

CENTRE FOR STRESS MANAGEMENT: COURSE BROCHURE

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The courses shown in this brochure can also be run in-house in the United Kingdom as well as internationally. We have taken these courses as far as China, Japan, and New Zealand.

Enquiries for availability of these services should be made to Peter Ruddell and Kate Thomas.

In addition to the courses shown in this brochure we are able to offer further individually designed courses.

INFORMATION

The Centre for Stress Management specialises in a comprehensive approach to stress management and prevention and to training within a cognitive behavioural framework. The Centre's courses are approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development. The Director of the Centre is Professor Stephen Palmer PhD, a Chartered Psychologist and health educator. He is a leading expert on stress management.

TRAINING STAFF

The following consultants are involved in running training courses either at the Centre or externally at other establishments: Liz Doggart, Nick Edgerton, Gladeana McMahon, Pat Milner, Michael Neenan, Dr Siobhain O'Riordan, Prof Stephen Palmer, Peter Ruddell, Jennifer Liston-Smith, Lynda Strickland, Kasia Szymanska, Irene Tubbs.

CENTRE OF EXPERTISE STATUS

The Centre is recognised by the Institute of Health Promotion and Education as a Centre of Expertise. The Institute recognises the Centre's courses for Continuing Professional Development.

COUNSELLING, THERAPY AND COACHING

Whoever you are, whatever your age, whatever the situation or problem you are facing; whether you are stressed, worried, depressed, confused, feeling bad about yourself, wanting to make some changes in your life or coping with unwanted change or crisis, it can help to talk things over, in confidence, with an understanding 'outsider'. Good, objective listening is the basis of all counselling. In addition, our counsellors provide stress therapy which includes management of anxiety and related problems. Relaxation is just one of the many stress management techniques that we teach our clients. We offer a coaching service for clients through our affiliated organisation, the Centre for Coaching. Our consulting rooms are located in Bromley.

STRESS MANAGEMENT TRAINING, STRESS AUDITS AND EMPLOYEE ASSISTANCE CONSULTANCY

This service is available to organisations who wish to reduce or prevent occupational stress. We work for leading international organisations such as BP. We also offer a Stress Auditing service for industry. We can provide in-service training, health promotion lectures, and staff counselling. We run stress awareness seminars, stress management and managing pressure

workshops for banks, hospitals, education institutes, the oil industry, manufacturing companies and other organisations.

STRESS MANAGEMENT COUNSELLING, COACHING AND PSYCHOTHERAPY TRAINING

We run regular short and longer courses to aid health and personnel professionals to run their own stress management workshops or to train in counselling, coaching or psychotherapy.

GENERAL INFORMATION ABOUT THE TRAINING PROGRAMME

The Centres (see *Note* on p.5) have developed an integrated, modular programme of courses based on multimodal, cognitive-behavioural, problem focused and rational emotive behavioural approaches and techniques that are suitable for a wide range of applications including stress management, stress counselling, psychotherapy, crisis and trauma counselling. The approaches to counselling, psychotherapy and stress management training on offer at the Centres are underpinned by published research.

The modular programme is sufficiently flexible to allow students to design their own programme of training. Most modules, i.e. primary or certificate courses, can be taken as individual workshops or put towards an advanced certificate or diploma programme. Within acceptable limits, students can study and attend courses at their own speed depending upon the time and the finances they have available.

These training programmes can also be run for organisations who wish their staff to attend the same course.

CENTRE FOR COACHING

The Centre for Stress Management is affiliated to the Centre for Coaching which offers a range of courses focusing on performance, life and stress management coaching at primary certificate and certificate levels. For individuals new to this field, we recommend that the first programme to attend would be the Certificate in Coaching or the Certificate in Stress Management & Performance Coaching. Details of courses accredited by Middlesex University and recognised by the Association for Coaching are shown on the Centre for Coaching website:

www.centreforcoaching.com

IMPORTANT NOTICE - Essential Reading Before Enrolment

GENERAL INFORMATION

Unless stated otherwise, all of the courses at the Centres are not opportunities to work out personal issues which may need the support of personal therapy but a commitment to self-disclosure in relation to course learning, skills training and personal awareness will be expected. In therapy-related courses, there will be no demonstration of therapy on students by the trainer(s). Applicants applying to the Diploma courses in psychotherapy or counselling should not put undue pressure upon potential organisations to employ them just to satisfy the requirements of these courses and their own desire to obtain a therapeutic qualification. If the employing organisation will not allow taping of work with clients, does not offer suitable supervision, or

the applicant is unable to finance appropriate supervision then we do not recommend applying to these higher level Diploma courses until the necessary criteria can be attained. Students must attend over 90% of an individual course to satisfy the attendance requirements. If this is not possible then students are advised to apply when they can meet the criteria.

Students enrolled on an advanced psychotherapy training programme are advised to obtain a copy of the BABCP Minimum Training Standards leaflet if they are wishing to become Accredited Therapists and/or UKCP Registered cognitive-behavioural psychotherapists and/or details from AREBT. Our CBT and REBT psychotherapy programme has been approved by the AREBT. Students enrolled on all advanced courses should be members of a relevant professional body and abide by their rules and codes of ethics e.g. AREBT, BABCP, BACP, BPS, IHPE, ISMA. In addition students in practice must be in regular supervision.

All course fees must be paid 6 weeks prior to the commencement of the course. The course administration fee for the advanced programmes is payable on enrolment. Students attending courses are expected to switch off their mobile phones and pagers during lectures and workshops. Normal rules of confidentiality apply to all of the courses. A short homework assignment may be set at the end of the first day of the course. Before purchasing non-refundable flights, train tickets, etc. students are strongly advised to confirm with the Centre that the course has sufficient enrolments for it to run. All students who complete the Primary Certificate courses will receive a certificate of Continuing Professional Development (CPD) including those who do not wish to complete the home assignment.

SPECIAL NEEDS

If you have special needs or requirements, please advise us when you apply.

ACCREDITED PRIOR LEARNING

We are aware of most of the other programmes available in Stress Management, CBT and REBT in the UK and do not under normal circumstances accredit prior learning (APL) as the majority of these differ in their content. One of the other issues is whether the trainer(s) is AREBT and/or BABCP accredited, and/or qualified to teach stress management depending upon the programme in which exemptions are requested. If APL is to be accepted, the student should have successfully completed and passed the other course. If the course is an AREBT approved course, then APL may be given.

LEVELS

Level 1 courses/modules are introductory and previous experience is not expected of the topic covered. These courses are usually unsuitable for experienced practitioners. Although Level 2 courses are not basic, previous knowledge of the topic concerned is not a prerequisite. If not indicated in this brochure then the course is at Level 2 and Level 3 courses/modules are advanced courses for which a previous level of knowledge and appropriate experience are expected. If in doubt, please contact the Centre for clarification. Although a Primary Certificate course provides an overview to a particular subject and also skills practice, realistically, many students may require additional training and on-going supervision to become competent.

WHO ARE THE PRIMARY & CERTIFICATE COURSES SUITABLE FOR?

Generally the courses are suitable for trainers, counsellors, psychologists, personnel staff, management consultants, psychotherapists, coaches, health and caring professionals who wish to learn more about the particular topics. Students should only attend the training if they believe the course will be suitable and of value in their training and continuing professional development. As the courses are recognised externally, the course aims and objectives will not be varied unless stated otherwise. Most courses are designed with the main eventual client group being adults. Course participants may be able to adapt what they learn to their own field of work and client groups such as children. However, the trainer is not obliged to discuss the application of course concepts to this group. We recommend that employers should not coerce employees to attend training at The Centre that the employee does not perceive to be of potential benefit.

WRITTEN ASSIGNMENT & CERTIFICATES FOR PRIMARY COURSES

Certificates of attendance are issued to students who attend a primary certificate course for the purposes of continuing professional development. Additionally, a primary certificate is awarded to participants who successfully complete a written assignment undertaken at home within 60 days of the course following attendance. An extension can be negotiated if necessary otherwise a late submission fee is charged for late assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

For students who attend the course for the purpose of Continuing Professional Development, there is no need to complete the assignment unless a full certificated award is required.

