group on Mental Health Policy'** (Department of Health and Children, 2006) which has been superseded and advanced by the recent national policy '**Sharing the Vision: A Mental Health Policy for Everyone'** (2020)', and recent mental health legislation. Growing emphasis is being placed on evidence based psychological therapies, person-centred care, recovery-oriented approaches, service user involvement and multi/interdisciplinary collaboration. From their humanistic baseline and integrative scientist-practitioner perspective, Counselling Psychology graduates are ideally placed to contribute to the ongoing development of mental health care provision in Ireland.

Within this context, the course emphasises the development of skills used by Counselling Psychologists in different contexts, so graduates of the course are well prepared to work in multidisciplinary teams, to inform and contribute to policy decision making, psycho-educational programmes, prevention programmes, consultation, supervision, training and so forth. The course contains classes that orient students in multidisciplinary collaboration. Furthermore, a continuous support that balances multidisciplinary work with a unique Counselling Psychology contribution is provided through supervision. This does not detract from the fact that traditionally the main focus of Counselling

Psychology training is to develop high quality skills in the delivery of research-informed psychological therapy.

3. D.Couns.Psych Course Overview

Our D.Couns.Psych. course aims to facilitate the integrative professional and academic development of ethically sensitive, critically reflective, emotionally aware, empathically responsive and research active scientist-practitioners who work collaboratively with their clients to provide high quality psychological services. It promotes evidence based psychological practice in the context of a therapeutic relationship characterised by trust, respect, and sensitivity to the phenomenological experience of the whole person and the uniqueness of the client within their cultural contexts. Furthermore, the course aims to develop and promote practice relevant **research of a high international standard**. The aims and objectives of the D.Couns.Psych. programme was developed in accordance with the **Quality and Qualifications Ireland (QQI) -** National Framework of Qualifications (NFQ - Level 10) for professional doctorates.

The doctoral course in Counselling Psychology is a postgraduate course open to those with an upper 2nd class Honours Degree in Psychology or equivalent. The course provides theoretical, practical, research and personal development modules. In the first year, the course offers graduates in psychology academic and practical skills training in Counselling Psychology that is firmly embedded in a person-centred approach, significant personal development work, and training in

doctoral level research competence. Professional and case management issues as well as advanced life span developmental psychology and its applications are taught. Assessment procedures and psychometric tests particularly relevant to Counselling Psychology are also taught and competence in administering, scoring, and interpreting relevant tests is a course requirement. The second year involves further training in counselling theories and practice (specifically humanistic emotion-focused approach, current cognitive-behavioural and psychodynamic approach) without losing sight of baseline person-centred qualities, continued professional development work, and an emphasis on research in Counselling Psychology. Couples and group counselling training is provided. Workshops are offered by specialists in various areas on contemporary topics. The third year includes small group supervision, reflective practice, and advanced Counselling Psychology theory and application. However, the main focus will be on research. A research project resulting in the doctoral dissertation is carried throughout the three years. Students are responsible for identifying their own dissertation supervisor though collaboration and guidance which is provided by the course.

Every student has a minimum of 3 placements during the course. In the first year, placements run from December through August, in the second year from September through August and in the third year from September to August. Placement dates and hours are consistent with the placement site's schedule and not the University Calendar.

3.1 Professional Accreditation – Psychological Society of Ireland

The Doctorate in Counselling Psychology is accredited by the Psychological Society of Ireland. According to PSI,

> 'accreditation refers to the process undertaken by PSI to ensure that psychology courses in Ireland are of the highest standards for training and practice in professional psychology. PSI also aims to ensure that the courses provide suitable preparation for students hoping to enter the field of psychology. Accreditation procedures consist of examining documentation associated with the course and an on-site visit to meet with appropriate teaching staff and students'

Typically, an accreditation review is conducted on a five-year cycle. For further information on PSI accreditation criteria please see 'Guidelines for the Assessment of Postgraduate Professional Programmes in Counselling Psychology' (note: these guidelines are currently under review) available at

PSI Accredited Postgraduate Courses | Article | PSI (psychologicalsociety.ie)

3.2 Course Philosophy

The aim of the course is to build upon and develop the psychology graduate's academic competence, professional knowledge, and skills. This is achieved by a combination of personal development work, academic and experiential components together with supervised (small group and individual), professional

placement experiences in Counselling Psychology. An integrative framework is developed over the course of the 3 years. All approaches and theories are underpinned by the core values of humanistic psychology. In addition to employing mainstream psychotherapeutic approaches, Counselling Psychologists focus on their client's resilience, strengths, coping skills and other personal resources (cf. parallel to the concepts of positive psychology).

The academic core of the course is primarily informed by person-centred theory and integration of other established theories used by Counselling Psychologists; namely Humanistic (e.g., Emotion-Focused Therapy), Cognitive and Behavioural and Psychodynamic theories. Systemic perspectives are briefly explored in relation to couple and family therapy. These approaches are particularly emphasised to ensure the student's ability to self-reflect and engage in personal and interpersonal process in relation to self and clients. Guest lecturers are invited from specialist areas within the profession.

Person-centred/Humanistic Baseline

While the overall aim of the course is for students to work towards personal, professional, and theoretical integration, emphasis is placed on the person-centred approach to working with clients, professional colleagues, and the broader public. Person-centred here means acknowledging and respecting the diverse needs of potential consumers of psychological services. Person-centred, in this context, also means engaging in a respectful and professional relationship with the receiver of psychological intervention. Person-centred further means

offering an empowering professional relationship that utilises all available psychological knowledge as well as respect for the clients' needs and values. As a humanistic perspective, Person-centred furthermore means trusting the development and growth potential of individuals and groups with whom the Counselling Psychologist works.

The course subscribes to the provision of an equal and inclusive service to a diverse range of people in terms of gender, marital status, family status, sexual orientation, religion, age, disability, race, or membership of the Traveller Community.

The Person-centred/humanistic baseline is supported in theoretical modules (e.g., Theories and Approaches to Counselling), in skills training that significantly draws on the person-centred tradition, in group supervision that promotes person-centred values, and in the overall staff approach to students (their clients) and other professionals.

Integrative Framework

The aim of the course is to educate students in different theoretical frameworks of counselling and psychotherapy as well as other Counselling Psychology interventions. As is compatible with our humanistic baseline, students are encouraged to formulate their own congruent approach to working with clients based on empirical evidence, best practice principles and awareness of the professional and organisational context in which they work. To facilitate this, students review in-depth and critically evaluate the mainstream counselling and

therapeutic approaches (mainly current psychodynamic, cognitive-behavioural, and humanistic approaches) as well as relevant theoretical issues encountered by Counselling Psychologists. Students also obtain training in generic counselling skills and lectures on psychotherapy integration (assimilative or combining several theories). While students are encouraged and facilitated to formulate their own integrative framework, they are also trained to hold as a central construct, the qualities of the person-centred approach in all aspects of their client work. Formal and informal opportunities for personal and professional integration are provided for throughout the course wherein reflexivity is facilitated.

3.3 Placement Experience

Placements are offered in a variety of settings and the experiences gained will give students a substantial framework within which to integrate theory and practice. The range of placements available reflects the typical or potentially developing areas of Counselling Psychology practice. They provide opportunities for students to apply the skills that are taught on the course to further their learning. The placements have to allow students to gain experience prescribed by PSI Counselling Psychology Accreditation Criteria (PSI, 2013, p. 8) such as **'client experience, including experience of diversity, in at least three settings, at least one of which should be in a health care setting'**. As further stated in these criteria **'client work should vary across the problems, conditions, and disorders in which counselling and psychotherapy (and other psychological activities) are normally indicated. It should also cover clients of different life-span**

developmental stages'.

In order to meet with these criteria, placements will in many instances be assigned in order to fulfil course and PSI requirements. Some assigned placements will require that the trainee is interviewed by the placement site, to ensure suitability of competency, and fit to adequately meet the service providers' needs. Furthermore, supplementary placements may be prescribed by the course director or placement coordinator to ensure that the trainee fulfils placement requirements in a meaningful and appropriately rich and diverse manner. Placement experiences may require travel to agencies outside Dublin and all associated costs are the responsibility of the trainee. The D.Couns.Psych. offers a wide range of course approved placement options in community, health, mental health, education, and private practice settings in the greater Dublin area and throughout the country. At least 3 different placements are required during the 3 years of the course. The course is committed to on-going development of placement provision with the aim to provide further opportunities for HSE (Health Service Executive) recognized placements, which are required for eligibility to apply for HSE psychology posts. These placements are, however, subject to availability and may require a potential travel commitment to commute to placements outside Dublin.

When negotiating the set-up of a full and or supplementary placement contracts, it is the student's responsibility to provide their supervisor(s) with copies of all

required course guidelines, timetables, and placement contractual forms and to facilitate negotiation of clear contractual agreements. Students need to ensure that their clinical supervisors are also provided with evaluation materials from the commencement of placement, to include the learning outcomes, and Interim and End of Placement Review Forms. Each student is provided with these resources from the course electronically at the beginning of each academic year.

Resources: For information, see the relevant sections in <u>College Internships-Placements Policy-jan2021.pdf (tcd.ie)</u>

3.4 Personal Development

As consistent with its person-centred emphasis that requires Counselling Psychologists to be authentically relational in their work, the course contains a strong personal development component to allow students to learn about themselves and their interpersonal relating. Through the course provision of group therapy and personal development workshops, reflective activities and assignments, students are encouraged to reflect on their personal experience and relational functioning. In group and individual supervision, further opportunities are provided for students to reflect on the role of their own personal process in their relationship with clients. These types of activities are opportunities to learn about the impact of their personal history on any attitudinal stances and biases in approaching clients from diverse backgrounds.

Furthermore, individual therapy is required to ensure that students are supported therapeutically as they may encounter challenges while navigating their personal and professional journey in their new-found role. A further aim of individual therapy is that their own potentially unresolved issues and experiences will not adversely intrude on their work with clients and that they understand their client's experience and the vulnerability the client brings to therapy. In line with person-centred principles, students are encouraged to select a therapist and a particular therapeutic approach, on the basis of their own developmental needs and preferences. Students are financially responsible for the additional cost of individual therapy and this is not covered by their course fees.

3.5 Counselling Psychologists Skills in the Broader Context

The course increasingly emphasises the development of skills used by Counselling Psychologists in different contexts, so graduates of the course are well prepared to work in multidisciplinary teams, to inform and contribute to policy decision making, psycho-educational programmes, prevention programmes, consultation, and so forth. The course liaises actively with the Division of Counselling Psychology of the Psychological Society of Ireland and former graduates of the course in developing curricula that reflects changes and developments in the field and in the role of the Counselling Psychologist in a changing society. The emphasis on this broader role of the Counselling Psychologist is mainly covered in group supervision classes, where students bring complex issues that they encounter in their client work.

3.6 Scientist-practitioner Model and Emphasis on Research-informed Practice

The course emphasises the scientist-practitioner model and research-informed practice. The scientist-practitioner model is fostered through research classes and work on the research dissertation. Students are informed on a variety of research strategies (including e.g., experimental, quasi-experimental as well as descriptive and qualitative, phenomenological, hermeneutic, discourse analytic and grounded theory approaches) and learn to critically evaluate the strengths and weaknesses of different methodologies.

Taught classes as well as counselling skills training, supervision and reflective practice modules emphasise the application of current psychological knowledge informed by empirical research in the work of the Counselling Psychologist. Students are facilitated to be aware of current research findings and research-informed clinical practice guidelines (i.e., established practice guidelines; systematic reviews of evidence) and to incorporate them into their clinical practice.

3.7 D.Couns.Psych. Research

The D.Couns.Psych. course emphasises the development of high-quality research skills by students. Students are exposed to a variety of research methods, approaches, and strategies. Epistemology of post-modernism, phenomenology, and social constructionism and other approaches more akin to human science as well as positivism in its modern variants of critical realism and multiple operationalism are equally valued and seen as providing a unique perspective on

gathering knowledge. Qualitative methods such phenomenological, hermeneutic, discourse analytic and grounded theory approaches as well as quantitative methods of inquiry such as experimental, quasi-experimental, and descriptive are taught and applied in a variety of assignments and modules. Assignments and modules include Small Scale Research (Research Project I), Reflective Research, Research Methods, and Doctoral Dissertation. The research themes covered on the course are relevant for Counselling Psychology or they may provide a unique Counselling Psychology perspective on multidisciplinary problems and issues.

The course especially focuses on research streams such as: inclusive practice, suicide prevention, psychotherapy process and outcome research and training in Counselling Psychology that are programmatically pursued by the course staff supervising doctoral dissertations and Small Scale Research Projects I (for more details see section Research Streams below).

Special emphasis is given to research projects that are readily linked with practical problems and clinical issues arising in collaborating placement sites. Research problems related to the issues of diversity are especially encouraged. In pursuing their research interest, students are also welcomed to approach other staff members in the School of Psychology, who are willing to supervise their projects and whose research interests cover topics relevant for Counseling Psychology. Potential supervisors can be discussed with the Course Director or the Research Coordinator.

The aims and objectives of the D.Couns.Psych. research component are also developed in line with the National Framework of Qualifications (NFQ – Level 10) for professional doctorates. The research component of the course prepares students for:

- a systematic comprehension of Counseling Psychology, and mastery of the skills and methods of research used in Counseling Psychology

- conceiving, designing, implementing, and adapting a process of research with scholarly integrity, rigor (including the development of new techniques)

- critical analysis, evaluation and synthesis of new and complex ideas and practices, in the area of Counselling Psychology

- contribution through original research that extends the frontiers of knowledge or the parameters of professional Counselling Psychology practice by developing a body of work, some of which merits publication in national or international publications

- communication with their peers, Counselling Psychologists, the larger scholarly and professional community and with society in general about their areas of expertise in a sustained and exact manner

- promotion, with due regard to ethical considerations, equity, equality, and inclusive practice, within academic, professional and practice contexts, scientific, social, or cultural advancement.

3.7.1 Research Streams

The course offers several research streams of which students can become involved when working on their dissertations or other research activities. The research streams may schedule dedicated time that can serve for discussions or taught input relevant for the research stream.

The first research stream is led by Dr. Ladislav Timulak and is devoted to Psychotherapy Research. The studies focusing on research-informed psychotherapy, process and outcome research, intensive case studies, significant events in psychotherapy, therapists' development, outcome instruments standardization, practitioner-oriented research, qualitative psychotherapy research are encouraged and conducted in close collaboration with or under the supervision of the stream leader. One of the main parts of this research stream relates to studies that focus on the development of emotion-focused therapy. Some of the studies are part of a broader international collaboration; some are done in collaboration with different agencies and services providing psychotherapeutic or counselling services.