COURSE RECOGNITION

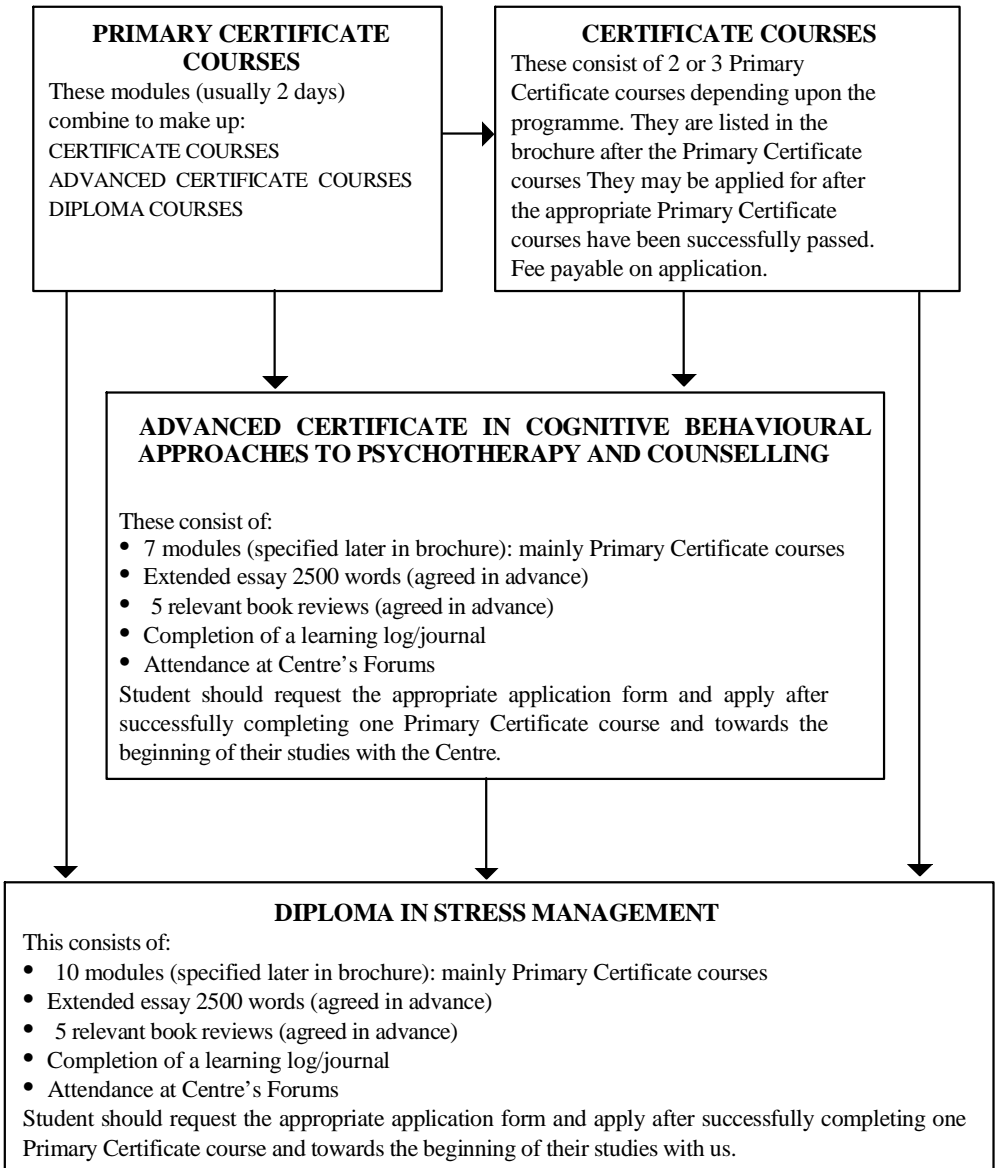
The Centre's courses are approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development. The Foundation Diploma in rational emotive and cognitive behaviour psychotherapy is approved by the Association for Rational Emotive Behaviour Therapy (AREBT). Courses run in association with the Centre for Coaching are recognised by the Association for Coaching (AC). The Centre for Stress Management is a Royal Society for Public Health (RSPH) Registered Centre and can offer a range of their internationally recognised programmes.

ABBREVIATIONS USED IN THE COURSE DETAILS

AC	Association for Coaching
AREBT	Association for Rational Emotive Behaviour Therapy
BABCP	British Association for Behavioural and Cognitive Psychotherapies
BPS	British Psychological Society
BACP	British Association for Counselling and Psychotherapy
IHPE	Institute of Health Promotion and Education
ISMA	International Stress Management Association
UKCP	United Kingdom Council for Psychotherapy

Note: Centre for Stress Management; UK Centre for Cognitive-Behaviour Therapy; UK Centre for Rational Emotive Behaviour Therapy; Centre for Postgraduate Studies and Research; Centre for Multimodal Therapy; Centre for Coaching.

THE STRUCTURE OF OUR COURSES



PRIMARY CERTIFICATE IN STRESS MANAGEMENT

CONTENT

This 2-day course includes the theory of stress and its management. The course takes a multimodal cognitive-behavioural approach to stress management and is based on current research and practice. Some of the topics included are individual and organisational symptoms of stress, thinking errors and thinking skills, stress mapping, stability zones, relaxation techniques, biofeedback, pressure and stress, lifestyle management, physical outlets, management of the personal work environment, Type A behaviour, locus of control, time management, coping strategies at work and home. The application of theory to practice in different settings e.g. counselling, health education, individual and group training, coaching, management, and psychotherapy, will be covered. A book, manual, handouts and biodots are provided. A number of questionnaires will need completing at the end of the first day of the course. As some of the content in this course overlaps with the Primary Certificate in Occupational and Organisational Stress Management, we do not recommend students to do both.

AIMS

- To become knowledgeable about the nature of stress, its management and prevention
- Be able to apply this knowledge to recognise stress in self, others and organisations
- To become knowledgeable about a multimodal cognitive-behavioural approach to stress management based on current practice and its application to different settings

OBJECTIVES

- Define stress and understand how it differs from pressure
- Have a working understanding of modern models of stress including the multimodal-transactional model, the cognitive ABCDE model and an organisational model
- Understand the psychophysiology of stress
- Identify the main physical, psychological and behavioural symptoms of stress in self and others
- Examine primary, secondary and tertiary stress management interventions at the individual and organisational levels
- Recognise thinking errors and performance interfering thoughts and develop coaching, training or counselling thinking skills to help individuals modify these beliefs
- Develop a range of strategies and techniques to tackle stress including, Type A modification, relaxation skills, lifestyle management, biofeedback, stress mapping
- Understand Type A behaviour and Locus of Control constructs
- Recognise the organisational symptoms of stress and identify what strategies can be undertaken to prevent and manage stress at work

STAFF

The trainer is Professor Stephen Palmer, Nick Edgerton or Dr Alison Whybrow.

PRIMARY CERTIFICATE IN OCCUPATIONAL AND ORGANISATIONAL STRESS MANAGEMENT

CONTENT

This 2-day course includes the theory of stress and its management with specific reference to occupational and organisational settings. The course is based on current research and practice. Some of the topics included are individual and organisational symptoms of stress, primary/secondary/tertiary interventions, stress auditing, HSE stress risk assessment, thinking errors and thinking skills, stability zones, pressure and stress, management of the personal work environment, Type A behaviour, locus of control, factors intrinsic to the job, career development, structure and climate, relationships, legal issues, role conflict and ambiguity, time management and coping strategies. A book, manual and handouts are provided. A number of questionnaires will need completing at the end of the first day of the course. As some of the content in this course overlaps with the Primary Certificate in Stress Management, we do not recommend students to do both.

AIMS

- To become knowledgeable about the nature of stress, its management and prevention
- Be able to apply this knowledge in the workplace to recognise stress in self, employees and the organisation

OBJECTIVES

- Define stress and understand how it differs from pressure
- Have a working understanding of modern models of stress
- Identify the main physical, psychological and behavioural symptoms of stress in self and others
- Examine primary, secondary and tertiary stress management interventions at the individual and organisational levels
- Develop a range of strategies and techniques to tackle stress at work and home including thinking skills, coaching skills and Type A modification
- Understand Type A behaviour, Locus of Control and Coping Strategies
- Examine a number of relevant legal cases
- Recognise organisational symptoms of stress
- Examine the 2007 HSE guidelines and guide for employees
- Understand the 2007 HSE stress risk assessment
- Be aware of the main sources of occupational and organisational stress
- Identify what managers, health professionals and trainers can do to prevent and manage stress at work
- Develop a personal stress management action plan, if appropriate

STAFF

The trainer is Professor Stephen Palmer or Nick Edgerton.

PRIMARY CERTIFICATE IN STRESS COUNSELLING

This course is only offered externally

CONTENT

This 2-day course includes the theory and practice of stress counselling. The course takes a multimodal cognitive-behavioural approach to stress counselling and is based on current research and practice. Some of the topics included are assessment, symptoms of stress, thinking errors and thinking skills, core beliefs, stress mapping, ABCDE forms, management of the personal work environment, Type A behaviour, locus of control, benefits of Socratic questioning and coping strategies at work and home. A book, manual, handouts and biodots are provided. A number of questionnaires will need completing at the end of the first day of the course.

AIMS

- To become knowledgeable about the nature of stress, its management and prevention
- To become knowledgeable about a multimodal cognitive-behavioural approach to stress counselling based on current practice and its application to different settings

OBJECTIVES

- Define stress and understand how it differs from pressure
- Have a working understanding of modern models of stress and the cognitive ABCDE model
- Distinguish between thoughts and feelings
- Identify the main physical, psychological and behavioural symptoms of stress
- Undertake a problem assessment
- Recognise thinking errors, performance interfering thoughts and core beliefs and develop alternative responses to them
- Understand Type A behaviour and Locus of Control constructs
- Develop a range of techniques and strategies to tackle stress including, Type A modification, stability zones and routines, thinking skills, relaxation skills, lifestyle management, biofeedback, stress mapping
- Gain practice in homework negotiation

STAFF

The trainer is Professor Stephen Palmer or Nick Edgerton.

PRIMARY CERTIFICATE IN RELAXATION SKILLS TRAINING

CONTENT

This intensive 2-day workshop focuses on the theory and practice of relaxation skills applied within counselling, training and group work settings. The course includes theoretical concepts and practical skill applications of relaxation, i.e. tension and its physiological, emotional,

mental and behavioural outcomes; passive or active relaxation; diaphragmatic breathing; creative imagery; body language; voice tone and words; body alignment and posture, rational and irrational thoughts (tension or relaxation provoking). Examples are drawn from the fields of counselling, coronary rehabilitation, infertility, exercise and children. All are encompassed within a framework of personal practice, understanding, development and exploration of its uses with clients.

For the purpose of skills training, participants need to wear loose clothing (e.g. elasticated waistband) and be prepared to lie down for full relaxation to be experienced. If possible also bring a small pillow for head and shoulder support. If you are not able to lie down, the process can still be experienced sitting.

AIMS

- To provide an introduction to the theory and practice of relaxation skills applied within Counselling, Training and Group work settings
- To use relaxation skills as an integrative coping tool both for themselves and their clients/ group participants
- To develop an understanding of how an individual's learning ability can be affected by the way he/she feels
- To provide access to learning for individuals to recognise the healing person within them
- To recognise that these techniques can, with practice, become an automatic process (skill), a part of everyday life

OBJECTIVES

Explore, discuss and evaluate theoretical concepts of relaxation, i.e.