Counselling Psychology and the therapeutic process constitutes the second stream and includes mixed methodology research on typically occurring presenting issues to counselling psychologists. Further topics of interest are: therapist development, evaluating and exploring therapeutic interventions and processes, programme evaluation along with phenomenological experiences of both therapists and their clients. Life-story research focused on the scientific study of and attention to prosocial aspects of lifespan development such as: life-

long learning, diverse lives, the whole person in biographical and cultural contexts, coping with adversity and the development of self-understanding and meaning-making across the life course. Dissertations on research topics concerning diversity (e.g., issues concerning gender, religion, age, marital and family status, disability, sexual orientation, race or ethnicity, Traveller Community, etc.) are especially welcomed. This stream is led by Barbara Hannigan.

Additional streams currently in development and led by Daragh Keogh focus on the application of individual and group emotion-focused therapy to the understanding and treatment of eating and body related difficulties, and the application of humanistic theory to conceptualising and responding to the emotional and psychological needs of children living in foster or residential care settings. Both these streams involves high degrees of collaboration with TCD and internationally located colleagues as well as collaboration with external agencies where research may be hosted.

3.7.2 Research Dissemination

Presentations at national and international conferences as well as dissemination of research through publication (see Recent Publications on the School or University websites) in journals and through seminars and workshops is facilitated, encouraged, and considered an integral part of the research process. Students will be required to present their research to their peers for discussion

and feedback at various stages throughout the course. They are also **required to attend 20 hours of research presentations over the duration of the course**, in the School and/or at research conferences, for which an activity log needs to be submitted.

Should you require any further information you are very welcome to make an appointment to discuss this and other research questions arising for you as you plan your academic developmental path. Additional core staff and School of Psychology staff areas of interest are available on University webpages or on the School Website

Research People - School of Psychology - Trinity College Dublin (tcd.ie)

3.8 Research Ethics

No human participant research may proceed without prior approval from the School of Psychology Research Ethics Committee (SPREC). Further details on Ethics & Research are provided in the D.Couns.Psych. Research Handbook and in the relevant module outlines.

See School Website for further information[1]

---

[1] Please note that at time of writing, the process by which ethics applications are made to the School of Psychology Research Ethics Committee is transitioning such that future applications will be made directly through the university wide REAMS system. As such, the ethics pages of the School of Psychology website is under review and may or may not be accessible for a period of time.

School of Psychology Research Ethics

Resources: College policies and resources include

Research Policies - Trinity Research - Trinity College Dublin (tcd.ie)

College Ethics Policy - About Trinity - Trinity College Dublin (tcd.ie)

Policy on Good Research Practice_June2021.pdf (tcd.ie)

Research Ethics - Trinity Research - Trinity College Dublin (tcd.ie)

Research - Data Protection - Trinity College Dublin (tcd.ie)

Research Ethics Application Management System:
https://www.tcd.ie/research/support/ethics-approval.php

3.9 Philosophy of Training

The humanistic philosophy underpinning the Doctorate in Counselling Psychology is also reflected in the course pedagogy and in the Course Director's and the staff team's approach to the academic and professional training of Counselling Psychologists. We are committed to the development of the existing skills and potential of each student throughout their time on the course. We respect and value each student's individuality and seek to promote and support their developing self-awareness as essential to reflective clinical practice and academic enquiry. We seek to model commitment to self-reflection in ongoing dialogue within the team, frequent evaluation of course provision, participation in ongoing

professional development and active contribution to current debates and issues in the field. We further seek to foster an attitude of inquiry, collaboration and open communication among tutors and students in all aspects of our engagement with students and more formally through the tutorial system, student representation at both D.Couns.Psych. staff meetings and on the D.Couns.Psych. Course Management Committee.

3.10 Our Teaching and Learning Approach

- "Learning to learn should be conceived as a lifelong learning project." (Brookfield, 1995, p. 5).

- "A reflective practitioner… is a worker who is able to use experience, knowledge, and theoretical perspectives to guide and inform practice… reflective practice involves cutting the cloth to suit the specific circumstances, rather than looking for ready-made solutions" (Thompson, 2002, p.235).

The course trainers aim to foster a collaborative and relational approach to teaching and learning with students. Each person has different ways of gathering, processing, and retaining information. Congruence between learning style, subject matter, and teaching approach is optimal. Experiential learning supports individuality and personal insight. The course is designed to provide an education and training in an integrative and evidenced based approach to Counselling Psychology to a level appropriate for safe, ethical, and effective practice. It also aims to provide the opportunity for students to enhance and extend further their

personal, professional, and academic development to doctoral level. The course will be facilitated to provide learning choices through multi-dimensional training methods with an emphasis on experiential self-directed learning. The course is committed to further facilitating and enhancing the development of Counselling Psychology, as a profession in both Ireland and abroad.

Relevant College Information:

<u>Student Evaluation and Feedback</u>

3.11 Ethical Awareness & PSI Code of Professional Ethics

The course promotes high ethical sensitivity, awareness, and behaviour in all aspects of its delivery and provision. The Psychological Society of Ireland Code of Professional Ethics (2011/2019 update) is a central point of consultation in governing and delivering all aspects of the course. The Psychological Society of Ireland Code of Professional Ethics is used as a reference in all cases where judgements regarding professional ethics are being made. All staff subscribe to the principles of the PSI Code of Professional Ethics as a guide in their professional behaviour. Students are required to adopt a good knowledge of ethical issues pertinent to their studies and practical work, and this is facilitated through early inputs on the course before students start their practical work. A good working knowledge of the PSI Code of Professional Ethics and PSI's Policy on Equality and Inclusive Practice is required from students early on the course.

Students are required to conduct their professional behaviour in line with the

principles outlined in the PSI Code of Professional Ethics. In addition, students are also required to gain approval for their studies from the Data Protection Office and the School of Psychology Research Ethics Committee prior to conducting their doctoral research. Students are also required to provide an annual report to the School of Psychology Research Ethics Committee up to the submission of their dissertation. Please consult the School Ethics webpage for procedures.

Resources: School of Psychology Research Ethics

Code of Professional Ethics of the PSI (psychologicalsociety.ie)

3.12 Timetables

Timetables are provided at the start of each term via Blackboard and are also posted on the Course Notice board (School of Psychology, ground floor). Timetables are subject to change and students will be notified of updates by email to their TCD email accounts.

Resources: Blackboard Learn and My TCD

3.13 Virtual Learning Environment – Blackboard Learn

Blackboard Learn is Trinity's Virtual Learning Environment (VLE) and a course management system used to communicate and share content relating to the D.Couns.Psych.

Once registered as a student, you can access Blackboard Learn from any device with internet access at mymodule.tcd.ie. To log in, you will need your Trinity

computer account username and password. Module enrolments in Blackboard are automated based on your student record (viewable on my.tcd.ie). You will use Blackboard Learn to access learning material and activities for your course, such as timetables, lecture notes, and announcements. Some assignments are also submitted via Blackboard for which further details will be provided by the course.

Resources: Blackboard Learn

Policy on Trinity Virtual Learning Environment

4. Academic Writing & Integrity

4.1 Plagiarism

Plagiarism is viewed by Trinity as academic fraud, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

All students are expected to familiarise themselves with the part of the University of Dublin Calendar on plagiarism that applies to them (see below)

Important:

All students must complete the **Ready Steady Write plagiarism tutorial** located at https://libguides.tcd.ie/academic-integrity/ready-steady-write and sign a **declaration** when submitting course work, whether in hard or soft copy or via

Blackboard, confirming that they understand what plagiarism is and have completed the tutorial**.**

Resources: Further information and resources on plagiarism, can be located in the online 'Academic Integrity section of the TCD website:

https://libguides.tcd.ie/academic-integrity

Calendar Statement on Plagiarism for Postgraduates - Part III, Section 1: 49

49 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

50 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student's work;

_____

(b) enlisting another person or persons to complete an assignment on the student's behalf;

(c) procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source. All the above serve only as examples and are not exhaustive.

51 Plagiarism in the Context of Group Work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer

concerned. Without this, submitting work which is the product of collaboration with other students may be considered to be plagiarism. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

52 Self-Plagiarism No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

53 Avoiding Plagiarism Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at https://libguides.tcd.ie/academic-integrity

54 If plagiarism as referred to in P49 above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union

representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations). If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

55 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties: recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission. The student is required to submit a new piece of work as a supplemental assessment during the next available 20 session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

Provided that the appropriate procedure has been followed and all parties in **54** above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Programme Director and, where appropriate, the Programme Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and

requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under Section 5 (Other General Regulations). Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

56 If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

Resources: Please see

https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/plagiarism-mar2020.pdf

Academic Integrity - Trinity Teaching and Learning - Trinity College Dublin (tcd.ie)

Plagiarism Declaration

Please note: Turnitin is the software used by College for plagiarism detection, online assignment submission, and feedback. A selection of course assignments and dissertations may be run through this plagiarism software system.

4.2 Intellectual Property Guidelines

In accordance with Section 1.2.6 of the Trinity **Policy, Practice and Regulations on Intellectual Property, TCD does not claim ownership of** IP created independently by Students, which does not fall under section 1.1.2.

APPENDIX VI - IP Guidelines for Student Researchers

The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their programmes.

TCD endeavours to protect and manage IP in accordance with the **TCD Policy, Practice, and Regulations on Intellectual Property**. As such, TCD requires Students who are engaged in research projects, as permitted by a supervising Principal Investigator (PI), to consider the following guidelines:

- All research projects and project results should be considered confidential;
- No IP (i.e., data, results, etc.) should be disclosed/presented/disseminated/published without the permission of the supervising PI;

- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);

- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;

- Supervising PIs may, at their discretion, request that a Student signs an undertaking to assign IP and maintain obligations of confidentiality if necessary:

  o This may be dependent on terms and conditions of the funding underpinning a project; and

  o This may be dependent on the commercial sensitivity of the project;

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCD's IP Policy:

  o Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and

  o The assignment would be facilitated by the Technology Transfer Office;

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time as IP can be patent-protected or otherwise disclosed. Any stay required is in accordance with

Section 1, paragraph 114 of the University Calendar, Part III, "Withheld access ".

- Students wishing to engage with third party Academic Institutions or Industry, and where Student-owned IP may be discussed or used for such engagement and/or collaboration, should always consult with their supervising PI or Head of School or TR&I, as appropriate. In the case of such
- external engagements, an agreement outlining terms and conditions of IP ownership and use between the parties may be required.
- The Student is encouraged to always consult with the supervising PI with respect to the research project and any conditions which may be attached in terms of ownership of IP, publication, confidentiality and thesis submission. Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

Resources: Please see the full policy at IP Policy (tcd.ie)

4.3 Referencing Style – American Psychological Association (APA, 2020)

As noted, it is essential to identify and acknowledge all sources of information and to acknowledge other people's ideas and statements used in an assignment. Students are required to use the American Psychological Association (APA, 2020) Publication Manual, 7th Edition referencing style in all written work. The manual is available in hard copy in the Library

Resource: Style and Grammar Guidelines (apa.org)

5. Teaching and Learning

5.1 Doctorate in Counselling Psychology - Programme Learning Outcomes

In summary, the D.Couns.Psych. aims to develop competent Counselling Psychologists by providing training in 3 broad competency areas;

1. **Knowledge Acquisition:** knowledge of psychological theory, research, and practice

2. **Skills Development:** by providing formal and informal opportunities for skills development, in order for this knowledge to be applied to professional practice and

3. **Personal & Professional Development:** by providing opportunities for students to acquire and develop self-awareness, ethical awareness and professional attitudes and behaviours in all aspects of their work.

On successful completion of this programme, students should be able to:

1. Knowledge

a) Comprehend, articulate, and critically evaluate a range of psychological and psychotherapeutic propositions and psychological systems of thought

b) Integrate psychological and psychotherapeutic theory into clinical practice with reference to research.

c) Demonstrate in-depth knowledge of the main theoretical approaches and conceptualise these models with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as central aspects of their client work.

d) Articulate a well-integrated personal theory of Counselling Psychology applicable to clients throughout the life span and from diverse backgrounds

e) Comprehend the principles of ethics, value systems, equality and inclusive practice and reflect upon these as integral to clinical practice and research.

f) Demonstrate in-depth knowledge of human development, psychopathology and of associated biological, cultural, and social influences on human behaviour and mental health.

g) Create and interpret new knowledge through empirical research and successfully complete the D.Couns.Psych. Dissertation.

h) Demonstrate knowledge of the organisational and legal contexts in which counselling psychologists and other mental health professionals and other relevant professionals work.

i) Demonstrate knowledge of training and supervision models relevant for Counselling Psychology.

2. Skills Development

a) Demonstrate competence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case management, development and evaluation of treatment plans, intervention skills, referrals, and relevant

administrative skills, etc.

b) Demonstrate skills acquisition in critical analysis and application of this to a range of psychological and psychotherapeutic theory in clinical practice.

c) Critically evaluate models of psychological therapy with reference to individual needs of clients.

d) Recognise and identify the issues facing diverse groups and being able to respond to their specific psychological needs.

e) Recognise the way in which clients presenting concerns may be understood in the context of the client's phenomenological world and use this effectively in clinical practice.

f) Develop reflective and ethical skills within the context of ongoing personal and professional development and research inquiry.

g) Develop a range of research skills and to produce high quality research that contributes to and further develops the existent body of Counselling Psychology literature.

h) Demonstrate competence in presenting clinical, academic and research topics and appropriate report writing.

i) Demonstrate competence in responding to abstract problems that expand and redefine existing procedural knowledge.

j) Demonstrate competence in communication with professionals from other disciplines and awareness of the role of other relevant disciplines and appropriate engagement with them (including appropriate referral)

k) Identify and appropriately respond to the variety of contexts that impact on

the counselling psychologist's work, including organisational, ethical, legal, social, economic, cultural contexts etc.

l) Demonstrate competence (commensurate with their professional developmental stage) to engage in consultation, training, and supervisory roles.