- tension and its physiological, emotional, mental and behavioural outcomes
- passive or active relaxation
- using the theories and practices of Irene Tubbs, Laura Mitchell, Edmund Jacobson, H. Benson and Arnold Lazarus

To distinguish and learn the different aims of each technique, which are to:

- relax the mind
- work primarily on parts of the body
- promote body and mind/spirit harmony
- focus on complete muscular relaxation
- promote concentration
- increase sensory awareness

To explore and practise many different techniques where relaxation is either a foundation or enhancement element of a skill, i.e.

- diaphragmatic breathing
- creative imagery
- body language

- voice, tone and words
- body alignment & posture
- exercise
- music
- art form
- rational and irrational thoughts (tension or relaxation provoking)

STAFF

The trainer is Irene Tubbs or Kasia Szymanska.

PRIMARY CERTIFICATE IN COGNITIVE-BEHAVIOURAL THERAPY AND TRAINING

CONTENT

This intensive 2-day course based workshop covers the theory and practice of cognitive behavioural therapy and training. Some of the topics included are agenda setting, cognitive distortions, downward arrow, the importance of homework assignments, and the use of dysfunctional thought forms. These issues and techniques and their application to the treatment of stress, depression, phobias and anxiety are also covered. A video will be shown to demonstrate some of the techniques. Participants will have the opportunity to practise some of these techniques in small group work. Handouts, questionnaires, and a manual are provided. For the purposes of skills training, participants should be prepared to discuss one problem in small group work. Normal rules of confidentiality apply.

AIMS

To provide an introduction to the theory and practice of cognitive-behaviour therapy (CBT) with particular emphasis on A.T. Beck's cognitive therapy (CT).

OBJECTIVES

This 2-day course will help participants to:

- understand the relationship between thoughts, feelings and behaviours
- distinguish between thoughts and feelings
- learn the main features of CBT practice
- gain practice in teaching the cognitive model
- undertake a problem assessment
- develop skills in eliciting and examining negative automatic thoughts (NATS) and developing alternative responses to them
- gain practice in homework negotiation

STAFF

The trainer is Michael Neenan or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN RATIONAL EMOTIVE BEHAVIOUR THERAPY AND COUNSELLING

CONTENT

This AREBT approved 2-day course covers the basic theory and practice of rational emotive behaviour therapy (REBT) and counselling. It includes the following: basic concepts; healthy and unhealthy negative emotions; psychological interactionism; agenda setting, three major MUSTS and the derivatives; the ABC model; treatment sequence; assessing A and inference chaining; teaching the B-C connection; disputing irrational beliefs; self-acceptance; importance of homework assignments; multimodal emphasis; shame attacking exercises; low frustration tolerance exercises. A manual, booklet, questionnaires and handouts are provided.

For the purposes of skills training, participants should be prepared to discuss two personal issues in the training group. Normal rules of confidentiality apply. Participants may wish to undertake either a shame attacking exercise or a low frustration tolerance exercise as a homework assignment.

NB. REBT was formerly known as Rational-Emotive Therapy. This course is AREBT approved primary certificate course.

AIMS

To provide an introduction to the basic theory and practice of Albert Ellis's rational emotive behaviour therapy (REBT).

OBJECTIVES

This 2-day course will help participants to:

- gain practice in using the ABCDE model of emotional disturbance and change
- distinguish between irrational and rational beliefs
- distinguish between ego and discomfort disturbance
- distinguish between healthy and unhealthy negative emotions
- undertake a problem assessment including skills practice in inference chaining
- teach the B-C connection
- identify, challenge and change irrational beliefs
- gain practice in homework negotiation
- understand the difference between self-esteem and self acceptance

STAFF

The trainer is Professor Stephen Palmer a Certified Supervisor for REBT or Michael Neenan. Both trainers have published books and articles on REBT.

PRIMARY CERTIFICATE IN MULTIMODAL THERAPY AND COUNSELLING (LEVEL 2)

CONTENTS

This intensive 2-day course based workshop covers the theory and practice of the Multimodal Approach to counselling and training based on the work of Arnold Lazarus and adapted to the field of stress counselling and management by Stephen Palmer. The topics include: the seven BASIC ID modalities i.e. Behaviour, Affect, Sensation, Imagery, Cognitive Interpersonal, Drugs/Biology; Modality and Structural Profiles; interventions and techniques. The useful multimodal interventions of tracking and bridging will be discussed. Videos will be shown to demonstrate some of the techniques. Participants will have the opportunity to practise some of these techniques in small group work. It is recommended that delegates have some prior knowledge of cognitive behavioural techniques. The book *Counselling for Stress Problems* and handouts are provided. For the purposes of skills training, participants should be prepared to discuss two personal problems in small group work. To assist training, it is **essential** for all participants to complete a Multimodal Life History Inventory as a homework assignment at the end of the first day of the course. This is an integral part of the course. Normal rules of confidentiality apply.

AIMS

To provide an introduction to the theory and practice of multimodal therapy and counselling.

OBJECTIVES

- Learn the main features of the practice of multimodal therapy
- Become knowledgeable of interventions from the BASIC ID
- Gain practice in explaining the multimodal approach
- Undertake a modality profile to aid assessment
- Undertake a structural profile
- Understand tracking, bridging and deserted island techniques
- Understand the concept of the authentic chameleon
- Examine and complete a multimodal life history inventory

STAFF

The trainer is Professor Stephen Palmer or Kasia Szymanska.

PRIMARY CERTIFICATE IN PROBLEM FOCUSED COUNSELLING, COACHING AND TRAINING (LEVEL 2)

CONTENT

This 2-day workshop is based upon problem solving and solution focused approaches of Palmer, 1994; Wasik, 1984; Hawton and Kirk, 1989; Palmer and Burton, 1996; Milner and Palmer, 1998. It includes the seven-step solution focused model of PRACTICE developed by Palmer (2007, 2008).

For the purposes of skills training, participants should be prepared to discuss two personal problems in small group work. Normal rules of confidentiality apply.

AIMS

To provide participants with an introduction to the theory and practice of problem solving within counselling and coaching settings.

OBJECTIVES

- Develop an understanding of and gain practice in using the seven step problem focused model and two coaching models
- Practise applying the models step by step to current problems
- Practise using the techniques associated with problem solving
- Distinguish between problem interfering thoughts (PITS) and problem enhancing thoughts (PETS)
- Understand the differences between counselling and coaching

STAFF

The trainer is Nick Edgerton, Professor Stephen Palmer or Kasia Szymanska.

PRIMARY CERTIFICATE IN ASSERTION AND COMMUNICATIONS SKILLS TRAINING (LEVEL 2)

CONTENT

This 2-day workshop focuses on the theory and practice of assertion and communications skills. There will be an emphasis on skills practise and course participants will be given opportunity to practise assertion and communication skills, step by step. Assertion skills such as negative feelings assertion, fogging, workable compromise and setting clear boundaries will be covered. Communication skills such as sending and receiving skills will be included. The use of assertion and communications skills in counselling and stress management training will also be discussed.

AIMS

To provide a practical understanding of those skills associated with assertiveness training and how these skills can be used to aid the communication process.

OBJECTIVES

By the end of the course delegates will:

- have an understanding of the differing personality types associated with assertiveness training
- be able to identify individual behaviour patterns
- have had the opportunity to practise a range of assertiveness techniques

- have had the opportunity of discussing personal concerns
- have developed an Action Plan to consolidate learning and future training needs

STAFF

The trainer is Nick Edgerton or Gladeana McMahon.

PRIMARY CERTIFICATE IN ADVANCED COGNITIVE BEHAVIOURAL SKILLS (LEVEL 3)

CONTENT

This is an intensive 3-day course for students enrolled on a Certificate/Advanced Certificate/Diploma programme run by the Centre. The course takes a cognitive-behavioural approach to counselling, psychotherapy and stress management. The course includes developing a cognitive case-conceptualisation and examining three levels of cognition. It includes theoretical input and time to practise the techniques and skills discussed. For the purposes of skills training, participants should be prepared to discuss one or two personal problems. Normal rules of confidentiality apply. However, the course is not an opportunity to work out personal issues which may need the support of personal therapy.

WHO IS THE COURSE FOR?

It is important to note that this course is run specifically for students already enrolled on one of the Centre's advanced certificate or diploma programmes. The course is suitable for counsellors, psychologists, personnel staff, trainers, psychotherapists, management consultants, health and caring professionals who wish to learn more about stress counselling and management. It is **essential** that applicants have an understanding and working knowledge of basic cognitivebehavioural theory and practice. Individuals who have received no formal training in these areas **should** initially attend the relevant primary certificate courses at the Centre. If in doubt, please check with the Centre before enrolling.

AIMS

To develop an understanding of cognitive case conceptualisation and working at deeper cognitive levels.

OBJECTIVES

This 3-day course will help participants to:

- understand the importance of and undertake a case conceptualisation
- identify, challenge and change cognitive distortions
- uncover and modify dysfunctional assumptions and rules
- uncover and modify core negative beliefs
- understand the importance of relapse prevention/reduction

STAFF

The trainers are Michael Neenan and/or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN TRAUMA AND PTSD (LEVEL 2)

CONTENT

This 2-day course looks at trauma and PTSD within a cognitive-behavioural framework. The course covers the signs and symptoms associated with trauma and PTSD, assessment and the application of relevant cognitive behavioural strategies used in the treatment of trauma and PTSD. In addition the course focuses on the disorders often associated with trauma such as anxiety, panic, depression and other associated features e.g. guilt and shame. The important issues of referral, supervision and further training are also considered on this course. The course includes theory and experiential skills-based learning.