3. Personal & Professional Development

a) Demonstrate interpersonal sensitivities, qualities, abilities, and competencies required to establish, maintain, and conclude professional therapeutic relationships with clients and to develop and maintain professional relationships with peers, tutors and colleagues.

b) Recognise the need for ongoing professional and personal development based on their full participation in personal and group therapy and professional development opportunities.

c) Take responsibility for and critically reflect upon their own learning process and professional development

d) Work, safely, effectively, autonomously and as part of a team

e) Apply effective communication and presentation skills

f) Engage in critical dialogue in Counselling Psychology research and development and communicate results of research and innovation to peers

g) Demonstrate a high level of professional and ethical behaviour, recognising their level of competence and abide by PSI code of ethics.

h) Adopt an open and flexible approach to the critique of theory and research.

5.2 Programme Structure Overview

The academic component of the course provides the knowledge and broad understanding of theory on which Counselling Psychology practice rests. The general counselling skills and specific techniques essential to effective counselling intervention are taught by means of lectures, workshops, student presentations, video role-plays, and supervised practical work. There is particular emphasis in the course on experiential work and personal development. Students will have opportunities to consider and reflect upon a variety of problems and contexts.

6. Year 1: Course Content & Brief Curriculum

University and School of Psychology Orientation

In addition to Year 1 modules, at course commencement, students will receive an orientation to the University, the School of Psychology, and the Counselling Psychology Course.

Presenters: University & School staff

See: Postgraduate Students - Student Life - Trinity College Dublin (tcd.ie)

Course Orientation

During the first 6-8 weeks students are on campus 3 to 4 days per week, prior to commencing their practical placement experience. During this induction/intensive teaching period, core theories and professional issues will be presented, and basic skills conveyed. The importance of research will also be introduced.

6.1 Overview of Year 1 Course Modules

Year 1 Module Title	Module Code	Assessment
Module 1: Small Group Supervision I	PS7024	3 Client Presentations, Supervisor's Evaluation, In-class participation
Module 2: Counselling & Psychotherapy Skills Training I	PS7022	Process Report, Skills Evaluation, and In-class Participation
Module 3: Personal Development I - (Group Process, Personal Counselling)	PS7021	Satisfactory Participation
Module 4: Reflective Practice	PS7030	Reflective Learning Journal Report
Module 5: Professional Issues in Counselling Psychology and Case Management	PS7020	Written Exam
Module 6: Theories and Approaches and Theoretical Issues in Counselling Psychology	PS7031	Student-led Presentations (In-class presentation)
Module 7: Advanced Lifespan Developmental Psychology - Theory and Practice	PS7035	Student-led Presentations

Year 1 Module Title	Module Code	Assessment
Module 8: Psychological Assessment I	PS7016	Use of Psychometric Instruments, Psychological Report
Module 9: Placements I	PS7028	Mid Placement Review End of Placement Reviews
Module 10: Research in Counselling Psychology I	PS7000	Written Exam
Module 11: Small Scale Research (Research Project I)	PS7027	SSRP Supervisor sign-off 2-page Research Proposal

6.2 Brief Description of Year 1 Course Modules

Please refer to the '**Course Modules, Learning Outcomes, & Module Descriptors**
2024/25 document for a full description of course modules and contact hours.

Module 1: Small Group Supervision I

Module Co-ordinators: Dr. Susan Eustace & Barbara Hannigan

Small Group Supervision I

Supervisors: Dr. Susan Eustace & Barbara Hannigan

As soon as placements begin, students have weekly small group supervision

during each term. Students present their cases, concerns, and questions;

receive feedback from group members and staff to further their own personal

process and to enhance their developing skills. Each student is required to present a minimum of 3 cases, including audio recordings and transcripts of their sessions, to facilitate discussion and feedback. Formative supervisor and peer feedback is given on a continual basis throughout the year and more formally in Hilary Term. Summative feedback is also provided in Trinity Term. In line with our course philosophy, a collaborative learning environment is promoted. From the outset, each supervisee is considered to be capable of making a valuable and unique contribution to the learning of the group.

Module 2: Counselling & Psychotherapy Skills Training I

Module Co-ordinator: Barbara Hannigan

Counselling & Psychotherapy Skills Training (Skills Training)

Facilitators: Dr. Megan Gaffney, Dr. Susan Eustace & Others

A series of workshops are conducted providing training in interviewing techniques, listening skills, establishing empathy, immediacy, identifying feelings, reflecting feeling and content, paraphrasing, summarising, reframing, dealing with 'resistance', and action planning. Person-centred counselling skills are core and fundamental for the development of consequent interventions.

Counselling & Psychotherapy Skills Training (Video)

Facilitators: Dr. Daragh Keogh, Dr. Susan Eustace

In these sessions, video is used to role-play both client and counsellor to sensitize students to issues such as the use of body language and how their own interventions enable clients to open up, or alternatively become blocked. The initial interview will be explored as will dealing with difficult counselling situations and a variety of other topics as prompted by material students bring from their own experience of client-work. As this is an open workshop-style session, it may be used to explore other themes, issues, and group exercises from time to time as is deemed fitting with the overall aim of increasing students' skills and self-awareness in their client-work.

Module 3: Personal Development I

Module Co-ordinator: Dr. Megan Gaffney

Personal Development - Group Therapy

Facilitators: External Facilitators

The group process is an opportunity for students to experience themselves in relation to others in the group and to develop their personal and emotional learning. While recognising that work in the group will inevitably touch off, and bring up past experiences of individuals, the emphasis of the work is on the here and now present. As group members discover how they are creating their own experience in a group, this opens up the possibility of choosing to respond differently. The facilitator's role is to track and support the emerging interactive

process. Confidentiality between the group facilitator and the students is highly respected. All students must, however, attend all sessions and participate actively in this critical component of self-development or the facilitator must inform the Course Director. Otherwise, only where there are truly exceptional concerns about the student's ethics, mental health, physical health, or performance in their capacity as a Counselling Psychology trainee will the facilitator contact the Course Director. If such a circumstance does arise, the Director or Designee will meet with the student to agree a suitable course of action. Students are required to sign an attendance log for each of these sessions. Again, each group member is considered to be capable of making a valuable and unique contribution to the learning of the group.

Personal Development - Personal Therapy

Incoming Year 1 and continuing Year 2 students are required to undertake 60 hours of individual psychological therapy over the course of their 3 years on the programme as per updated accreditation guidelines. Incoming students are encouraged to commence personal therapy before their entry and must continue throughout the course. This provides first-hand experience of being in the client role, as well as giving students an opportunity for self-exploration, and coming to terms with issues experienced during the year. The Course must 'agree' counsellors/therapists to work with students and students are provided with the websites of the major professional organisations who have databases of fully accredited/registered therapists. Students are required to return a signed contract form from their therapist at the beginning of their therapy.

The goals of personal therapy are as follows:

- to provide support during this demanding time

- to develop a deep understanding and appreciation of self

- to become aware of and utilise personal strengths and assets

- to become aware of blind-spots, blocks, and vulnerabilities.

The student must demonstrate commitment to addressing these goals and engage fully in the therapy process. If these goals are not being met, the therapist and/or student should discuss this in the therapy situation and set specific steps to address the issues.

The confidentiality between the therapist and student is highly respected. Only in truly exceptional circumstances where there is a major concern about the student's capacity as a Counselling Psychology trainee, would a therapist, with reference to PSI Code of Ethics (or equivalent) contact the Course Director. Should this occur, the Director or Designee would meet with the student to agree a suitable course of action.

A **minimum** of 20 hours per year is required. This must be documented in the form of a letter from the therapist at the end of the first year. The letter must state the number of sessions attended and confirm that the student invested in the process of therapy and worked on relevant personal issues. **This needs to be agreed with the therapist at the commencement of therapy.** This does not

in any way compromise the integrity and confidentiality of the agreed therapeutic contract.

Personal Development – Workshops

Facilitators: Core Staff

There will be several workshops to develop self-awareness, the recognition of each individual's uniqueness and personal style, group dynamics, and how to use personal experience for learning. Techniques will be offered which will help raise the students' knowledge of their own process and how it may affect the counselling situation.

Module 4: Reflective Practice

Module Co-ordinator: Barbara Hannigan

Reflective Practice (Tutorials)

During Michaelmas Term, each student will be assigned a core staff member who will be their primary contact person on the course for all matters, including placement issues. Students are welcome to meet 1:1 with their Tutor at least once during the term to discuss any issues of concern or interest. These are intended as collaborative meetings to build on the students existing strengths and resources. These meetings are also an opportunity to both receive and provide feedback, so meetings are best scheduled from December onward. Students may, however, request additional tutorials if they need to at any time

and are encouraged to do so if there are any outstanding questions or concerns, including their status on the course. Tutors may also request additional meetings if required.

Reflective Practice (Learning Partner)

A Learning Partner is chosen in the first few weeks of Michaelmas Term. Partners should meet weekly to discuss progress, set personal learning objectives and give each other support, encouragement and feedback.

Reflective Practice (Reflective Learning Journal)

From entry to the course through completion, a personal Reflective Learning Journal must be kept by each student, recording in detail, their opinions, and reactions to all aspects of learning on the course, including classes and unstructured learning, personal development and client work. It should also demonstrate awareness of relationships with peers and tutors. Personal learning objectives should be regularly set and reflected upon. The Journal should be regularly shared with the learning partner during weekly meetings together. It will also provide the basis for self-evaluation of the students' strengths, resources, and areas for development. The journal may serve as a base for tutorial meetings and is also a basis for written personal development reports throughout the year.

Reflective Practice (Integration & Reflection)

Facilitators: Core Staff

Periodically throughout the year, sessions are held during which the students reflect upon all that they are experiencing on the course, and how this is being integrated by them. This is also an opportunity for students to provide feedback to the course staff.

Module 5: Professional Issues in Counselling Psychology and Case Management

Module Co-ordinator: Barbara Hannigan

Professional Issues in Counselling Psychology

Lecturers: Core Staff & Professionals in Relevant Areas

This course module will provide an overview of professional issues such as a history of the Counselling Psychology profession in Ireland and abroad, philosophical foundations of Counselling Psychology, values on which Counselling Psychology is based, a broader role of counselling psychologist, PSI code of ethics, identifying and resolving ethical dilemmas, an overview of the health service system in Ireland, interdisciplinary team and cross agency issues,

multicultural and diversity issues, anti-discriminatory practice, relevant legislation and legal context of counselling psychologist's work, self-care techniques, etc. (see Module Descriptors for further information). (Continued in Small Group Supervision sessions.)

Case Management

Lecturers: Core Staff & Others

This course module will include the responsibilities of the Counselling Psychology trainee in following a case through from referral to discharge. Topics will include procedures related to referrals, duties of care procedures, mandatory reporting, informed consent issues, file management, case notes, letter and report writing, case conceptualisation, on-going case management, use of supervision, termination issues, etc. (see Module Descriptors for further information). (Continued in Small Group Supervision sessions.)

Module 6: Theories and Approaches and Theoretical Issues in Counselling Psychology

Module Co-ordinator: **Dr. Susan Eustace**

Theories and Approaches to Counselling

Facilitators: Dr. Susan Eustace, Dr. Daragh Keogh, Dr. Damian Lowry & guests

These seminars, held over the year, will provide a foundation in the major theoretical approaches used in Counselling Psychology. The following is a sample of the approaches and theories to be explored in Year 1:

- Humanistic (Person-Centred & Emotion-Focused),
- Psychodynamic,
- Cognitive-behavioural

This module is conducted through a problem-based learning approach, thus students are responsible for substantially researching content and contributing to these classes. The aim is to become familiar with the theoretical constructs, understand how these are evidenced in the therapy session, and to insure they are translated into practice by the student with their own clients. Limitations and necessary cultural adaptations of the respective approaches are also explored.

Theoretical Issues in Counselling Psychology (Psychopathology and other presenting issues)
Facilitators: Dr. Damian Lowry & guests

These sessions in Michalemas & Hilary Term, provide students with an opportunity to learn about the difficulties associated with various forms of psychological suffering (psychological disorders as well as difficulties

experienced with regard to significant life situations or conditions, including DSM-V and ICD-10 classification and its controversies) that counselling psychologists encounter. Guest lecturers provide an overview on major presentation groups in terms of prevalence, criteria, assessment and treatment approaches. Students may contribute to group learning by providing a resource pack on their chosen subject which will identify their theoretical perspective, empirically informed therapeutic approach; well researched, reliable, and valid therapeutic interventions and multicultural considerations. It may also include assessment strategies, therapeutic process and outcome challenges and indicators along with identifying practical information that may be beneficial in working with a client presenting with this problem.

Module 7: Advanced Life Span Developmental Psychology – Theory & Practice

Module Co-ordinator: Dr. Megan Gaffney

Advanced Life Span Developmental Psychology

Lecturers: and guest lecturers

These workshops emphasise the value of seeing clients' problems in their developmental and ecological context, including issues of diversity and inclusive practice. Issues related to the various ages and stages of life, from childhood through old age, will be discussed in terms of how this shapes the Counselling Psychologist's approach to conducting therapy. Special attention is given to

practical work with older adults and clients presenting with disabilities. Small group student presentations may form part of this module. Students are encouraged to build on their prior knowledge and experience as a contribution to group learning.

Assessment and Therapy with Adolescents and Children

Lecturers: Dermot O'Callghan, Dr. Paul Gaffney, Dr. Daire Gilmartin, Louise Jacobs & others

This module contains a series of workshops covering conceptual and practical aspects of work with children, and adolescents. These sessions will focus on translating the student's knowledge of children and adolescent issues into effective counselling practice dealing with complex issues of vulnerability, support, and resilience. Issues and approaches to therapeutic work with children will also be introduced and explored in systematic context.

Module 8: Psychological Assessment I

Module Co-ordinator: Dr. David Gogan

Psychological Assessment

Lecturers: Dr. David Gogan & Guests

This course of lectures and workshops will expand the student's knowledge of test construction, use, administration, interpretation and reporting. The various types of instruments available to Counselling Psychologists will be reviewed. The most commonly used self-report inventories, ratings scales and projective tests will be researched by the students and discussed with respect to case conceptualisation and therapeutic intervention. The main personality tests are reviewed. Cognitive, developmental, and neuropsychological assessment is also covered. Some tests will be taken by the students themselves and incorporated into their ongoing personal development as a Counselling Psychologist.

The DSM-V and ICD-10 will also be presented and discussed as it relates to Counselling Psychology. The aim of these classes is to acquaint students with essential principles of psychometric theory, test design, test construction and validation; to provide students with an understanding of the importance of standardised assessment procedures to the professions of applied psychology; to provide a thorough grounding in the concepts of validity and reliability; to provide exposure to the administration, scoring and reporting of selected tests. As congruent with the course philosophy, a relational approach to assessment is promoted. The module sensitises students to the assessment part of work on their placements. It is expected that students further develop their assessment skills on placements under the supervision of counselling psychologists or other appropriately qualified psychologists.

The module is further supplemented by the module Psychological Assessment II and by classes that are part of Advanced Counselling Psychology Module in Year 2 and 3.

Module 9: Placements I

Module Co-ordinator: **Barbara Hannigan**

Placements I. Students typically have one primary placement though they may also have a supplementary placement. It is envisaged that in year 2 & 3 they will have 2 placements (Child and Disability in year 2 and Disability and Specialist Placement in year 3). Placements are offered in a variety of settings (over the three years, **one of which must be in a health care setting and one with children and adolescents**) and the experiences gained will give students a substantial framework within which to integrate theory and practice. Over the course of three years, students should gain clinical practice experience with people from age ranges across the lifespan (this needs to be reflected in the logbook for further information see the Placement pack). At least two full working days each week are spent on placement. Students sponsored by the Health Service Executive will spend 3-4 days on placement as per their HSE contracts and HSE agreement with the course. Very occasionally placement hours may be in the evening or at the weekend by agreement between the student and with the placement co-ordinator and the placement site director.

Exceptionally some shorter 5.5 months placements across 3 days per week may be offered also in order to facilitate students meeting eligibility criteria for recruitment to HSE Psychology posts (provided that student expresses interest in those).

- The D.Couns.Psych. offers a wide range of **course approved** placement options in community, health, mental health, education, and private practice settings in the greater Dublin area and throughout the country. At least 3 different placements are required during the 3 years of the course (see further in this paragraph about the planned placement provision). The course is committed to on-going development of placement provision with the aim to provide further opportunities for HSE recognized placements, which are required for eligibility to apply for HSE psychology posts. It is envisaged that the HSE sponsored students will have placements in the area of Adult Psychology, Child Psychology, Lifespan Disability and Specialist Placement. Every effort will be done to provide the same type of placements for students who are currently not sponsored by the HSE.

- Students may be given, if possible, the opportunity to express their preferences for placement each year from the approved placement list provided. While every effort to accommodate preferences will be considered students will be assigned to a placement site by the placement coordinator due to either availability or need for a varied or required training experience.

It is envisaged that the students sponsored by a particular HSE Community Health Organization (CHO) will have most of their placements in that CHO. This may require travel to agencies outside Dublin. This process occurs in collaboration with the students and with the site liaison person. The students may be interviewed to gain placement acceptance. Students are welcome and encouraged to source additional possible placement sites which must meet the criteria for approval by the course placement co-ordinator. Assistance with knowing how best to proceed in this will be provided by the placement team. However, all placements are arranged and set up in collaboration with the Placement Co-ordinator and must meet with course criteria for suitability for training purposes. Placement preparation is provided along with a clinical placement portfolio which covers all required placement contractual forms and information. Students are facilitated in learning how to negotiate all contractual requirements and have responsibility for updating and maintaining their files within the portfolio.

- During each year students will have an Interim Review and an End of Placement Review Meeting with either one of the core staff placement team or with other core staff team member along with their clinical supervisor to provide specific feedback on their overall development as a counselling psychologist. (See section on assessment for further details).

- Students must enter a written contract with their placement site supervisor

to address requirements of supervision including the learning needs and goals of the supervisee, ethical issues and working contexts etc. (Form provided by the course). The site supervisor has an important role in the recommended assessment of students' practical and conceptual skills and overall professional behaviour.

- At least one of the main placements across the three years must be intensively supervised by an experienced Counselling Psychologist, who is a Chartered member or eligible for Chartered Membership of the Psychological Society of Ireland and full Membership of the Division of Counselling Psychology. This is to meet PSI accreditation guidelines criteria for Counselling Psychology (criterion 3.3.7). The course monitors this requirement, but it is important for students to be cognisant of it, when nominating their placement choice.

- Students are expected to see approximately 5 -7 clients per 2 day week (for students on 3/4 day long placement, this should be adjusted accordingly), at the placement site only, and receive 1 hour of case supervision per 5 hours of therapy (client contact) conducted. It would be expected that they are also involved in intake and assessment sessions (please note that the course in collaboration with you is aiming to ensure that you have sufficient assessment experience within the overall 3 years of training, however,

exposure to psychological assessment work can vary across the placements), co-facilitating sessions including groups, attending case conferences, couples and family therapy sessions, sitting in on sessions with more senior psychologists, or home visits (**only when accompanied by a site staff member** and when deemed appropriate by supervisors). Some secondary placements are also available to provide experience in a different setting or with a different population or age group from the primary placement. Work with diverse groups of clients is especially encouraged (e.g., diverse religious background, socioeconomic status, gender, age, marital and family status, disability, sexual orientation, race, ethnicity, immigration, intergenerational trauma etc.).

- Students are expected to attend individual supervision for placement when they are in the early stages of training. This means attending regardless of hours and even if their case load hasn't yet been fully assigned. Supervision at the initial stage provides vital support and advice on how to develop a good and safe practice in collaboration with local site agency staff.

- The course requirement is **a minimum of 150 hours of client work in first year (these hours are designed for a 2 day placement)**. This must be documented on the log of hours form provided. If the minimum number of hours has not been reached, students continue in their placement, take on a

supplementary placement and/or initiate their second year placement early. Please note that to be eligible to work for the HSE, HSE requires that trainees "**demonstrate that they have acquired in appropriate health settings in each of the areas of Disability (Child and Adult), Child Psychology, Adult Psychology, at least 60 days or equivalent supervised clinical placements as part of the professional qualification**" (see the HSE's report on Eligibility Criteria for Recruitment of Psychologists):

https://www.hse.ie/eng/staff/jobs/eligibility-criteria/psychologists.html

- HSE defines placement as **"as a period of clinical time spent under the supervision of an appropriately qualified senior psychologist. The placement must provide the opportunity to work with a range of clinical problems in terms of complexity and severity. To meet the eligibility criteria for psychology posts in the HSE all applicants must demonstrate that they have completed a placement of at least 60 days in a health setting supervised by a practitioner who fulfils PSI supervision accreditation criteria for the professional qualification in question. Counselling psychologists currently calculate placements using both days and hours. In their case, the 60 days in a health setting must comprise a minimum of 150 hours of direct client contact"** (see HSE Report on Eligibility Criteria for Recruitment of Psychologists, p. 21).

- Students remain on site as an integral part of the psychological team for the

full working day and follow agency policies and procedures for professional practice. Students continue through the summer, some finding a different, supplemental placement to broaden their experience and to ensure that they maintain clinical practice skills. Overall, the student needs to focus on gaining as broad range of experience as possible across the life span, both in terms of placement settings and client populations. Overall, the trainees must spend **at minimum 30 months (at least 2 days a week)** on placement over the 3 years. Please note that this is PSI accreditation requirement. Students sponsored by the HSE may have further requirements as per their contracts and an agreement between the HSE and the School of Psychology.

- Should there be any difficulties arising in relation to placements, particularly anything that might impinge on the students overall training and development, the students and their supervisors are encouraged to liaise closely with the placement coordination team to develop an appropriate strategy to resolve issues arising. Further placement materials providing required policy and contractual information are contained in the **Placement Handbook**.

- All reports, letters of referral, court reports and any relevant written communication **must be co-signed by clinical supervisor** and any issue of significance such as legal issues arising in the course of placement work must be brought to the attention of the core staff and/or Course Director. There

are several mechanisms to facilitate this professional handover of relevant information such as through weekly supervision, tutorial or by appointment with staff.

- **Note for your diary: 17th October 2024** - Placement selection form and Curriculum Vitae to be submitted by e-mail to the Placement Coordinator by 4.00pm.

Module 10: Research in Counselling Psychology I

Module Co-ordinator: Dr. Ladislav Timulak

Research in Counselling Psychology

Lecturers: Dr. Ladislav Timulak & Dr. Anne Golden

These lectures are aimed at orienting students towards their Dissertation research. Students will be instructed in how to approach the practical issues around conducting a major piece of research. Methodologies will be reviewed and initial ideas for dissertations will be entertained and constructively critiqued. Special emphasis will be placed on how to conduct practitioner research. An overview of different areas of counselling and psychotherapy research will be provided. Instruments used in both, outcome, and process research, will be reviewed. Research designs used in outcome and process research will be presented. Special emphasis will be put on using research to inform one's practice. Students will be asked to become familiar with the

relevant literature on psychological interventions pertinent to the topic of their dissertation. Critical thinking and openness to various research methodologies and epistemological positions is encouraged. In its practical conduct, research is constructed as collaborative enquiry in which in the contact with participants the researcher considers in a person-centred way participants' best interests and gives due regard to the highest ethical standards, equality, and inclusive practice.

Module 11: Small Scale Research

Module Co-ordinator: Dr. Daragh Keogh

Small Scale Research (The Research Project I) provides students with an opportunity to use their skills of analysis, investigation, and research design to complete a piece of research work. It helps foster the development of research awareness and skills in preparation for the research dissertation to be completed in the third year of training. The research process typically integrates clinical skills with critical research skills in order to illustrate the integral link between research and clinical practice. The choice of topic to be researched is determined by the guiding principles of practicality and usefulness as these pertain to the student's development as a scientist-practitioner. The project is often a part of a larger project supervised by the Research Project supervisor who normally is the student's dissertation research supervisor. Students will

discuss their learning as a scientist-practitioner with their research supervisor

and submit an outline of their proposed doctoral study.

6.3 Year 1 Coursework Assessment, Requirements, & Submission Due Dates

ALL written work **must** be of a professional standard and *must* follow the

American Psychological Association (APA) guidelines (2020) *Publication Manual,*

7th Edition guidelines.

Resource: Style and Grammar Guidelines (apa.org)

Written work as follows: Client identification must be altered to ensure

confidentiality and anonymity on **all** submissions. Two copies of each academic

report are required to allow for second marking. Please attach the relevant cover

sheets to all submissions. These are available in the resource book. Please also

ensure that your Student ID number and **not** your name appears on any

submitted material.

- All work submitted **must** be typewritten and left justified.
- Where relevant, please do not submit work in plastic folders.
- Instructions on how to submit assignments (e.g., via Blackboard) will be
  communicated by the course.

6.4 Year 1: Submission Due Dates

a) **13th December 2024, (4:00pm) - Reflective Learning Journal Report**, reflecting on personal objectives and all aspects of the course to date. (Word Count: 1,500 maximum).

b) **17th April 2025, (4:00pm) - Process Report**: As an initial assessment of students' emerging skills as a Counselling Psychologist, a transcript of 15 minutes of a recent counselling session-should be submitted. Written guidelines provided must be followed with an in-depth evaluation of the moment to moment personal and interactive process of the session and commentary on how this was guided by theory (references required throughout). A one-page introduction and one page summary should be included. (Word Count: 3,000 maximum).

c) **Various Classes in Michaelmas/Hilary Term**

A Theories and Approaches Assignment in the form of an in-class presentation, responding to a designated topic, which includes issues around inclusivity and diversity.

d) **22nd May 2025, (4:00pm) - Psychological Report:** During the delivery of the Psychological Assessment I. module students are expected to administer and score psychometric instruments and to submit a psychological report.

e) **By 16th June 2025 - Research Project I**. (Small Scale Research): These projects will be assessed through project completion, sign-off by the research supervisor or a dedicated staff member and a submission of the 2-page research proposal submission.

f) **Exam:** The Professional Issues in Counselling Psychology and Case Management module will be assessed via a written exam towards the end of Michaelmas Term.

g) **Exam:** The Research in Counselling Psychology module will be assessed via written exam towards the end of Hilary Term.

Students **must submit** their work by the specified dates. Not doing so will result in a **Fail grade**. It can also adversely affect future letters of reference. If a student cannot participate at the written exam for serious reasons, s/he must negotiate the date of the exam with the Course Director or the lecturer responsible for the module.

Papers which exceed the word limit allotted, are improperly formatted, or do not have correctly completed cover sheets will be returned to the student unread and thereafter treated as a late submission**. All written submission must adhere to APA (2020) style guidelines.**

Occasionally, while a Pass mark has been awarded, there may be indications in the submission that an additional piece of work or a critical reflection on the assignment would further enhance student learning and professional development. In such instances, the Course Director or marker may request a student to provide an addendum to the assignment and/or discuss it in a tutorial with their tutor or marker.

All work is marked by course staff as per marking guidelines provided. A sample of work is second marked. The Course Director or Designee will meet with any student failing a component of the course to plan remedial action. In exceptional circumstances, attendance at a viva voce examination or other form of assessment may be required. Course staff regularly review and discuss students' progress amongst themselves in order to best contribute to and support students' professional development. Should there be any serious concern a member of staff will bring this to the student's attention. The course staff operate within a discrete yet shared informed confidentiality agreement between themselves and this is contracted for in classes with students.

6.5 Clinical Practice Assessment

a) In addition to the submitted reports and written exams, there will be continuous assessment of practical work during the course by supervisors and lecturers who periodically consult one another and the Course Director on both an informal and formal basis. During each year students will have an Interim Review and an End of Placement Review Meeting with either one of the core staff placement team or with other core staff team member along with their clinical supervisor to provide specific feedback on their overall development as a counselling psychologist. Below satisfactory performance or other concerns are brought to the attention of the Course Director or Designee who meets with the student to plan a course of remedial action.

b) A written assessment is made by placement supervisors. The End of Placement Review Form will clearly state whether the student is or is not recommended for passing the placement. The supervisor's statement will be considered as a recommendation.

c) The supervision and counselling skills training (video) sessions will be subject to continuous assessment and a mark will be awarded at the end of the year for each student's performance. The supervision and counselling skills training (video) forms will be used for the evaluation. Assessment will be discussed in the beginning and throughout the year with the students. If the student's performance is not satisfactory, supplementary work may be requested.

6.6 Assessment Summary

Students are required to demonstrate adequate performance levels in practical, academic, and personal development aspects of the course. Hence, while practical competence would be a necessary condition of graduation, it would not be a sufficient condition to rise to 2nd or 3rd year as relevant, and vice versa.

In order to rise with their year, students must achieve a satisfactory level of performance in each and every aspect of assessment. A Pass standard must be achieved on each module. If a student should fail to achieve a Pass standard on any component, s/he must satisfy the examiners by fulfilling such other resubmission/re-sit of the assessment of that component as the Course Director, and ultimately, the Court of Examiners decides. A student who fails to achieve a Pass standard in a total of more than three pieces of assessment in a year at the first attempt will be typically deemed to have failed the course and will be referred to the Court of Examiners. A student will not be permitted to proceed if they fail to satisfactorily complete the course requirements or to reach a Pass standard in **all** assessments for the year. All marks given during the year are provisional until accepted by the Court of Examiners, which meets during the summer months.