WHO IS THE COURSE FOR?

The course is suitable for trainers, counsellors, psychotherapists, psychologists, personnel staff, management consultants, health and caring professionals who wish to learn about trauma and post-traumatic stress disorder. The course is unsuitable for individuals who would find discussions about trauma distressing or are currently suffering from the effects of a traumatic event. This course is NOT an opportunity to work out issues which may need the support of personal therapy. Individuals with little or no understanding of a cognitive-behavioural framework would be advised to attend appropriate courses at the Centre or elsewhere to increase their knowledge.

AIMS

- To provide delegates with an understanding of trauma and PTSD by considering the normally associated signs and symptoms
- To understand the role of assessment and case conceptualisation in PTSD/trauma and practise a range of relevant therapeutic techniques within a cognitive-behavioural framework

OBJECTIVES

By the end of the course delegates will:

- have an understanding of those situations that are termed traumatic
- have become familiar with the physical, emotional, psychological and behavioural symptoms normally associated with trauma and PTSD
- understand the role of assessment and case conceptualisation in PTSD and trauma counselling
- have an understanding of those client factors that may predispose an individual to develop PTSD
- have considered the professional support required for those working with trauma and PTSD
- recognise ways of working with traumatised clients suffering from e.g. anxiety, anger or depression from a cognitive-behavioural perspective
- learn a range of techniques for working with PTSD

STAFF

The trainer is Kasia Szymanska or Nick Edgerton.

PRIMARY CERTIFICATE IN PERFORMANCE COACHING

CONTENT

This intensive two-day course based workshop covers the theory and practice of performance coaching applied to work and personal contexts. Participants will have the opportunity to practise coaching skills and techniques in small group work. Some of the topics included are the structure of a performance coaching session, assessing current performance, awareness and taking responsibility, reducing interference, overcoming psychological blocks, the coach as a catalyst, goal setting and goal theory, eliminating the discrepancy between actual and desired performance, competence, developing performance confidence, performance as a measure of behaviour, overcoming the perils of perfectionism, performance enhancing thoughts, performance improvement plans, tackling troublesome thoughts, keeping focused. Handouts and a manual are provided. For the purposes of skills training, participants should be prepared to discuss one problem in small group work. Suitable for coaches, managers, personnel staff, trainers and counsellors. Normal rules of confidentiality apply.

AIMS

To provide participants with a range of performance coaching skills.

OBJECTIVES

- gain competence in carrying out an assessment of a person's current performance
- identify and tackle blocks to improving current performance
- develop collaboratively a performance improvement plan
- understand what steps will be needed to maintain performance once it has improved
- troubleshoot obstacles to improving and/or maintaining performance

STAFF

The trainer is Nick Edgerton or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN COUNSELLING (SKILLS) (LEVEL 1) This course is only offered externally

This is an intensive 2-day course in counselling skills based on the developmental skills model of Gerard Egan, with its three-stage framework of exploration, understanding and action, which can be used effectively in different work contexts.

WHO IS THE COURSE FOR?

The course is particularly appropriate for counsellors, psychologists, nurses, doctors, teachers, social workers, welfare officers and other members of the caring and personnel professions.

The course is not an opportunity to work out personal issues which may need the support of personal therapy, but a degree of self-disclosure in relation to course learning will be expected.

CONTENT

A. What is counselling?

B. Core conditions of the client-counsellor relationship: empathy, respect and congruence.

C. Egan's Three Stage Model:

Stage 1 Exploration: attending, active listening, communicating empathy, demonstrating acceptance, being authentic, paraphrasing, reflecting, summarising, using open-ended questions to encourage.

Stage 2 Developing New Understanding: building on Stage 1 skills, accurate empathy and the challenging skills, summarising, probing, appropriate self-disclosure, immediacy, confrontation and inconsistencies, goal setting, alternative frames of reference.

Stage 3 Action Skills: contracts, decision-making, evaluation, identifying personal resources.

D. Professional Issues: pitfalls in counselling, boundaries, ethics, referrals.

E. Experience of counselling practice in three interchangeable roles: counsellor, client, observer.

F. Learn about the role of the counsellor, to understand the experience of being a client and to develop the skills of giving feedback and evaluation.

COURSE METHOD

The course sessions are designed on a workshop model which includes: a formal theoretical tutor input with group discussion; small and large group exercises to illustrate the teaching in a personal and practical way; practical counselling in triads of counsellor, client and observer, ending with verbal feedback from counsellors and clients and written evaluation from observer which forms part of each participant's course workbook.

AIMS

To provide an awareness and understanding of basic counselling skills.

OBJECTIVES

On completion of the course delegates will:

- understand the principles of the Problem Management Model of Counselling based on the work of Gerard Egan
- be able to demonstrate basic Counselling Skills
- understand the difference between Counselling and Counselling Skills

STAFF

The trainer is Nick Edgerton or Kasia Szymanska.

PRIMARY CERTIFICATE IN HEALTH COACHING, COUNSELLING AND TRAINING

**THIS COURSE IS RUN IN ASSOCIATION WITH THE CENTRE FOR
COACHING**

CONTENT

This intensive 2-day workshop focuses on the theory and practice of primary and secondary preventative health programmes applied within coaching, counselling, training and group work settings. Health coaching is the practice of health education and health promotion within a coaching context, to enhance the wellbeing of individuals and to facilitate the achievement of their health-related goals. The course will include the exploration of evidence-based understanding of 'health' relating to primary factors such as genetics, childhood conditioning, environment, economic, cultural and religious aspects and the exploration of societal changes in health awareness and practice today which can lead to ill-health.

All encompassed within a framework of examining inhibitors and enhancers of a healthy lifestyle, i.e.

- physiological (biological-neurological) in particular the immune system
- psychological triggers related to health-inhibiting beliefs (hibs) and health enhancing beliefs (hebs)
- behavioural outcomes of reactive unhealthy lifestyle inhibitors (hibs) and their opposites, proactive health enhancing beliefs (hebs)
- specific aspects of health inhibiting or health enhancing practices related to diet, exercise, smoking, alcohol, relaxation, imagery, breathing, stress and primary preventative and secondary preventative programmes for all age groups

Within the structure of this course you will attain hands-on experience of assessing, monitoring and evaluating specific health-inhibiting presentations culminating in the development of effective health enhancing programmes to assist individuals in making informed choices that provide the impetus to practise lifestyle changes that can enhance their health.

AIMS

- to provide an introduction to the theory and practice of health coaching within coaching, counselling, training and group work settings
- to develop evidence-based understanding of 'health', relating to primary factors such as genetics, childhood conditioning, environment, economic, cultural and religious aspects and through the exploration of societal changes in health awareness and practice
- to review current research data in order to develop understanding of the way an individual's lifestyle can lead to ill-health

LEARNING OBJECTIVES

- develop knowledge through the exploration, discussion and evaluation of theoretical concepts of ineffective and effective health practices
- systematically review inhibitors of a healthy lifestyle, i.e.:

- physiological (biological-neurological) in particular the role of the immune system and factors that can inhibit its effectiveness
- behavioural outcomes of unhealthy lifestyle inhibitors leading to health inhibiting beliefs (hibs)
- specific aspects related to stress, diet, exercise, smoking, alcohol, and their consequences
- systematically review enhancers of a healthy lifestyle, i.e.:
 - physiological evidence of changing health practices
 - psychological triggers that can provide physiological change through the desensitising of the stress response (hebs - health enhancing beliefs)
 - behavioural change that can be established through specific, individually tailored health programmes. Programmes exploring diet, exercise, alcohol, relaxation, imagery and breathing
- to examine primary preventative and secondary preventative programmes for all age groups
- to examine the skills necessary to coach individuals or groups related to the delivery of health orientated programmes
- as coaches to practise assessing, monitoring, and evaluating specific health inhibiting presentations by individuals
- as coaches to develop effective health enhancing programmes to assist these individuals to make informed choices that provide the impetus to practise lifestyle changes that can enhance their health

STAFF

The trainer is Irene Tubbs or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN ANGER MANAGEMENT: A COGNITIVE BEHAVIOURAL APPROACH

THIS COURSE IS RUN IN ASSOCIATION WITH THE CENTRE FOR COACHING

CONTENT

This intensive 2-day course based workshop covers the theory and practice of Anger Management Coaching, Counselling and Training and adopts a Cognitive Behavioural Approach. Participants will have the opportunity to practise skills and techniques in small group work. Topics include distinguishing between anger, hostility and aggression, the cognitive model of anger, forms of anger expression, examining past and present factors contributing to an anger episode, identifying and tackling blocks to developing a therapeutic relationship, developing an anger intensity scale, relaxation and cognitive restructuring (i.e. thought/belief change) skills, coping skills for dealing with difficult/provocative situations and responding constructively to others' anger. Handouts and a manual are provided. For the purposes of skills training, participants should be prepared to discuss one problem in small

group work. Suitable for coaches, managers, personnel staff, trainers and counsellors. Normal rules of confidentiality apply.

AIMS

To provide participants with a range of CBT skills in assessing and tackling dysfunctional anger.

OBJECTIVES

This 2-day course will help participants to:

- distinguish between anger, hostility and aggression
- teach the cognitive model of anger
- be familiar with forms of anger expression
- examine past and present factors that contribute to an anger episode
- identify and tackle blocks to developing a therapeutic relationship
- develop an anger intensity scale
- learn relaxation and cognitive restructuring (i.e. thought/belief change) skills
- learn coping skills to deal with difficult/provocative situations
- respond constructively to others' anger

STAFF

The trainer is Michael Neenan or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN ADVANCED RATIONAL EMOTIVE BEHAVIOUR THERAPY SKILLS (LEVEL 3)

CONTENT

This is an intensive 3-day course for students enrolled on a Certificate/Advanced Certificate/Diploma programme run by the Centre. The course takes a rational emotive behavioural approach to counselling, psychotherapy and stress management. The course includes: locating the client's critical A, tackling meta-emotional problems, dealing with the client's reservations about accepting emotional responsibility, disputing, goal setting and developing homework assignments.