Resubmission Procedures for assessments (excluding placements) that fail to reach a Pass standard: If the re-submitted work does not meet the marking criteria for a pass grade, the student will be considered to have failed the course and will be referred to the Court of Examiners that makes the final decision.

7. Year 2: Course Content & Brief Curriculum

On successful completion of the first year of the Course, as verified by the Court of Examiners, a student will automatically proceed to the second year.

Much of the information included under the heading of First Year students is also applicable to Second Year students who should read through this entire handbook for all relevant requirements. Continued training in Counselling Psychology is an important element of the second year on the course. The student's own work is supported by workshops and courses designed to build on the course content of the first year. Personal development is continued. The focus of this year is to further integrate theory and practice, and to develop research skills in Counselling Psychology as demonstrated by the design of a research Dissertation.

Learning Partner: Each student will continue to work with a learning partner. It is particularly important during this year that learning partners set and review learning objectives, meet on a weekly basis and continue to support one another throughout the year.

Two elected **class representatives** attend course staff meetings to be informed, present feedback and make recommendations. They also liaise with staff on behalf of the class throughout the year.

7.1 Overview of Year 2 Course Modules

Year 2 Module Title	Module Code	Assessment
Module 1: Small Group Supervision II	PS8022	2 Client Presentations, Supervisor's Evaluation, In-class Participation
Module 2: Reflective Practice & Research	PS8027	Personal & Professional Development of Self Report & Presentation
Module 3: Counselling & Psychotherapy Skills Training II	PS8020	Skills Evaluation and In-class Participation
Module 4: Advanced Counselling & Psychotherapy Theory and its Application - Counselling Modalities I	PS8021	Case Study Report
Module 5: Personal Development II (Group Process, Personal Counselling)	PS8024	Satisfactory Participation
Module 6: Research in Counselling Psychology II	PS8028	Critical Review
Module 7: Dissertation Research - Research Proposal & Literature Review	PS8029	Literature Review
Module 8: Psychological Assessment II	PS8030	Use of Psychometric Instruments, Psychological Report
Module 9: Placements II	PS8026	Mid Placement Review End of Placement Review

7.2 Brief Description of Year 2 Course Modules

Please refer to the '**Course Modules, Learning Outcomes, & Module Descriptors'**

2024/25 document for a full description of course modules and contact hours.

Module 1: Small Group Supervision II

Module Co-ordinator: Dr. Daragh Keogh

Small Group Supervision II

Supervisor: Dr. Daragh Keogh

Students will have supervision with half of their classmates weekly during

terms. Cases will be analysed in depth, integrating theoretical knowledge, skills,

case management and relevant personal process. Student must present at least

2 cases per year along with session audio recording for discussion and feedback.

Module 2: Reflective Practice & Research

Module Co-ordinator: Dr. Daragh Keogh

Reflective Practice & Research (Workshops and Presentations)

Facilitators: Core Staff

The central aim of these presentations is to provide an opportunity for students to deeply reflect upon and work towards integrating all aspects of their training in order to further develop and articulate their professional identity as Counselling Psychologists. This will be facilitated through critical reflection on their overall learning experiences and specifically, their clinical practice. While students are encouraged and facilitated to formulate their own integrative framework, they are also trained to hold as a central construct, the qualities of the person-centred approach in all aspects of their work.

Formal and informal opportunities for personal and professional integration are provided for throughout the course wherein reflexivity is facilitated. During Hilary Term, students are required to present their personal philosophy of Counselling Psychology and demonstrate that they are working towards a congruent and integrative perspective. **A significant part of the presentation should be devoted to research in Counselling Psychology**. Preparation for this part of the presentation will be facilitated in monthly research meetings with

the research supervisor that will focus on reflection of learning, while conducting the research project.

Reflective Learning Journal

A Learning Journal is to be kept by each student, which will examine in detail all aspects of learning on the course, including coursework, unstructured learning, personal development work and client work. It should also demonstrate awareness of relationships with peers and tutors. Learning objectives should be regularly set and reflected upon and there should be some evidence of movement as a result of reflection upon learning. It will also provide the basis for self-evaluation and written personal development reports throughout the year. It also contains reflections on learning while progressing with own research project.

The Learning Journal will be shared with their learning partner. Learning partners should meet weekly to discuss all aspects of the Learning Journal and to give each other support, encouragement, and feedback.

Module 3: Counselling & Psychotherapy Skills Training II

Module Co-ordinator: Barbara Hannigan

Counselling Skills Training (Video)

Facilitators: Dr. Megan Gaffney & Dermot O'Callaghan

Throughout all terms, students will work on video using their placement case material. Students will role-play both client and counsellor from various theoretical approaches and will be given feedback and assistance from the group and the supervisor to further develop integration of theories, skills with evidenced based practice. Supervision and interpersonal process recall techniques will be utilised.

Module 4: Advanced Counselling & Psychotherapy (Counselling Psychology)

Module Co-ordinator: Dr. Ladislav Timulak

Advanced Counselling and Psychotherapy Theory and Application

Facilitators: Dermot O'Callaghan and guests

A series of lectures and workshops on working with children, adolescents, and families will be offered throughout the year, covering both familiar and new theories relevant to Counselling Psychology.Approaches included:

- Cognitive-behavioural therapy

- Psychodynamic

- Attachment-based family therapy and emotion-focused therapy

- Approaches to integration in therapy

Counselling Psychology & Disability

Lecturers: Cathy Hayes, Catherine Long & guests

The myriad of issues related to working in disability will be included in this course. Rights based and person centred services for people with intellectual disabilities and trends of disability service provision will be covered in this module.

Module 5: Personal Development II

Module Co-ordinator: Dr. Megan Gaffney

Personal Development – Personal Counselling

Each student is required to continue regular individual counselling. A minimum of 20 hours is required in Year 2. This must be documented in the form of a letter from the therapist at the end of the year which is agreed with the therapist at the commencement of therapy.

Personal Development – Group Therapy

Facilitators: External Facilitators

Students will meet with an outside facilitator to process the dynamics between one another and otherwise address their experience.

Module 6: Research in Counselling Psychology II

Module Co-ordinator: Dr. Ladislav Timulak

Research in Counselling Psychology (quantitative and qualitative approaches)

Lecturers: Dr. Ladislav Timulak & Dr. Anne Golden

These lectures are aimed at orienting students towards their Dissertation research. Students will be instructed in how to approach the practical issues around conducting a major piece of research. Practical steps of conducting qualitative and quantitative research will be taught and discussed with students. Students will present on their development with their research project and will attend presentations of their peers and School of Psychology research students and actively participate in the discussions.

Module 7: Dissertation Research – Research Proposal & Literature Review

Module Co-ordinator: Dr. Daragh Keogh

Research Proposal & Literature Review

The Research Proposal should include a **brief** review of the relevant literature, statement of aims/hypotheses/rationale for the design and methods, procedures for ethical clearance, methods of analysis and strategies, a programme of dates for the project and costing. Students are also asked to make a clear statement as to how the proposed research will make a contribution to knowledge and practice within Counselling Psychology. The purpose of the literature review is to provide a clearly structured, up-to-date, focused, and critical review of the scientific literature surrounding the research work to be undertaken. It should assess the state of knowledge in a particular area, identify key important theoretical and empirical questions still to be answered and make recommendations about how these could be addressed by further research. The clinical implications of current knowledge status should also receive comment.

Dissertation Research

Each student must secure an individual research supervisor who will advise and comment on their work during the year. It is envisaged that students will see their supervisors at least once a month. Students should consolidate their research ideas and have confirmed their research supervisor by the summer in

---

Year 1. In consultation with their research supervisor, students should be prepared to submit for and secure approval from the College Data Protection Office, the School Ethics Committee, and any other relevant ethics board, as soon as possible in Michaelmas Term. No human participant research may proceed without prior approval from the School of Psychology Research Ethics Committee. See School Website for further information

School of Psychology Research Ethics Committee (SPREC) - School of Psychology - Trinity College Dublin (tcd.ie)

Students should also be prepared to submit a 10-page research proposal in Michaelmas Term, complete their literature review and write up their proposed methodology during Hilary Term, Year 2. Dissertation guidelines are provided to students and research supervisors.

Module 8: Placements II

Module Co-ordinator: Barbara Hannigan

Placements II

- The D.Couns.Psych. offers a wide range of course approved placement options in community, health, mental health, education and private practice settings in the greater Dublin area and throughout the country. At least 3 different placements are required during the 3 years of the course. The

course is committed to on-going development of placement provision with the aim to provide further opportunities for HSE recognized placements, which are required for eligibility to apply for HSE psychology posts. These placements are, however, subject to availability and may require a 3 day per week commitment.

- Students are expected to see approximately 5-8 clients per week (on a 2-day placement). They are expected to be involved in psychological assessment, facilitation or co-facilitation of groups, attending case conferences, couples and family therapy sessions, or home visits (only in the company of a placement staff member). Case supervision is provided by the placement supervisor. The course requirement is **a minimum of 150 hours of client hours in the second year**. Please note that to be eligible to work for the HSE, HSE requires that trainees "**demonstrate that they have acquired in appropriate health settings in each of the areas of Disability (Child and Adult), Child Psychology, Adult Psychology, at least 60 days or equivalent supervised clinical placements as part of the professional qualification**" (see the HSE's report on Eligibility Criteria for Recruitment of Psychologists): https://www.hse.ie/eng/staff/jobs/eligibility-criteria/psychologists.html

- HSE defines placement as "**as a period of clinical time spent under the supervision of an appropriately qualified senior psychologist. The placement must provide the opportunity to work with a range of clinical**

problems in terms of complexity and severity. To meet the eligibility criteria for psychology posts in the HSE all applicants must demonstrate that they have completed a placement of at least 60 days in a health setting supervised by a practitioner who fulfils PSI supervision accreditation criteria for the professional qualification in question. Counselling psychologists currently calculate placements using both days and hours. In their case, the 60 days in a health setting must comprise a minimum of 150 hours of direct client contact" (see the HSE Report on Eligibility Criteria for Recruitment of Psychologists, p. 21)

- At least one of the main placements across the three years must be intensively supervised by an experienced Counselling Psychologist, who is a Registered member or eligible for Registered Membership of the Psychological Society of Ireland and full Membership of the Division of Counselling Psychology. This is to meet PSI accreditation guidelines criteria for Counselling Psychology (criterion 3.3.7). The course monitors this requirement, but it is important for students to be cognisant of it, when nominating their placement choice. Placements may be assigned in some instances in collaboration with the student and as a course requirement to fulfil course and PSI accreditation criteria. Furthermore, at least one of the main placements across the three years must be in a health care setting and one with children and adolescents.

- Over the course of three years, students should gain clinical practice experience with people from age ranges across the lifespan (this needs to be reflected in the logbook for further information see the Placement Resource Book). Please note that the course in collaboration with a student is aiming to ensure that the student has sufficient assessment experience within the overall 3 years of training, however, exposure to psychological assessment work can vary across the placements. Overall, the trainees must spend **at minimum 30 months (at least 2 days a week) on placement over the 3 years**.

In times of the, all placements are guided by the School of Psychology (that is a part of Placement Handbook).

Module 9: Psychological Assessment II

Module Co-ordinator: Dr. David Gogan & Colleagues

Psychological Assessment II: This part of the Assessment module has the goal of further orientating students to the theory and application of psychological assessment (particularly in the area of working with children, adolescents and in the area of disability). The module aims to:

- Develop students understanding of the range of tests and when their use is

---

appropriate.

- Relate profiles to specific presentations and difficulties. Integrate data from multiple sources (psychometric, observation and interview) into a coherent conceptualisation of the client.

- Utilise assessment knowledge to develop intervention and case management strategies.

- Apply a broad knowledge of psychometric testing to develop assessments for specific populations such as: Learning and Intellectual disabilities, Brain Injury, Attention Difficulties and Autistic Spectrum/Developmental Disorders.

- Develop skills in psychological report writing. Provide a critical exploration of ethical assessment practice alongside consideration of psychological assessment in multi-cultural contexts and with minority groups.

7.3 Year 2 Coursework Assessment, Requirements, & Submission Due Dates

Students are required to submit their work by the specified dates.

a) **2nd December, 2024 (4:00pm**) - **10-page Research Proposal**

b) **24th January, 2025 (4:00pm) - Psychological Report:** During the delivery

of the Psychological Assessment module students are expected to administer and score psychometric instruments and to submit a psychological report.

c) **24th March, 2025 (4:00pm) - Case Study Report***:* A formal, in-depth case report to include a 20 minute transcript and audio recording in accordance with the written guidelines provided must be submitted (Word Count: 5,000 maximum).

d) **7th April, 2025 (4:00pm) - Critical Review***:* The Research in Counselling Psychology module will be assessed via written evaluation of published research papers.

e) **15th April, 2025 (4:00pm) - Personal & Professional Development of Self Report:** A Personal & Professional Development of Self Report must be submitted. This should reflect the students' awareness of their own personal and professional progress and difficulties during the course, drawing on the journal an including a self-evaluation of their own, specific learning objectives. All aspects of the course should be addressed. Significant portion of the report should be devoted to personal philosophy of Counselling Psychology demonstrating that students are working towards a congruent and integrative perspective. A significant part of the presentation should be also devoted to research in Counselling Psychology. (Word Count: 3,000 maximum)

f) **10th June, 2025 (4:00pm) - Literature Review submission**. The Literature Review will be submitted and marked by the research supervisor. It should assess the state of knowledge in a particular area, identify key important theoretical and empirical questions still to be answered and make recommendations about how these could be addressed by further research. The clinical implications of current knowledge status should also receive comment. (Word Count: minimum 8,000 - maximum 10,000).

7.4 Clinical Practice Assessment

a) There will be continuous assessment of practical work during the course by supervisors and lecturers who periodically consult one another and the Course Director on both an informal and formal basis. During each year students will have an Interim Review and an End of Placement Review Meeting with either one of the core staff placement team or with other core staff team member along with their clinical supervisor to provide specific feedback on their overall development as a counselling psychologist. Below satisfactory performance or other concerns are brought to the attention of the Course Director or Designee who meets with the student to plan a course of remedial action. Any student experiencing significant struggles with their professional development must bring this to the attention of their tutor or Course Director.

b) A written assessment is also made by placement supervisors. The End of Placement Review Form will clearly state whether or not the student passed or failed the placement. The supervisor's statement will be considered as a recommendation.

c) The supervision and counselling skills training (video) sessions will be subject to continuous assessment and a mark will be awarded at the end of the year for each student's performance. The supervision and counselling skills training (video) forms will be used for the evaluation. Assessment will be discussed in the beginning and throughout the year with the students. If the student's performance is not satisfactory supplementary work may be requested.

7.5 Assessment Summary

In order to Pass the year, students must achieve a satisfactory level of performance in each and every aspect of assessment. A Pass standard must be achieved on each module. If a student should fail to achieve a Pass standard on any component, they must satisfy the examiners by fulfilling such other resubmission/re-sit of the assessment of that component as the Course Director, and ultimately, the Court of Examiners decides.

A student who fails to achieve a Pass standard in a total of more than three pieces of assessment in a year at the first attempt will be typically deemed to have failed the course and will be referred to the Court of Examiners. A student will not be

permitted to proceed if they fail to satisfactorily complete the course requirements or to reach a Pass standard in all assessments for the year. All marks given during the year are provisional until accepted by the Court of Examiners, which typically meets in July each year.

Resubmission Procedures for assessments (excluding placements) that fail to reach a Pass standard: If the re-submitted work does not meet the marking criteria for a pass grade, the student will be considered to have failed the course and will be referred to the Court of Examiners that makes the final decision.

8. Year 3: Course Content & Brief Curriculum

On successful completion of the second year of the Course, as verified by the Court of Examiners, a student will automatically proceed to the third year. Much of the information included under the heading of First and Second Year students is also applicable to Third Year students who should read through this entire handbook for all relevant requirements.

Continued training in Counselling Psychology is an important element of the third year course. The student's own work is supported by workshops and courses designed to build on the course content of the first two years. Personal development in the form of personal therapy is continued.

The focus of this year is to further integrate theory, research, and practice, and to develop research skills in Counselling Psychology as demonstrated by a research Doctoral Dissertation.

Learning Partner: Each student will continue to work with a learning partner. It is particularly important during this year that learning partners set and review learning objectives, meet on a weekly basis and continue to support one another throughout the year.

Personal Therapy: Each student is required to continue regular individual counselling. **A minimum of 20 hours is required in Year 3 (2024/25)**. This must be documented in the form of a letter from the therapist at the end of the year.

Two elected **class representatives** attend course staff meetings to be informed, present feedback and make recommendations. They also liaise with staff on behalf of the class throughout the year.

8.1 Overview of Year 3 Course Modules

Year 3 Module Title	Module Code	Assessment
Module 1: Small Group Supervision III	PS9020	2 Client presentations, Supervisor's Evaluation,

		In-class Participation
Module 2: Advanced Counselling & Psychotherapy Theory and its Application - Counselling Modalities II	PS9021	Case Study Report
Module 3: Dissertation Research – Doctoral Dissertation	PS9023	Progress Report Dissertation and Viva Voce Examination
Module 4: Placements III	PS9024	Mid Placement Review End of Placement Review

8.2 Brief Description of Year 3 Course Modules

Please refer to the '**Course Modules, Learning Outcomes, & Module Descriptors'** 2023/24 document for a full description of course modules and contact hours.

Module 1: Small Group Supervision III

Module Co-ordinator: Dr. Megan Gaffney

Small Group Supervision

Supervisors: Patrick Griffith & Megan Gaffney

An Introduction to Clinical Supervision Training is also provided as part of this

module. Students will have supervision approximately fortnightly during terms. Cases will be analysed in depth, integrating theoretical knowledge, research knowledge and awareness, clinical skills, case management and relevant personal process.

Module 2: Advanced Counselling Psychology Theory and its Application –

Counselling & Psychotherapy Modalities II

Module Co-ordinator: Dr. Ladislav Timulak

Advanced Theory and Application

Facilitators: Various guest lecturers

A series of lectures and workshops will be provided throughout the year on the already familiar and other theories applicable to Counselling Psychology. The main focus will be in applying these approaches to specific disorders such as mood disorders, anxiety disorder, personality disorders, eating disorders, substance abuse disorders, developmental and intellectual disabilities etc. Approaches include:

- Advanced Cognitive and Behavioural Methods

- Various other therapeutic or broader Counselling Psychology approaches for particular difficulties, settings, populations, disorders, contexts, etc., and also includes an introduction to clinical supervision models, process and skills.

Students will actively contribute to this module.

Module 3: Dissertation Research – Doctoral Dissertation

Module Co-ordinator: Dr. Ladislav Timulak

Module 4: Placements III

Module Co-ordinator: Barbara Hannigan

- **Placements III:** The D.Couns.Psych. offers a wide range of course approved placement options in community, health, mental health, education and private practice settings in the greater Dublin area and throughout the country. At least 3 different placements are required during the 3 years of the course. The course is committed to on-going development of placement provision with the aim to provide further opportunities for HSE recognized placements, which are required for eligibility to apply for HSE psychology posts. These placements are, however, subject to availability.

- Students are expected to see approximately 6-8 clients per week (on a 2-day placement). They are expected to be involved in psychological assessment, facilitation or co-facilitation of groups, attending case conferences, couples and family therapy sessions, or home visits (only in the company of a placement staff member). Case supervision is provided by the placement supervisor. The course requirement is **a minimum of 150 hours of client hours in the third year**. Please note that to be eligible to work for the HSE, HSE requires that trainees "**demonstrate that they have acquired in appropriate health settings in each of the areas of Disability (Child and Adult), Child Psychology, Adult Psychology, at least 60 days or equivalent supervised clinical placements as part of the professional qualification**" (see the HSE's report on Eligibility Criteria for Recruitment of Psychologists): https://www.hse.ie/eng/staff/jobs/eligibility-criteria/psychologists.html

- HSE defines placement as "**as a period of clinical time spent under the supervision of an appropriately qualified senior psychologist. The placement must provide the opportunity to work with a range of clinical problems in terms of complexity and severity. To meet the eligibility criteria for psychology posts in the HSE all applicants must demonstrate that they have completed a placement of at least 60 days in a health setting supervised by a practitioner who fulfils PSI supervision accreditation criteria for the professional qualification in question.**

Counselling psychologists currently calculate placements using both days and hours. In their case, the 60 days in a health setting must comprise a minimum of 150 hours of direct client contact" (see the Report on Eligibility Criteria for Recruitment of Psychologists by the HSE, p. 21)

- At least one of the main placements across the three years must be intensively supervised by an experienced Counselling Psychologist, who is a Chartered member or eligible for Chartered Membership of the Psychological Society of Ireland and full Membership of the Division of Counselling Psychology. This is to meet PSI accreditation guidelines criteria for Counselling Psychology (criterion 3.3.7). The course monitors this requirement, but it is important for students to be cognisant of it, when nominating their placement choice. Placements may be assigned in some instances in collaboration with the student and as a course requirement to fulfil course and PSI accreditation criteria. Furthermore, at least one of the main placements across the three years must be in a health care setting and one with children and adolescents. Over the course of three years, students should gain clinical practice experience with people from age ranges across the lifespan (this needs to be reflected in the logbook for further information see the Placement Resource Book). Please note that the course in collaboration with a student is aiming to ensure that the student has sufficient assessment experience within the overall 3 years of training, however, exposure to psychological assessment work can vary across the

placements. Overall, the trainees must spend at minimum 30 months (at least 2 days a week) on placement over the 3 years.

- All placements are guided by the School of Psychology (that is a part of Placement Handbook).

8.3 Year 3 Coursework Assessment, Requirements, & Submission Due Dates

Students are required to submit their work by the specified dates.

a) **7th February 2025, (4:00pm). Case Study Report:** A formal, in-depth case report to include a 20-minute transcript (and GDPR permitting also audio-recording), in accordance with the written guidelines provided, must be submitted. Specifically, this report should clearly demonstrate links between theory, research, and practice and doctoral level critical thinking about the case and relevant theoretical conceptualisations and research knowledge (Word Count: 5,000 maximum).

8.4 Clinical Practice Assessment

a) There will be continuous assessment of practical work during the course by supervisors and lecturers who periodically consult one another and the Course Director on both an informal and formal basis. During each year students will

have an Interim Review and an End of Placement Review Meeting with either one of the core staff placement team or with other core staff team member along with their clinical supervisor to provide specific feedback on their overall development as a counselling psychologist. Below satisfactory performance or other concerns are brought to the attention of the Course Director or Designee who meets with the student to plan a course of remedial action. Any student experiencing significant struggles with their professional development must bring this to the attention of their tutor or Course Director.

b) A written assessment is also made by placement supervisors. The End of Placement Review Form will clearly state whether or not, the student passed or failed the placement. The supervisor's statement will be considered as a recommendation.

8.5 Assessment Summary

In order to Pass the year, students must achieve a satisfactory level of performance in each and every aspect of assessment. A Pass standard must be achieved on each module. If a student should fail to achieve a Pass standard on any component, s/he must satisfy the examiners by fulfilling such other resubmission/re-sit of the assessment of that component as the Course Director, and ultimately, the Court of Examiners decides. A student will not be permitted to proceed if they fail to satisfactorily complete the course requirements or to reach a Pass standard in **all** assessments for the year. All marks given during the year are provisional until accepted by the Court of Examiners, which typically meets in July each year.

Resubmission Procedures for assessments (excluding placements) that fail to reach a Pass standard: If the re-submitted work does not meet the marking criteria for a pass grade, the student will be considered to have failed the course and will be referred to the Court of Examiners that makes the final decision.

8.6 D.Couns.Psych. Dissertation

Doctoral Dissertation submission criteria will follow the Trinity document "Regulations, guidelines and notes for candidates on submission for a higher degree by thesis". There are two options for the submission of the doctoral dissertation. **Option A** is the traditional dissertation format and **Option B** refers to a manuscript-based dissertation. Please refer to the Research Handbook for relevant guidelines. The examination process of the dissertation (both Option A and B formats) will involve the external examiner appointed to the course who acts in a primary role, with a designated member of academic staff of the School serving in a secondary capacity as an internal examiner. Following the doctoral *viva*, the examiners recommend a mark in line with the relevant regulations as laid out in the University Calendar Part 3.

The best dissertation as determined by the Court of Examiners may receive the Allen Burke Memorial Prize*.

Students **must pass** all aspects of the Course and be recommended by the Court

of Examiners in order to qualify for the Doctoral Degree.

It is then the responsibility of the student to agree a graduation date and make formal application through Academic Registry/ Alumni Office. This cannot be organised by the course. Please refer to Graduate Handbook for further information.

9. Fitness-to-Practice & Fitness-to-Study Policies: All Years

The following applies to all Year 1, Year 2, and Year 3 students.

With reference to the Psychological Society of Ireland's Accreditation Guidelines for Post-Graduate Training in Counselling Psychology and in line with University policy on Fitness-to-Practice (FTP) the D.Couns.Psych. considers FTP issues in all aspects of course provision. Cases raising fitness to practice (FTP) issues fall into three categories: 1) cases where a student is deemed unsuitable to participate in a placement as a result of the outcome of Garda vetting procedures; 2) disciplinary offences and 3) all other non-disciplinary cases.

Fitness-to-practice (unsuitability for training and/or practice) covers issues that affect a student's ability or suitability to fully participate in the D.Couns.Psych. course and in related clinical and professional work whereby the requisite competencies and abilities outlined in the course learning outcomes are not or cannot be pursued and/or demonstrated. It includes a breach of PSI Code of

Ethics and/or an inability or unwillingness to uphold appropriate professional standards of behaviour and conduct in all aspects of their professional work and relationships with others (including clients, peers, tutors, supervisors or other professional or staff groups). Such unsuitability may lead to significant problems in training which by themselves have not led to repeated placement failure or failure of a re-submitted piece of work.

Where concerns over a student's suitability arise, the Course Director will consult with the student concerned and will refer the student's case to the Head of School. After consulting with the Junior Dean, or in the case of a student with a disability, with the Disability Officer, the Head of School will decide whether to formally refer the case to the Junior Dean. The Head of School will decide whether to refer the case to the Junior Dean to be dealt with under the Universities' disciplinary code or to have the case dealt with under the procedures for dealing with FTP cases that do not constitute disciplinary offences.

Please see Trinity **Fitness-to-Practice Policy** at

Fitness to Practice Policy - About Trinity - Trinity College Dublin (tcd.ie)

Students are also advised to also consult Trinity's **Fitness to Study Policy.**
Fitness to Study Policy: The University is committed to supporting and responding to student needs, seeking to ensure a positive student experience, and promoting opportunities for students to develop to their full potential. The primary purpose of this policy is to support students by identifying concerns and

putting in place actions and supports, where possible, to help the student continue in College. This Fitness to Study Policy is to be used to respond to and manage concerns regarding a student's fitness to perform all activities associated with attending College, concerns regarding a student's capacity or concerns regarding a student's mental health.

See Fitness_to_Study_Policy_2018.pdf (tcd.ie)

Procedures available at Dean of Students - Trinity College Dublin (tcd.ie)

10. Marking Guidelines & Procedures

Consideration is given to the **type** of assignment being graded. Each of the assignments has its unique Marking Scheme. These are present in the Student Resource Handbook. They are based on specific guidelines for a given assignment and learning outcomes that are expected to be achieved. In general, they follow this framework:

Pass   Appropriate work quality. Considered suitable for a psychologist at this stage of their career/training. All learning outcomes are adequately met.

Fail   Inadequate knowledge, insight, and or/skills for this stage of training. Students in this instance will be required to re-submit a piece of work. All learning outcomes are **not** fully met.

Note. Major assignments such as Process Reports, Personal and Professional Development of Self Reports and/or Case Studies are randomly assigned to core

staff for marking. All Fail marks will be second marked. The first marker may request second marking when s/he has questions about the submitted work. A portion of student work is sent to an External Examiner who reviews marking standards. All Fails are normally sent to the External Examiner.

10.1 Fail and Resubmission Procedures

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

- Clear feedback will be given to the student (orally and/or in writing) by one of the above as to why s/he received a 'fail' mark.
- Student will be required to re-write the same paper and/or submit another related assignment and/or follow other steps as clearly outlined, (e.g., additional client hours or personal therapeutic or academic work).
- An oral examination/tutorial may accompany any of the above (but not replace except in cases of disability).