The course includes theoretical input and time to practise the techniques and skills discussed. For the purposes of skills training, participants should be prepared to discuss two personal problems. Normal rules of confidentiality apply. However, the course is not an opportunity to work out personal issues which may need the support of personal therapy.

WHO IS THE COURSE FOR?

It is important to note that this course is run generally for students already enrolled on one of the Centre's certificate, advanced certificate or diploma programmes. The course is suitable for counsellors, psychologists, personnel staff, trainers, psychotherapists, management consultants, health and caring professionals who wish to learn more about Rational Emotive Behaviour

Therapy. It is **essential** that applicants have an understanding and working knowledge of basic rational emotive behavioural theory and practice. Individuals who have received no formal training in these areas **should** initially attend the relevant primary certificate courses at the Centre. If in doubt, please check with the Centre before enrolling.

AIMS

To provide participants with more knowledge of and practice in REBT assessment, goal setting, disputing and homework negotiation.

OBJECTIVES

This 3-day course will help participants to:

- use several methods for locating the client's critical A
- look for and tackle meta-emotional problems
- deal with the client's reservations about accepting emotional responsibility
- practise disputing in depth
- distinguish between overcoming psychological disturbance goals and personal development goals
- develop multimodal homework assignments
- understand the difference between feeling better, getting better and staying better

STAFF

The trainers are Michael Neenan or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN MEDIATION TRAINING SKILLS

CONTENT

This intensive 2-day mediation training skills course offers an effective framework for dealing with conflict and disputes both in the workplace and other settings. It uses a positive problem solving and solution seeking approach.

The course includes team role plays, feedback and debriefing. It covers why and when to mediate, qualities and attitudes of a mediator, definition of mediation, structures to provide ways to communicate constructively, opening statements, agenda setting, confidentiality, importance of impartiality and neutrality, a range of mediator skills, use of side meetings, exploring solutions, resolution offers, avoiding collusion and other pitfalls, moving from the past to the future, dealing with strong emotions, overcoming power imbalances, writing up agreements, arranging and conducting reviews.

Mediation can be used to resolve interpersonal staff conflicts at work, in neighbourhoods and communities. Mediation allows for a greater range of solutions and options for those in dispute and, where appropriate, on rebuilding relationships. It focuses on the future and uses a collaborative problem solving approach to achieve a win/win situation acceptable to all. Participants will gain these valuable skills whilst learning in a safe and supportive setting.

AIMS

- To gain core skills in mediation

OBJECTIVES

- To gain skills to examine reasons for conflict
- To identify information needed to develop fair solutions
- To understand your own conflict management style
- To practise the skills of identifying key issues, assessing positions and testing out solutions
- To understand the importance of neutrality, impartiality and confidentiality
- To apply the principles, process and practical applications of mediation
- To practise how to set up and manage a structured mediation

STAFF

The trainer is Elizabeth Doggart who is an Accredited Mediator or Keith Chadwick MSc.

CERTIFICATE IN STRESS MANAGEMENT

CONTENT

This is a modular 6-day course. Students must attend Module a) plus two additional modules as below (details elsewhere in this brochure):

- a) Primary Certificate in Stress Management (2 days) **or** Primary Certificate in Occupational and Organisational Stress Management
- b) Primary Certificate in Rational Emotive Behaviour Therapy and Counselling
- c) Primary Certificate in Cognitive-Behavioural Therapy and Training
- d) Primary Certificate in Problem Focused Counselling, Coaching and Training
- e) Primary Certificate in Relaxation Skills Training
- f) Primary Certificate in Assertion and Communication Skills Training
- g) Primary Certificate in Counselling (Skills)
- h) Primary Certificate in Multimodal Therapy and Counselling

AIMS

To develop knowledge about the nature of stress, its management and prevention.

OBJECTIVES

All of the objectives for the component courses are objectives for this course.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the course and the assignment completed at home. There is an administration and certification fee of £35.

STAFF

See details for each primary module.

CERTIFICATE IN STRESS MANAGEMENT AND PERFORMANCE COACHING



THIS PROGRAMME IS RUN BY THE CENTRE FOR COACHING IN ASSOCIATION WITH THE CENTRE FOR STRESS MANAGEMENT. IT IS ACCREDITED BY MIDDLESEX UNIVERSITY AND RECOGNISED BY THE ASSOCIATION FOR COACHING

CONTENT

This is a modular six-day course. Students must attend Module a) and b) plus one additional module as below (details elsewhere):

- a) Primary Certificate in Stress Management (2 days) OR Primary Certificate in Occupational and Organisational Stress Management (2 days)
- b) Primary Certificate in Performance Coaching (2 days)
- c) Primary Certificate in Problem Focused Counselling, Coaching and Training (2 days)
- d) Primary Certificate in Assertion and Communication Skills Training (2 days)

A certificate is awarded to participants who successfully complete the course and the assignment completed at home. The aims and objectives are the same as for the specific primary courses undertaken. This programme provides training in specialist areas relating to coaching and forms part of the Centre for Coaching's Diploma in Coaching programme. The course is recognised by the Association for Coaching and Accredited by Middlesex University (subject to conditions).

AIMS

To acquire knowledge and relevant skills in stress management and performance coaching.

OBJECTIVES

All of the objectives for the component courses are objectives for this course.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the course and the assignment completed at home. There is an administration and certification fee of £70.

STAFF

See details for each primary module.

CERTIFICATE IN STRESS MANAGEMENT AND HEALTH COACHING

THIS PROGRAMME IS RUN IN ASSOCIATION WITH THE CENTRE FOR COACHING

CONTENT

This is a modular six-day course. Students must attend all three modules:

- a) Primary Certificate in Stress Management (2 days) OR Primary Certificate in Occupational and Organisational Stress Management (2 days)
- b) Primary Certificate in Health Coaching, Counselling and Training (2 days)
- c) Primary Certificate in Relaxation Skills Training (2 days)

A certificate is awarded to participants who successfully complete the course and the assignment completed at home. The aims and objectives are the same as for the specific primary courses undertaken. This programme provides training in specialist areas relating to coaching. The course is recognised by the Association for Coaching.

AIMS

To acquire knowledge and relevant skills in stress management and health coaching.

OBJECTIVES

All of the objectives for the component courses are objectives for this course.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the course and the assignment completed at home. There is an administration and certification fee of £35.

STAFF

See details for each primary module.

CERTIFICATE IN COGNITIVE-BEHAVIOURAL THERAPIES

CONTENT

This is a modular 6-day course. Students must attend module a) plus two additional modules as below (details elsewhere in this brochure):

- a) Primary Certificate in Cognitive-Behavioural Therapy and Training
- b) Primary Certificate in Rational Emotive Behaviour Therapy and Counselling
- c) Primary Certificate in Problem Focused Counselling, Coaching and Training
- d) Primary Certificate in Multimodal Therapy and Counselling

AIMS

To provide the theory and practice of Cognitive-Behavioural therapy.

OBJECTIVES

All of the objectives for the component courses are objectives for this course.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the course and the assignment completed at home for each module. There is an administration and certification fee of £35.

STAFF

The Course Co-Directors are Professor Stephen Palmer and Michael Neenan.

CERTIFICATE IN COGNITIVE HYPNOTHERAPY

This evidence based course is run in association with the Centre for Postgraduate Studies and Research. Please refer to their website for course details, booking information and application form: www.studiesandresearch.com email: admin@studiesandresearch.com.
Tel/fax: 01582 712161. **See further information on page 37.**

CERTIFICATE IN COGNITIVE-BEHAVIOURAL THERAPY

CONTENT

This is a modular 5-day course. Students must attend both modules below:

- a) Primary Certificate in Cognitive-Behavioural Therapy and Training
- b) Primary Certificate in Advanced Cognitive-Behavioural Skills (Level 3)

This foundation programme is specifically for health and caring professionals who wish to attend a short course to gain insight into the theory and practice of Cognitive-Behavioural Therapy.

AIMS

To provide the theory and practice of Cognitive-Behavioural Therapy.

OBJECTIVES

All of the objectives for the component courses are objectives for this course.

ASSIGNMENTS & CERTIFICATE

A certificate is awarded to participants who successfully complete the modules and the assignments undertaken at home for each module. There is additional course reading and the submission of two CBT book reviews.

There is an enrolment, administration and certification fee of £75.

STAFF

The Course Co-Directors are Michael Neenan and Professor Stephen Palmer.

CERTIFICATE IN RATIONAL EMOTIVE BEHAVIOURAL THERAPY

CONTENT

This is a modular 5-day course. Students must attend both modules below:

- a) Primary Certificate in Rational Emotive Behaviour Therapy & Counselling
- b) Primary Certificate in Advanced Rational Emotive Behavioural Therapy Skills (Level 3)

This foundation programme is specifically for health and caring professionals who wish to attend a short course to gain insight into the theory and practice of Rational Emotive Behavioural Therapy.

AIMS

To provide the theory and practice of Rational Emotive Behavioural Therapy.

OBJECTIVES

All of the objectives for the component courses are objectives for this course.

ASSIGNMENTS & CERTIFICATE

A certificate is awarded to participants who successfully complete the modules and the assignments undertaken at home for each module. There is additional course reading and the submission of two REBT book reviews.

There is an enrolment, administration and certification fee of £75.