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

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

10.2 Procedure for Failed Placement

The reason for the Fail must be clearly stated in writing and **shared with the student**. The reasons need to be clearly described and linked to the headings outlined in the mid-placement and/or end of placement form and learning outcomes for placement. If possible, the student has to be first informed about the possibility of failing the placement and reasons need to be clearly outlined and communicated. The supervisors are required to collaborate with the core course staff if any problem arises on placement.

It is recognised that beginning students may not yet be fully informed as to the nuances of ethical behaviour and this will be taken into consideration in determining the course of action followed.

If the Fail was due to clearly and known unethical or illegal behaviour, the student will be referred to the Course team who will make a recommendation either to retain or withdraw the student. The student will also be referred to the

Psychological Society of Ireland or their particular Professional Society for follow-up.

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

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

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

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

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

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

The student must receive a Pass for the supplementary time or on a new placement. If the student receives a 2nd Fail for placement, s/he will be withdrawn from the course and will be referred to the Court of Examiners that will make the final decision.

10.3 Feedback on Assessment

Typically, correspondence regarding written feedback will be available on Blackboard or sent securely to the students' Trinity College Dublin email address.

The timeline for the return of coursework and feedback for assignments is typically 30 working days (excluding weekends/holidays) from submission. In the event of this being of a longer duration, students will be notified in advance.

Queries regarding the content of the feedback should be directed to marker(s). Feedback is an important part of a student's ongoing academic, professional, and personal development. As such, students are advised to incorporate this feedback into their continuing development throughout the course.

10.4 Appeals Procedure

A student may request a review of any work. A review by the Course External Examiners may also be requested in exceptional circumstances. Requests are made in writing to the Course Director. Students who would like to follow a formal route of appeal should consult the University's Postgraduate Calendar for details of relevant procedure.

If a student wants to pursue any complaint about any other student or a staff member, they may consult any relevant University policy that may guide them, for example, Disciplinary_procedure_staff.pdf (tcd.ie) and/or inform or make a formal complaint to an appropriate professional body of a given staff member. Often it may be appropriate to inform the Course Director or Head of School (in case if the complaint was about the Course Director) about the complaint. The Graduate Student's Union may also be helpful resource. Further information on the School of Psychology's Postgraduate Appeals Procedure is typically available on the School of Psychology's website, however at time of writing (August 2024) the website is undergoing redesign. Information regarding Appeals Procedures for taught postgraduates is available on the TCD website:

https://www.tcd.ie/graduatestudies/students/taught/academic-appeals/

Further information on the University's Student Complaints Procedure is available via Student Complaints Procedure

For further information on all **Trinity Policies** please see: Policies - About Trinity - Trinity College Dublin (tcd.ie)

11. Student Responsibilities

11.1 Garda Vetting

In relation to the Clinical or Professional Placements aspect of the D.Couns.Psych. course, students are required to undergo vetting by the Garda Síochána through the National Vetting Bureau, or other relevant police force prior to commencing placements. If, as a result of the outcome of the Garda vetting procedures, a student is deemed unsuitable to attend clinical or other professional placement, they may be required to withdraw from their course.

Students who have resided outside Ireland for a consecutive period of 6 months or more, since the age of 18, will be required to provide police clearance certificates for all such countries. Garda vetting forms will be distributed (as part of the student orientation information) to students who have been offered a place on the course. The completed forms must be returned to the Admissions Officer, Academic Registry prior to registration.

Garda Vetting - Student Life - Trinity College Dublin (tcd.ie)

11.2 Registration

It is **mandatory** for every D.Couns.Psych. student to register (or re-register) on an annual basis. Registration is now carried out online, via the my.tcd.ie portal. Please see the TCD website for details:

Registration - Academic Registry - Trinity College Dublin (tcd.ie)

Students who have any difficulty in completing the online registration process should call to the Academic Registry for assistance or may submit an enquiry with the subject title 'Registration Query' via email (academic.registry@tcd.ie) or by clicking the ASK AR button on the registration screens.

11.3 Attendance Requirements

Students are **required to attend all course offerings, meet all due dates, and conduct themselves in a professional manner**. They are bound by all Trinity Rules and Regulations published in the Trinity Calendar, including those related to Plagiarism.

Students in accordance with PSI requirements for accreditation and course policy **must call** the Course Administrator if they are absent from any timetabled session and/or placement day and **present a medical certificate in** accordance with the University Calendar if absent for more than 2 consecutive days.

Attendance is noted in an attendance log and poor attendance could adversely affect future letters of recommendation. Students should also arrange for a classmate to give their apologies to relevant lecturers unless they have done so

themselves. They are responsible to meet with a course classmate to cover any missed material.

Attendance rate less than 90% for academic input may result in referral to the Core Team and/or Court of Examiners for deliberation. The requirements for placement attendance are referred to in the placement handbook and in further documentation. **Please note** that during the Covid-19 pandemic the course and placement attendance is also guided by the appropriate Covid-19 School, College, and Placement policies. These will be clearly communicated to the students and during the pandemic and have to be strictly followed.

11.4 Course Administrative Requirements

It is **the responsibility** of each student to ensure that they provide copies of all course administrative requirements for their files (e.g., name of therapist, professional indemnity insurance details, placement contracts and so forth) and update these as necessary throughout the year. Please liaise with the Course Administrator at the beginning of the year to discuss these requirements and check your file periodically throughout the year to ensure that all relevant documentation is present. Please schedule a meeting with your tutor in June to review your file. All files **must** be completed by the designated date in early July, or they may not be processed for the Court of Examiners meeting. Students are responsible for using and completing all course forms accurately and for submitting them on time. These forms are provided at the beginning of the

academic year. Students are advised to have a copy of their placement documentation for future reference.

All students are encouraged to join and maintain membership in the Psychological Society of Ireland and are bound by the Code of Ethics of this professional body. Students must carry their own student liability insurance throughout the duration of the course. Due to the requirement of clinical placements, all students are subject to Garda vetting procedures. All students must also sign and submit the School's Statutory Declaration form at the beginning of Michaelmas Term.

11.5 Course Correspondence

Students are required to use their Trinity email accounts for all course related correspondence and must regularly check their University e-mail accounts (at least twice weekly) as this will be the primary method by which the Course Director, core staff, and course administrators will pass on relevant information to them. All correspondence needs to be written in a professional manner and students are required to familiarise themselves with University Policies regarding use of IT and computer resources.

11.6 IT & GDPR Policies

IT and Network Code of Conduct – please see

IT and Network Code of Conduct

Policy on Social Networking and Social Media

Students are advised that they must ensure compliance with GDPR (see below) regarding the security of any confidential data that is audio/digitally recorded or written (recordings of session notes; research interviews, transcripts, etc.). Students must ensure that all storage procedures are safe and secure, that adequate precautions are applied and that all electronic/digital files are password protected and encrypted to safeguard the security of any digitally recorded and/or computer based records. Students are further advised not to store confidential clinical data on any digital recording devices any longer than is absolutely required and ensure that the transportation of such data is undertaken securely. Audio recordings of research interviews also need to be encrypted and stored in accordance with Trinity Policy.

Please refer to the following documents:

Psychological Society of Ireland (PSI) (2011). Guidelines on record keeping and confidentiality in practice:

Guidelines, Policies & Papers | Article | PSI (psychologicalsociety.ie)

11.7 Data Protection for Student Data and General Data Protection Regulation

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared this short guide to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. Please ensure you read the full policy on this

https://www.tcd.ie/info_compliance/data-protection/student-data/

All research carried out must comply with GDPR regulations.

The EU-GDPR policy is available at

Draft Data Protection Policy (tcd.ie)

Data Protection - Trinity College Dublin (tcd.ie)

TCD Data Protection Handbook (tcd.ie)

Good Data Protection Practice in Research Checklist - Data Protection - Trinity College Dublin (tcd.ie)

Please ensure you complete the compulsory online training available at

Training - Data Protection - Trinity College Dublin (tcd.ie)

Other useful links:

Freedom of Information Act, 1997 (Amendment, 2003; 2014):

Freedom of Information Ireland (foi.gov.ie)

Information Compliance: Trinity College Dublin (tcd.ie)

General Data Protection Regulations (GDPR)

The EU-GDPR replaces the current EU Data Protection Directive with direct effect on 25th May 2018. The regulation seeks to harmonise data protection law across member states albeit with some derogations permitted at the national level. The objective of the legislation is to address the challenges of an increasingly data driven society and whilst the Commission recognises the need for data to flow freely the rights of individuals must be protected in particular "where the processing may give rise to discrimination, identity theft or fraud, financial loss, damage to the reputation, loss of confidentiality of personal data protected by professional secrecy, unauthorised reversal of pseudonymisation, or any other significant economic or social disadvantage; where data subjects might be deprived of their rights and freedoms or prevented from exercising control over their personal data".

For further information on GDPR please see:

EU General Data Protection Regulation (GDPR) - Data Protection - Trinity College Dublin (tcd.ie)

GDPR - IT Security - Trinity College Dublin (tcd.ie)

Students with any type of specific learning disability or other condition or circumstance that may require accommodation should notify the Course staff so that the necessary arrangements can be made. The student must specify if they prefer this information to be kept confidential. Reasonable accommodations are

routinely made for students with documented disabilities and students are encouraged to register with Trinity Disability Service - Trinity College Dublin (tcd.ie)

Students are encouraged to use the time designated to self-study and research in the timetable. During the term it is usually scheduled on Friday (except for those Fridays where workshops are scheduled). Outside the term students may use the time when they are not on placement.

Guidelines for marking and procedures related to failed marks are established and made available to all students. Students are advised to read the comments of the markers on each of their submissions. Papers may not be removed from the School, but may be read on-site. Students may also photocopy their own marked papers for personal reference if they wish. No grades are final until agreed by the Course Court of Examiners meeting, which meets each Summer.
This is a **Pass/Fail course**.

Any student, who wishes to withdraw on a voluntary basis from the course at any time, is requested to meet with the Course Director. Once finalised, the student must provide a letter to the Course Director clarifying this decision and the date from which the withdrawal is effective.

12. Student Feedback and Evaluation

A number of informal and formal mechanisms to elicit student feedback are provided throughout the programme.

- Students are welcome and encouraged to provide feedback to course staff routinely. This may be on an individual basis with course staff/tutors or through class representatives for feedback to the course team at term course meetings and annual Course Management Committee meetings. There is also an opportunity to provide feedback to External Examiners prior to the Court of Examiners' meeting in July each year.
- Reflective Practice: Reflection & Integration end of term sessions provide opportunities for students to provide feedback to the course staff.
- Written, anonymous evaluation forms are also distributed at the end of each term.
- The Faculty Office administers online surveys on alternate years

Resources: Please see Quality Assurance Procedures on

Evaluation - Quality Office - Trinity College Dublin (tcd.ie)

Student Evaluation and Feedback

Student Partnership Policy

13. Class Representatives

Class Representative: An elected class representative attends all course staff meetings, to be informed, present feedback, and make recommendations. The class rep also liaises with staff on behalf of the class throughout the year.

Class Placement Representative: Similar to the class representative, a student elected placement representative meets with the placement team to be informed, present feedback, liaise with the staff team regarding placements and in particular, regarding new placement opportunities, and to assist in tracking placement audits of needs and goals.

14. Allen Burke Memorial Prize

The ***Allen Burke Memorial Prize** was founded in 2008 to honour the memory of Allen Burke, a Psychology graduate of Trinity, who was registered for a postgraduate degree by research when he died in 1977. The prize was founded by Allen's family. It is awarded annually by decision of the Court of Examiners to the student who submits the best dissertation for the postgraduate degree in Counselling Psychology. Eligibility criteria includes the following; that the disseration has been awarded a grade of Pass or Pass with minor corrections, had been submitted by the official due date (typically May) in the given year for July examination, makes a significant contribution to Counselling Psychology and is of publishable quality as determined by the External and Internal Examiner and approved by the Court of Examiners.

15. Student Supports, Services, & Resources

Course Supports

The Doctorate in Counselling Psychology is an intensive course and as such the following support systems are in place to assist student's personal and professional development. The course facilitates the following for each student:

- A personal tutor is assigned to each student throughout the duration of the course.
- Professionally facilitated group therapy sessions.
- Weekly small group supervision supporting clinical practice (during the term).
- Team's commitment and dedication to teaching and learning.
- Guidance for assignments in relation to criteria for successful completion, explicit learning outcomes for each module and well in advanced notice of submission dates.
- Guidance around organising a placement.
- Ongoing support throughout the duration of placement.
- Organising peer support and learning partner relationships. In addition to learning partnerships, the D.Couns.Psych. organises a Peer Mentoring programme for first and second year students. This is an informal student support system. In the first term, Year 1 students will be matched with volunteer mentors from Year 2 and Year 3 respectively (existing peer mentoring relationships established in Year 1 may be continued throughout

the course). The purpose of peer mentorship is to provide for collegial support and a sharing of information and experience. Students who volunteer as mentors will be provided with briefing information in Term 1.

- Attendance of class representative at course management meetings and for review and development meetings.

- Time for private study and research is provided for and outlined in the timetable, which is provide at the start of each term.

- An 'open door' policy operated by core staff in welcoming and encouraging students to collaborate and inform core staff of relevant issues arising pertaining to their capacity to effectively meet their learning and developmental needs.

In addition to the above, students are required to attend individual therapy.

Supports for Students with Disabilities

Students with disabilities are accommodated by the course in accordance with relevant University policies – see below and Trinity Disability Service - Trinity College Dublin (tcd.ie)

For instance, the course is committed to ensuring that students with disabilities are accommodated in the assessment of their knowledge, skills, and abilities. Alternative examination arrangements, also known as 'reasonable accommodations', are designed as far as possible to meet the individual needs of each student with a disability.

The Disability Service in Trinity provides advice and support to students with disabilities. We encourage students with disabilities to register and seek support from the Disability Service in Trinity to facilitate participation in their chosen course. Students on professional courses who do not disclose a disability cannot avail of reasonable accommodations while on practice placement and cannot claim that they have being discriminated against (on grounds of disability) if they do not disclose. For further information on registering with the disability service and disclosure of a disability, contact the Disability Service at:

Trinity Disability Service - Trinity College Dublin (tcd.ie)

The Disability Service have developed a placement support process for students with disabilities on professional courses in Trinity. Most students will be able to manage their disability on placement, however, for those who do, a placement planning process which may include a meeting with placement organisers and placement co-ordinators may take place in advance of the start of course placements.

To assist this process, a Guide for Students with Disabilities on Professional Placement has been produced. The guide deals with issues such as disclosure, confidentiality, fitness to practice and reasonable accommodations. The key message for students is that we want to encourage disclosure through a supportive process that involves all parties concerned. The key message for staff is that students with disabilities are succeeding in greater numbers on

professional courses, and that in the vast majority of cases, their support needs are small and easily identifiable. For further details on the Placement Planning supports for students with disabilities and to download the guide please see: Placement/Internship Planning - Trinity Disability Service - Trinity College Dublin (tcd.ie)

Further University supports may be found under the 'Equality, Diversity, and Inclusivity' heading below. In addition to implementing Trinity policy on equality and inclusive practice, in all aspects of course provision, the D.Couns.Psych. fully supports and promotes PSI policy on 'Equality and Inclusive Practice' (PSI, 2008) for psychologists. All course modules are underpinned by the principle of equality and students are facilitated throughout their training to value human diversity and understand the impact of social exclusion, discrimination and inequality on health and psychological well-being.

Resources:

Trinity College Dublin - Graduate Students' Union (tcdgsu.ie)

Postgraduate Students - Senior Tutor Services - Trinity College Dublin (tcd.ie)

15.1 Dignity and Respect

Trinity is committed to promoting a respectful work and study environment where all members of the University community can develop their full potential. Respect and dignity in the workplace are key parts of Trinity's and the DCounsPsych Course's ethics and policies. For the college Dignity and Respect Policy & Sexual Misconduct Policy see:

Dignity & Respect Policy

Sexual Misconduct Policy

The website signposts the supports available and advice on how to raise and address concerns.

15.2 Equality, Diversity, and Inclusivity

University and the course are promoting equality and inclusivity with a commitment to ensuring that no member of staff or student should suffer discrimination for their gender, religion, age, marital and family status, disability, sexual orientation, race, or ethnicity or for being a member of the Traveller Community. This commitment complies with legal requirements and is an integral part of the University's ethos of respect to all its members.

Trinity actively promotes an inclusive university, with strategies and support systems in place to facilitate access of students from non-traditional backgrounds. Some of the services offered to students include the Trinity Access Programme,

Disability Service, International Office, and Mature Students Office. The Staff Office and all levels of University management fully endorse Trinity's Equal Opportunities policy, with the Equality Committee and Equality Officer, having particular responsibility for promoting an inclusive community. The following supports are available to students and staff. Please also see:

Supports & services - Student Life - Trinity College Dublin (tcd.ie)

Please see the full range of support services and resources on Student Services Booklet (web version).pdf (tcd.ie)

15.3 The Disability Service

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the **Disability Service** for reasonable accommodation.

Supports for Postgraduate Students includes:

• Academic Support

• Assistive Technology

• Occupational Therapy

• Support on Placements and Internships

• Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the **'My Disability Service'** tab. Additional information is available in a step-by-step How to apply for Reasonable

Accommodations guide available at <u>Reasonable Accommodations Application Process - Trinity Disability Service - Trinity College Dublin (tcd.ie)</u>

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email <u>askds@tcd.ie</u> or visit the Disability Service Contact page.

<u>Contact - Trinity Disability Service - Trinity College Dublin (tcd.ie)</u>

<u>Postgraduate Students - Trinity Disability Service - Trinity College Dublin (tcd.ie)</u>

<u>Placement/Internship Planning - Trinity Disability Service - Trinity College Dublin (tcd.ie)</u>

The **Equality Office** reviews and monitors policies and supports practices that promote the ethos of an inclusive university and provides information on legislation in this regard.

<u>Equality - Trinity College Dublin (tcd.ie)</u>

<u>Legislation - Equality - Trinity College Dublin (tcd.ie)</u>

15.4 Centre for Academic Practice and Student Learning (CAPSL)

CAPSL supports inclusive teaching and learning by providing support to individual teaching staff, course teams and Schools on inclusive approaches to curriculum

design, teaching and assessment methods acting as a forum for best teaching practice exchange, and by raising awareness on student diversity. Inclusive teaching approaches acknowledge the diversity and range of educational and cultural backgrounds of University students and seek to ensure that all students fulfil their learning potential, by promoting best practice in teaching and assessment methods, course content and delivery. Inclusive teaching is an essential part of the excellence in teaching and education which the University represents.

Academic Practice - Academic Practice - Trinity College Dublin (tcd.ie)

15.5 Student Learning Development (SLD)

SDL offers advice, resources, individual consultations with learning support psychologists, workshops and much more to help you improve your academic potential and reach your potential. Individual learning consultations may focus on any issue related to academic study that you wish to improve upon including study and organisational strategies, academic writing skills, presentation skills etc. A drop-in service is also available during term time.

SLD run a wide range of free workshops for postgraduate students including sessions on developing critical thinking, academic writing, thesis planning and time/self/project management. Some workshops/podcasts can be attended virtually from your pc/mac/smart phone.

Student Learning Development Centre is located at 7-9 South Leinster Street, 3rd

Floor. For further details please visit the SLD website at

Postgraduates - Student Learning Development - Trinity College Dublin (tcd.ie)

15.6 Trinity Access and Equality Policy (TAP)

TAP works closely with the Student Disability Service, the Mature Students'

Officer, the Equality Officer and student groups, societies, and unions to

contribute to internal and external policy development for issues relating to non-

traditional student groups

Trinity Access Programmes - Trinity College Dublin (tcd.ie)

15.7 The Graduate Students' Union (GSU)

GSU is located on the second floor of House Six, the Graduate Students' Union is

an independent body within the University that represents postgraduate students

throughout the University. Upon registration, all postgraduates are automatically

members. It is run by two full-time sabbatical officers; the President and the Vice-

President, who together manage the operation of the union. As the head and

public face of the Union, the President is responsible for strategy and policy

formulation, whilst sitting on a wide range of committees. The Vice President

is the Union's Education and Welfare Officer and advises students on matters

such as academic appeals supervisor relationships.   The Vice President is also

there to help on more personal matters, such as financial concerns, illness and

bereavement. Any discussions about such concerns are treated with the strictest

confidentiality. GSU can be contacted at email: president@tcdgsu.ie or vicepresident@tcdgsu.ie

Trinity College Dublin - Graduate Students' Union (tcdgsu.ie)

15.8 Postgraduate Advisory Service (PAS)

PAS is a unique and confidential service available to all registered postgraduate students in Trinity. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience. PAS is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students at Trinity. The Postgraduate Support Officer will act as your first point of contact and a source of support and guidance, both on your arrival in Trinity and at any time during your stay.

In addition to the dedicated Postgraduate Support Officer, each Faculty has three members of their academic staff, with substantive experience of research supervision, designated to provide local support to the postgraduate students for whom the Faculty is responsible.

The Postgraduate Advisory Service administers the Postgraduate Student Assistance Fund. This fund is intended to tackle disadvantage by providing small amounts of financial assistance to students requiring additional support to enable them to fully benefit from their third level studies and to assist with unexpected additional costs. It is co-funded by the Irish Government For more information visit the PAS website.

Financial Assistance - Senior Tutor Services - Trinity College Dublin (tcd.ie)

Contact details for the Postgraduate Support Officer and the Advisory Panel are available at: <u>Postgraduate Students - Senior Tutor Services - Trinity College Dublin (tcd.ie)</u>

PAS is located on the second floor of House 27. To make an appointment with the Postgraduate Student Support Officer, email PAS at pgsupp@tcd.ie, with your name, student number, School/ course, and a brief outline of your query/concern.

Further info **The Postgraduate Advisory Service**

What?

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

Why?

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their stay in College. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals; and plagiarism hearings.

 Who?

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

How?

For an appointment, please e-mail postgrad.support@tcd.ie

Website: https://www.tcd.ie/seniortutor/students/postgraduate/

To keep up to date with the supports and events for postgraduate please check out the monthly PAS newsletter sent to all postgraduates via email or follow PAS on Instagram or Twitter: @TCDPGAdvisory

15.9 The Global Room/International Office

The Global Room/International Office offers information and support to international students, whether through region specific specialists or handling general queries. Global Room - Study - Trinity College Dublin (tcd.ie)

Other additional resources which may be useful for international students coming to study in Ireland for the first time include:

Additional information for International Students - Student Life - Trinity College Dublin (tcd.ie)

Postgraduate Students - Student Life - Trinity College Dublin (tcd.ie)

International Applicants - Study - Trinity College Dublin (tcd.ie)

Student Experience - Study - Trinity College Dublin (tcd.ie)

15.10 Trinity Societies & Clubs

Information on various clubs and societies in Trinity can be found on

Clubs & Societies - Student Life - Trinity College Dublin (tcd.ie)

16. Computing Facilities & Laboratory Space

16.1 School Computers & Photocopying

The School has two computer laboratories; one (room 1.34) that contains 40 iMacs and a scanner (text and graphics) and the other (room 1.32) contains 14 iMacs on the first floor. The laboratories are for student use and are booked for undergraduate and postgraduate classes at regular times during term. At other times they will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday.

You are advised to consult the notice boards and the "Rules and Regulations" file in the shared folder on each computer for information on the facility, such as opening hours, booking conventions, availability for testing subjects, printing arrangements, and so on.

A mono laser printer (PSYLAB) is located outside the laboratories and a colour laser printer (PSYFIRST) is located outside room 1.19. The laser printers are operated by a card system, and the cards may be purchased from the card dispenser, located outside the laboratories, at €3 (250 units) or €6 (520 units) each. Monochrome laser printer charges: A4 – 3 units, A4 double-sided – 6 units. Colour printer charges: A4 – 15 units. The cards may also be used in, the photocopier on the ground floor and outside room 1.19. Advice about the use of the computers should be sought from Lisa Gilroy (Room1.30).

16.2 University Computers

You are advised to read the Guide to Computing in Trinity, available from the ISS homepage, for information on the many and varied computers available and for access to an e-mail account.

16.3 Laboratory Space

If you require laboratory space for carrying out experiments, interviews, tests or using equipment, special arrangements can often be made through your supervisor.

16.4 Psychometric Tests & Testing

All test materials in the School are listed in a database file on the Psychology Local web pages. Further details are available from the Chief Technical Officer, Lisa Gilroy. To borrow material, you should consult with and obtain permission from your supervisor and ensure that Lisa Gilroy is appraised of the permission. No

test manuals may be taken out of the School. No testing procedures or distribution of questionnaires should be undertaken without prior permission from your supervisor. Testing material is usually copyright and should not be duplicated. You will need to let Lisa Gilroy know well in advance if you require additional test materials to be ordered from the suppliers - it can take several months. You are advised to restrict your research requirements to tests currently available in the School as, apart from supply delays, new tests can be very expensive to purchase.

The D.Couns.Psych. course itself has a number of test kits which may be borrowed. Further details on the kits available can be obtained from the Course Administrator. Kits/material borrowed may be taken off site but must be logged in and out with the Course Administrator.

16.5 Student Spaces on Campus

Student individual and group study spaces are available on Campus and may be booked via

Reserve your Seat - Student Life - Trinity College Dublin (tcd.ie)

BLU Libraries (6 Study Rooms) - Library Booking System - The Library of Trinity College Dublin (libcal.com)

Group Study Rooms - The Library of Trinity College Dublin - Trinity College Dublin (tcd.ie)

Postgraduate Study Carrels – see <u>Postgraduate Study Desks - The Library of Trinity College Dublin - Trinity College Dublin (tcd.ie)</u>

Graduate Common Room: The Graduate Common Room is located in Front Square, on the first floor of House 7. It is equipped with a kitchen area, and stocked with tea and coffee, as well as a "take a book, leave a book" library. All registered postgrads have access to this space via swiping your student card at both the entrance to house 7 and also the entrance to the Common Room.

Postgraduate Reading Room: Rich in history, the 1937 Postgraduate Reading Room is known as the designated study area for Postgraduate Students. It is situated in Front Square, beside the Exam Hall and access is provided 24 hours a day, 7 days a week. The Postgraduate Reading Room contains a large study space, a computer room and printers. Lockers are administered by the Graduate Students' Union, and students wishing to procure a locker must do so through the GSU at the beginning of the academic year. Details about how to do so are mailed to your inbox.

See <u>Services — Trinity College Dublin - Graduate Students' Union (tcdgsu.ie)</u>

17. Health & Safety Statements

Students are expected to familiarise themselves with the School Safety Statement available on the Psychology Local web pages and get to know the layout of the entire School as soon as possible, taking note of the various points of exit which you might use in the event of a fire. Fire drills are held from time to time, Lisa Gilroy is the School's Safety Officer, and there are also a number of appointed School Fire Wardens also. Please inform the School's Safety Officer or Fire Wardens of any potential sources of danger or problems of safety which you may notice.

We have had a number of security problems in the past, from full-scale burglaries to daytime theft of personal effects. To comply with regulations, by order of the Board, during lecture terms the School is closed to undergraduates from 5.45 pm, including the School computer lab, except when there is scheduled teaching or where special arrangements have been made. Please note that it is against the law to smoke in a public building such as the School. In line with the prohibition of combustible cigarettes in all indoor areas, the use of e-cigarette indoors is also prohibited.

Eating and drinking are also not allowed in the School (excepting designated areas and official receptions).

It is the duty and responsibility of each student to be aware of and to adhere to University Safety Policies and Procedures.

In addition to School Safety Statements, there are University wide Health & Safety, Fire Safety, and Environmental Protection procedures, which have been designed specifically for the University as a whole. Trinity is committed to providing a safe and healthy work environment for all its' employees, contractors, students, and visitors.

The University's Safety Office Coordinator is Ms. Jenny O'Connell

E: SafetyOffice@tcd.ie

- Trinity Security   Tel: 01- 896 1317
- Trinity Emergency   Tel: 01-896 1999

In the event of an emergency, **dial Security Services on extension 1999**

Security Services provide a 24-hour service to the University community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

Please check the following website regularly for updates:

- The HSE Website for healthcare workers

18. Provision of Academic Transcripts

Students and graduates are entitled to request copies of their academic transcript from the course office in the School of Psychology. A minimum of 7 working days notice is required for such requests.

Disclaimer: The information contained in this handbook is intended as a guide to persons undertaking the D.Couns.Psych. and shall not be deemed to constitute a contract or terms thereof. Trinity (and its agents/officers) reserves the right to update or change syllabi, content, timetables, or any aspect of the program details at any time. The information provided in this handbook is accurate at the time of preparation but may from time to time be updated or supplemented. It is important that this Handbook is read in conjunction with the University Calendar, Part 3.