STAFF

The Course Co-Directors are Michael Neenan and Professor Stephen Palmer.

ADVANCED CERTIFICATE IN COGNITIVE-BEHAVIOURAL APPROACHES TO PSYCHOTHERAPY AND COUNSELLING

Option 1: Cognitive Behaviour Therapy (CBT)

Option 2: Rational Emotive Behaviour Therapy (REBT)

Option 3: Multimodal Therapy (MMT)

Option 4: Problem Focused (PF)

This course is run in association with the Centre for Rational Emotive Behaviour Therapy, London

INTRODUCTION

The training programmes at the Centres are multimodal, rational emotive behavioural, and cognitive-behavioural in their approach to counselling, stress management, psychotherapy and industrial training. This allows a flexible modular programme to be run on these topics whereby students can go at their own pace according to time availability and financial constraints. This programme has four options whereby the student can focus their reading, further study and final written assignments including book reviews on CBT, REBT, MMT or PF. Students must specify the option they wish to take when applying to the programme.

This is an intermediate training programme and the REBT option is an AREBT approved Foundation Course.

The course trainers are experienced counsellors, UKCP Registered psychotherapists and trainers. Therefore they can provide information on the application of cognitive-behavioural and rational-emotive skills in a variety of settings. The course administration and enrolment fee is £35.

CONTENTS & GENERAL DETAILS

The Advanced Certificate in Cognitive-Behavioural Approaches to Psychotherapy and Counselling consists of the following course modules (details elsewhere in this brochure):

- a) Primary Certificate in Problem Focused Counselling, Coaching and Training (Level 2)
- b) Primary Certificate in Cognitive-Behavioural Therapy and Training (Level 2)
- c) Primary Certificate in Multimodal Therapy and Counselling (Level 2)
- d) Primary Certificate in Rational Emotive Behaviour Therapy and Counselling (Level 2)
- e) Primary Certificate in Advanced Cognitive-Behavioural Skills (Level 3)
- f) Primary Certificate in Trauma and PTSD (Level 2) or Primary Certificate in Relaxation Skills (Level 2) or Primary Certificate in Assertion and Communication Skills Training (Level 2)
- g) Stress Management/Counselling Training and Supervision (Level 3)

This advanced certificate course provides a minimum of 84 hours of theory/skills based training. Students can choose the order in which they take the modules depending upon their interests and when they enter the modular programme. However, it is recommended that module a) is completed near the beginning of the programme. As Module e) is an advanced course students

are recommended to take it near the end of their own individual training programme. Module g) is supervision based and participants can discuss problems they are experiencing in the theory and practice of multimodal, cognitive-behavioural approaches applied to counselling, psychotherapy and stress counselling and management.

AIMS

To provide the theory and practice of cognitive-behavioural therapies (CBT) at an advanced level with particular emphasis on one chosen option:

1. Cognitive Behaviour Therapy
2. Problem Focused Therapy
3. Rational Emotive Behaviour Therapy
4. Multimodal Therapy

OBJECTIVES

All of the objectives shown for the component courses are objectives for this course. In addition, students successfully completing the course will be able to:

- develop a consistent overview of the theory and practice of the chosen option
- identify the similarities and differences between Cognitive Behaviour Therapy, Problem Focused Therapy, Rational Emotive Behaviour Therapy and Multimodal Therapy
- develop a case formulation consistent with the framework of the chosen option

WHO IS THE COURSE FOR?

The course is suitable for counsellors, counselling/health/clinical psychologists, psychotherapists, and other health and caring professionals who wish to learn more about cognitive-behavioural approaches to counselling and psychotherapy.

SELECTION

Selection is a threefold process which includes: application form, reference from someone who knows the applicant, and a personal interview with a course tutor to ascertain suitability for the course. Although it is a post-qualification course, applicants new to this field of work will be considered. The potential attributes looked for in the selection process are evidence of the ability to reflect upon life experience and use it to enhance self-awareness and maturity; the ability to form a helping relationship; the ability to build upon self-criticism; the capacity to cope with the emotional, intellectual and practical demands of the course.

The course is not an opportunity to work out personal issues which may need the support of personal therapy but a commitment to self-disclosure in relation to course learning and personal awareness will be expected.

ASSESSMENT

In addition to passing the written assignments at home for Modules a) to f) students are expected to submit a 2500 word assignment and five relevant book reviews focusing on their chosen options: CBT; REBT; MMT or PF. A course assessment fee of £70 is charged on submission of the work.

100% course attendance is mandatory. This modular programme can be completed within 9 months. (However, students can extend the course to a maximum of 18 months, if necessary.)

Students will be expected to keep a learning log of their experience on the course which will include: lecture notes, handouts, record of the lecturers, course hours and study time, copies of assignments and essays, a link between the work and learning on the course and its application to the student's work context, a record of those aspects of personal growth and self-awareness which inform counselling and psychotherapy practice and relate to the ability to understand course material, as well as their personal views of the course.

SUPERVISION

Course members who are in practice will be expected to be in regular supervision on their therapeutic work with clients according to the codes of ethics of their own professional body. The supervision may be provided at their place of work or privately. The supervision will be the financial responsibility of the student. If students start using cognitive-behavioural techniques in their practice then supervision should be from a supervisor who is experienced in this approach and eligible for BABCP or AREBT accreditation. Module g) provides training related supervision.

Course members who are new to this field of work will not be expected to be counselling clients during the duration of the Advanced Certificate programme.

STAFF

The course team are Professor Stephen Palmer, Michael Neenan, Kasia Szymanska and Nick Edgerton.

ADDITIONAL INFORMATION

On completion of this course, students will have gained exemptions towards the Diploma in Stress Management. The REBT option is the AREBT approved Foundation course.

DIPLOMA IN STRESS MANAGEMENT

INTRODUCTION

The training programmes at the Centres are multimodal, cognitive-behavioural, and rational emotive behavioural in their approach to stress management, stress counselling, stress coaching, psychotherapy and corporate training. This allows a flexible modular programme to be run on these topics whereby students can go at their own pace according to time availability and financial constraints. To obtain the most out of the programme students are encouraged to read relevant books/articles and join professional bodies such as the International Stress Management Association and/or Institute of Health Promotion and Education and/or other relevant bodies (see section on Information about Professional Bodies in this brochure). The course trainers are experienced counsellors, psychotherapists, coaches, industrial trainers and consultants. Therefore they can provide information on the application of stress management in a variety of settings. Students may wish to complete the Certificate in Stress Management before applying to this course. The course administration and enrolment fee is £35.

CONTENTS & GENERAL DETAILS

The Diploma in Stress Management consists of the following course modules (details elsewhere in this brochure):

DIPLOMA IN STRESS MANAGEMENT MODULES

- a) Primary Certificate in Stress Management (Level 2) or Primary Certificate in Occupational and Organisational Stress Management (Level 2)
- b) Primary Certificate in Rational Emotive Behaviour Therapy and Counselling (Level 2)
- c) Primary Certificate in Cognitive-Behavioural Therapy and Training (Level 2)
- d) Primary Certificate in Problem Focused Counselling, Coaching and Training (Level 2)
- e) Primary Certificate in Assertion and Communications Skills Training (Level 2)
- f) Stress Management/Counselling Training and Supervision (Level 3)
- g) Primary Certificate in Advanced Cognitive-Behavioural Skills (Level 3)
- h) Primary Certificate in Relaxation Skills Training (Level 2)
- i) Primary Certificate in Multimodal Therapy and Counselling (Level 2)
- j) Primary Certificate in Trauma and PTSD (Level 2)

The course provides a minimum of 108 hours of theory/skills based training. Students can choose the order in which they take the modules depending upon their interests and when they enter the modular programme. It is often useful to complete Modules a) or d) near the beginning of the programme. As Module g) is an advanced course students are recommended to take it near the end of their own individual training programme. Module f) is supervision based and participants can discuss problems they are experiencing in the theory and practice of stress management in relation to their own particular area of work e.g. training, counselling, health education, psychotherapy, management.

AIMS

To develop an advanced knowledge about the nature of stress, its management and prevention.

OBJECTIVES

All of the objectives shown for the component courses are objectives for this course. In addition, students successfully completing the course will be able to:

- become knowledgeable of individual and organisational models of stress
- develop a case formulation for individual clients
- design stress management training seminars and courses
- identify the similarities and differences between various approaches to dealing with the stress of an individual with particular reference to Cognitive-Behavioural, Problem Focused, Rational Emotive Behavioural and Multimodal models

WHO IS THE COURSE FOR?

The course is suitable for counsellors, trainers, coaches, counselling/health/clinical psychologists, psychotherapists, nurses, doctors, and other health and caring professionals who wish to learn more about stress management. Although it is a post-qualification course, applicants new to

this field of work will be considered. As successful completion of this course leads to eligibility for ISMA, RSH or the IHPE at Full Membership level, this programme may be suitable for people wishing to enter the field of stress management.

SELECTION

Selection is a threefold process which includes: application form, reference from someone who knows the applicant, and a personal interview with a course tutor to ascertain suitability for the course. The potential attributes looked for in the selection process are evidence of: the ability to reflect upon life experience and use it to enhance self-awareness and maturity; the ability to form a helping relationship; the ability to build upon self-criticism; the capacity to cope with the emotional, intellectual and practical demands of the course.

The course is not an opportunity to work out personal issues which may need the support of personal therapy but a commitment to self-disclosure in relation to course learning and personal awareness will be expected.

ASSESSMENT

Students need to pass the written assignments undertaken at home for the primary certificate modules, submit a 2500 word assignment, and 5 book reviews. A course assessment fee of £70 is charged on submission of the work.

100% course attendance is mandatory. (Exceptions may be permitted if the student has previously attended a similar module recognised by the Centre.) Students usually take under 12 months to complete this flexible programme. We would recommend a maximum time of 18 months.

Students will be expected to keep a learning log of their experience on the course which will include: lecture notes, handouts, record of the lecturers, course hours and study time, copies of assignments and essays, a link between the work and learning on the course and its application to the student's work context, a record of those aspects of personal growth and self-awareness which inform stress management practice and relate to the ability to understand course material, as well as their personal views of the course. The learning log is presented during forum sessions.

SUPERVISION

Course members who are experienced trainers, health educators, and consultants may find the supervision/training provided on Module f) adequate for their needs.

Course members who are in counselling or psychotherapeutic practice will be expected to be in regular supervision on their therapeutic work with clients according to the codes of ethics of their own professional body. The supervision may be provided at their place of work or privately. If course members are not receiving supervision for their counselling work, they will be required to adhere to the guidelines issued by a professional body recommended by the Centre. The supervision will be the financial responsibility of the student. If students start using stress management techniques in their practice, supervision should be from a supervisor who is experienced in this approach. Module f) provides additional training-related supervision.

Course members who are new to this field of work will not be expected initially to be offering stress management training.

COURSE RECOGNITION

This course provides eligibility for Full Membership (MISMA) of the International Stress Management Association (UK), the main professional body for stress management. The course provides eligibility for full professional membership of the Institute of Health Promotion and Education (AIHPE or MIHPE), and the Royal Society for the Promotion of Health (MRSH). Also it is recognised by the Academy of Multi-Skills, the Institute of Management Specialists, Institute of Manufacturing and Professional Business and Technical Management. (See section on Information about Professional Bodies in this brochure.)

STAFF

The Course Director is Professor Stephen Palmer PhD, Honorary Vice-President and Fellow of the International Stress Management Association and the Institute of Health Promotion and Education, and Honorary President of the Association for Coaching. He is a leading expert on stress management, stress counselling and stress management coaching. The trainers include Michael Neenan, Kasia Szymanska, Irene Tubbs and Nick Edgerton.

All of the staff have published works on their particular interests and are experienced counsellors, health educators and trainers.

CERTIFICATE, ADVANCED CERTIFICATE AND DIPLOMA IN COACHING CERTIFICATE AND DIPLOMA IN PSYCHOLOGICAL COACHING DIPLOMA IN COACHING PSYCHOLOGY

The Centre for Coaching in association with the Centre for Stress Management runs Certificate, Advanced Certificate and Diploma programmes in Coaching, Psychological Coaching and Coaching Psychology. The majority of these are accredited by Middlesex University. For full details refer to the Centre for Coaching training brochure or the website: www.centreforcoaching.com

SHORT COURSES

STRESS MANAGEMENT/COUNSELLING TRAINING AND SUPERVISION (LEVEL 3)

One-day supervisory workshop for students on the Certificate, Advanced Certificate/Diploma programmes only. There is no formal teaching input on this course. The course content is developed by the students and relates to areas of interest.

OPEN LEARNING PROGRAMME

CERTIFICATED CORRESPONDENCE COURSE IN STRESS MANAGEMENT

INTRODUCTION

Since the Centre was set up in 1987, we have received numerous enquiries from members of the public as well as from educators, counsellors, health and caring professionals about the possibility of us running a correspondence course in stress management. Due to a variety of commitments many potential students are unable to attend formal courses at the Centre. The Director of the Centre for Stress Management, Stephen Palmer, in association with Deborah Clarke, developed a trainee workbook *How to Manage Stress* for the National Extension College. This was designed to be used either as a self-study resource or as part of a Distance Learning correspondence programme with tutor marked assignments. This self-development programme and training course is now available from the Centre.

CONTENT

Once enrolled onto the programme the student receives the trainee workbook consisting of information about stress and its management and a series of practical self-help exercises. A list of the assignments is provided. An additional reading list is supplied for students who wish to study the subject in greater depth.

The aims of the course are:

- to clarify what you mean by stress
- to identify what causes stress
- to explore ways of coping with stress more effectively
- to try out some techniques for coping with stress
- to take responsibility for your own learning

The course includes: the causes and symptoms of stress; thinking skills; relaxation and health; assertion; time management.

WHO IS THE COURSE FOR?

The course is suitable for the layperson, trainers, counsellors, psychologists, personnel staff, managers, management consultants, complementary health practitioners, health and caring professionals who wish to learn more about stress and its management. In some cases the course may be suitable for continuing professional development. It may also offer an individual the opportunity to learn more about stress management before enrolling on a course-based training programme at the Centre.

OVERSEAS STUDENTS

This course is available to overseas students, however all materials are written in English. Assignments will only be marked if they are submitted in English. There is an additional fee for postage, however assignments can be submitted by email to tutors.

ASSIGNMENTS & CERTIFICATE

A certificate of completion is awarded to participants who successfully complete the five marked assignments which are undertaken at home. After enrolling on the programme, allowing for marking of the assignments, the course can be completed in under 5 months. However, students are given up to 12 months to complete the course. Please note that assignments are not marked during your tutor's holiday period.

COURSE RECOGNITION

The course is recognised by the Institute of Health Promotion and Education, the Institute of Management Specialists, Institute of Manufacturing, and Professional Business and Technical Management for the purposes of CPD.

STAFF

The Course Directors are Professor Stephen Palmer and Kasia Szymanska. The tutors who mark the assignments are experienced stress management practitioners.

ADDITIONAL INFORMATION

This course does not attempt to train individuals as stress management consultants, although some members of the health and caring professions may find the course useful for the purposes of Continuing Professional Development and be able to teach their clients the coping strategies covered in the programme. It is recommended that those interested in entering the field of stress management as a career will need further training and preferably attend recognised courses. Courses in stress management to Diploma level are available at the Centre. (Details in this training brochure.)

INFORMATION ABOUT PROFESSIONAL BODIES THAT RECOGNISE THE CENTRES' COURSES

INTRODUCTION

The Centre for Stress Management, Centre for Rational Emotive Behaviour Therapy, and Centre for Multimodal Therapy recommend that student and graduate practitioners join professional bodies. A variety of professional bodies recognise our courses. As the training can be applied to management and psychotherapy, as well as complementary medicine, we have sought recognition from professional bodies in these spheres of work. As our courses are normally completed part-time between 6 and 18 months, we have not applied for recognition from professional bodies that require a longer duration of study.

INSTITUTE OF HEALTH PROMOTION AND EDUCATION (IHPE)

Students on the stress management programme may benefit from joining the Institute. For further information about the IHPE, write to: The Secretary, The Institute of Health Promotion and Education, Department of Oral Health and Development, University Dental Hospital, Higher Cambridge Street, Manchester M15 6FH. Tel 0161 275 6610. Website www.ihpe.org.uk

INTERNATIONAL STRESS MANAGEMENT ASSOCIATION (UK)

Membership is open to anyone who has an interest in stress management and is able to demonstrate evidence of the experience and qualifications required for the grade of membership for which they apply. It recognises the Centre's Diploma in Stress Management and a number of other courses to provide eligibility for Full professional membership. Website: www.isma.org.uk

ASSOCIATION FOR RATIONAL EMOTIVE BEHAVIOUR THERAPY

AREBT is the professional body for rational emotive behaviour therapists and counsellors in the United Kingdom. The Association is a member of the Behavioural and Cognitive Psychotherapy Section of the United Kingdom Council for Psychotherapy (UKCP). Accredited AREBT members are eligible to register as therapists with the UKCP. The benefits for membership are professional qualifications, accredited status, a journal, continual professional development and entry on a National Register for REBT therapists and counsellors. AREBT has approved the REBT Psychotherapy Foundation programme at the Centre for Stress Management and the UK Centre for Rational Emotive Behaviour Therapy. For further information about AREBT, write to: The Association for Rational Emotive Behaviour Therapy, PO Box 39207, London SE3 7XH. Website: www.arebt.org

ASSOCIATION FOR COACHING (AC)

The Association for Coaching was founded in 2002. It held its inaugural meeting at the Royal Society for Arts, London. It is setting up a Register of Members and a list of qualified coaches. The Grades of membership are Affiliate, Associate, Member and Fellow. The Association runs training and networking events. The Association recognises the courses run by the Centre for Coaching as providing the training component for eligibility for membership. We recommend that students adopt the Association's *Code of Ethics*. The *Code of Ethics* and the *Complaints and Grievances Procedure* are available from their website: www.associationforcoaching.com

Email: info@associationforcoaching.com

BRITISH PSYCHOLOGICAL SOCIETY

The British Psychological Society is the representative body for psychology and psychologists in the UK. It has national responsibility for the development, promotion and application of psychology for the public good, and promotes the efficiency and usefulness of its members by maintaining a high standard of professional education and knowledge. The Centre's courses are approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development (CPD). Website: www.bps.org.uk

ROYAL SOCIETY FOR PUBLIC HEALTH

The Centre for Stress Management is a Royal Society for Public Health (RSPH) Registered Centre and can offer a range of their internationally recognised programmes. Website: www.rsph.org.uk

OTHER ORGANISATIONS

BRITISH ASSOCIATION FOR BEHAVIOURAL AND COGNITIVE PSYCHOTHERAPIES (BABCP)

The Association is a member of the Behavioural and Cognitive Psychotherapy Section of the United Kingdom Council for Psychotherapy (UKCP). Accredited BABCP members are eligible to register as therapists with the UKCP. Students enrolled on a cognitive-behavioural psychotherapy programme at the Centre are advised to obtain a copy of the BABCP Minimum Training Standards leaflet if they wish to become accredited behaviour or cognitive therapists. For further information about BABCP contact: The Secretary, BABCP, PO Box 9, Accrington BB5 2GD. Tel 01254 875277. Website www.babcp.com

AMERICAN ACADEMY OF EXPERTS IN TRAUMATIC STRESS

The Academy is a multidisciplinary network of professionals who are committed to the advancement of intervention for survivors of trauma. There are four levels of membership including Board Certified Status. The official publication of the Academy is Trauma Response. Website www.aaets.org

BRITISH INSTITUTE FOR LEARNING AND DEVELOPMENT (BILD)

The Centre is an organisational member of the BILD. Members of the BILD commit to the principles of the BILD Code of Conduct, which is available on BILD's website at www.thebild.org

The code indicates the standards of professionalism expected of a member of the British Institute for Learning and Development. It sets out, in general terms, the standards and duties, which it is reasonable to expect a member to adopt.

The adoption of this Code is an integral part of membership and provides the basis through which the Institute promotes the status of its members and their commitment to quality and good practice.



Centre for Postgraduate Studies and Research Ltd

PRIMARY CERTIFICATE IN COGNITIVE BEHAVIOUR THERAPIES & HYPNOSIS / CERTIFICATE IN COGNITIVE HYPNOTHERAPY

Part 1: either Rational Emotive Behaviour Therapy or Cognitive Behavioural Therapy & Training

Part 2: Primary Certificate in Cognitive Hypnotherapy

Course validated by General Hypnotherapy Standards Council

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Email admin@studiesandresearch.com

DIRECTORS & TRAINERS

PROFESSOR STEPHEN PALMER PhD CPsychol CSci FBACP EurOSHM FAC FISMA

Professor Stephen Palmer PhD is Founder Director of the Centre for Stress Management and the Centre for Coaching, London, UK. He is an Honorary Professor of Psychology at City University and Founder Director of their Coaching Psychology Unit, and the UK's first Visiting Professor of Work Based Learning and Stress Management at the National Centre for Work Based Learning Partnerships, Middlesex University. He is a Chartered Psychologist, a Chartered Scientist, Chartered Safety and Health Practitioner, a certified European Occupational Safety and Health Manager, an Association for Professional Executive Coaches & Supervisors (APECS) Accredited Executive Coach and APECS Accredited Executive Coach Supervisor, Member of the Chartered Management Institute and Institute of Leadership & Management, and an AREBT Accredited Trainer. His PhD thesis was titled, *Stress: Theoretical and Applied Perspectives*.

PETER RUDELL BA (Hons) MISMA MIHPE MRSPH Dip REBT AdvDipREBT

Peter was the founder administrator of the Centre for Stress Management in 1987 and is now Clinical Director. During the 1990s Peter left the centre and became manager of a mental health charity based in Bromley. He later returned to work at the Centre. He has a first class Honours degree with the Open University focusing on psychology. He is a full member of the International Stress Management Association (UK), the Institute of Health Promotion & Education and Royal Society for Public Health. He is also accredited by the BABCP and AREBT. He is a Council member and Treasurer of the Association for Rational Emotive Behaviour Therapy. His book *Brief Cognitive Behaviour Therapy with Curwen and Palmer* was published in 2000.

THELMA DABOR BSc (Hons) MSc CPsychol

After completing her Bachelors and Masters degree in Psychology in 1988, Thelma went on further to complete another Masters degree in 1997 with Professor Windy Dryden at Goldsmiths University of London and a post graduate Diploma. In 2003 she completed a training course in Life Coaching with the Coaching Academy, where she is now a member. She is a Chartered Psychologist and is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP) and the Association for Rational Emotive Behaviour Therapy (AREBT). Over the past 16 years, Thelma has worked in the NHS, Private and Voluntary sectors.

ELIZABETH DOGGART Dip REBT

Elizabeth is an experienced counsellor and trainer operating a counselling and training consultancy service, incorporating the design and delivery of training programmes for both the private and public sectors. She is a clinical supervisor and trainer of counsellors and is the first IMS recognised Trauma Counselling Specialist within the UK, delivering psychological debriefing on an emergency basis to 'high street' building societies, postal service organisations and local authorities. She is also a founder member and past co-chair of the Association for Rational Emotive Behaviour Therapy. She is a UKCP Registered Psychotherapist and a BABCP accredited cognitive behaviour therapist. Elizabeth co-authored *Understanding Trauma* with Gladeana McMahon.

NICK EDGERTON BA MSc Psychol Dip CACP CPsychol AFBPsS MIW

Nick Edgerton is a Chartered Occupational and Counselling Psychologist with a BA in Psychology and Philosophy (Keele University), an MSc in Industrial Psychology (Hull University), and a Diploma in Cognitive Approaches to Counselling & Psychotherapy (Goldsmith's College, London). Nick has been an Associate Director of the Centre for Stress Management since 2000. He is an Associate Fellow of the British Psychological Society, a Member of the Division of Occupational Psychology and of the Division of Counselling Psychology. He is a former Chair of the Counselling Psychology Section. Nick is accredited by the Association for Rational Emotive Behaviour Therapy (AREBT).

JENNIFER LISTON-SMITH MA (Oxon), MSc FRSA MAC MISMA MIPHE

Jennifer Liston-Smith is Associate Director of the Centre for Coaching. Jennifer specialises in executive coaching, training and consultancy, working at all levels, including senior management and Board level. Jennifer Liston-Smith has over 18 years' experience working with large corporates, government departments and many household name organisations in personal effectiveness and management development as well as coaching and mentoring skills. Her coaching clients have included board-level managers, creative and media professionals and people seeking to enhance their balance and performance in family life. As a mother of two children, Jennifer became increasingly interested in the psychological conditions that help young people to flourish and in the support needed by parents, particularly in the fields of maternity and parent coaching for working parents. Jennifer followed her Oxford Law degree with a Masters in Psychology.

GLADEANA McMAHON FAC FBACP FIMS FRSA MISMA MIHPE

A leading Personal Development and Executive Coach Gladeana provides coaching to politicians, celebrities, senior business people and those in the media. As one of the UK's leading confidence and motivational coaches she helps individuals excel. Gladeana is an internationally published author with more than 10 books of an academic and self-help nature to her name (her recent books include 'Essential Business Coaching', 'Confidence Works – learn to be your own Life Coach' and 'Coping with Life's Traumas'). She is a Vice President and Fellow of the Association for Coaching and a Fellow of the British Association for Counselling and Psychotherapy, Royal Society of Arts and Institute of Management Specialists. She is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP) and the Association for Rational Emotive Behaviour Therapy (AREBT).

MICHAEL NEENAN Dip CACP Dip REBT AdvDipREBT

Michael is an Associate Director of the Centre for Stress Management and an Associate Director of the Centre for Coaching. He is a BABCP accredited cognitive-behavioural therapist and an AREBT accredited rational emotive behaviour therapist. He taught for six years the CBT diploma course at Goldsmiths College, University of London. He is on the editorial board of the Journal of Rational-Emotive & Cognitive-Behaviour Therapy.

Michael is an experienced industrial trainer and an honorary Vice-President of the Association for Coaching. His books include: Neenan, M. & Dryden, W. (2000). *Essential Rational Emotive Behaviour Therapy*. London: Whurr, Neenan, M. & Dryden, W. (2000). *Essential Cognitive Therapy*. London: Whurr., Neenan, M. & Dryden, W. (2002). *Life Coaching-A Cognitive Behavioural Approach*. London: Brunner-Routledge. Neenan, M. (2009) *Developing Resilience: a Cognitive Behavioural Approach*. Hove: Routledge.

DR SIOBHAIN O’RIORDAN CPsychol CSci FRSA MAC MSCPAccred MIHPE

Siobhain is a chartered psychologist and a full member of the British Psychological Society’s (BPS) Division for Teachers and Researchers in Psychology. She is a chartered scientist and a fellow of the Royal Society for the encouragement of Arts, Manufactures & Commerce. She is an accredited member of the Society for Coaching Psychology and a member of the Association for Coaching, and Institute of Health Promotion & Education.

In 2008 she became the Research Director of the UK Centre for Health, Safety & Well-being. She is currently also a Visiting Honorary Fellow of the Coaching Psychology Unit, City University (UK) and an Associate Lecturer with the Open University. Siobhain is Chair of the Society for Coaching Psychology and was Chair of the BPS Special Group in Coaching Psychology (SGCP) in 2006-7. She is Editor of *The Coaching Psychologist* and the Society for Coaching Psychology publication *Coaching Psychology International*

KASIA SZYMANSKA MSc CPsychol MSCP Accred

Kasia Szymanska is a Chartered Psychologist and an Associate Fellow of the British Psychological Society. She is in practice as a supervisor, trainer, counselling psychologist and coaching psychologist. She is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP). She is an Associate Training Director of the Centre for Stress Management, London, and is Director of Distance Learning at the Centre for Coaching. For the British Psychological Society, she is Consultant Editor of *The Coaching Psychologist*, is former editor of *Counselling Psychology Review* published by the BPS Division of Counselling Psychology. She has authored and co-authored articles and chapters on a range of topics.

IRENE TUBBS FAREBT Accred MIHPE

Irene Tubbs has been an Educationalist since 1976, initially as a Physical Education Specialist and then a Senior Lecturer in Adult Education, initiating, developing and delivering a wide spectrum of educational courses to suit all ages. Her specialist areas have included Coronary Rehabilitation, Relaxation, Stress Management, Diet/Nutrition, Benefits of Exercise, Appraisal and Management skills. She has written books on *Creative Relaxation in Groupwork*; *Coronary Rehabilitation and Fertility*. Her main area of work is presently related to Coaching and Stress Management Workshops. She is a Director and past Chair of the Association of Rational Emotive Behaviour Therapy. She is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP), the British Association of Counselling and Psychotherapy and the Association for Rational Emotive Behaviour Therapy (AREBT). She is also a Fellow of AREBT