



Dublin Counselling & Therapy Centre

41 Upper Gardiner Street, Dublin 1

Advanced (Post-Qualifying) Diploma In Gestalt Adolescent Psychotherapy



www.dctc.ie



**Dublin Counselling
& Therapy Centre**

About...

Dublin Counselling and Therapy Centre was founded in 1990 and is located in the city centre. Our ethos is based on the principles of humanistic psychology. As such, all training and work undertaken in the Centre is respectful of the complex and dynamic nature of human life, the potential for each person to grow and to change and the uniqueness of each person's experience.

In addition to its comprehensive clinical service, the Centre also provides a number of professional training programmes for those wishing to obtain recognised qualifications in counselling and psychotherapy, as well as for qualified and accredited counsellors/psychotherapists who have an interest in advanced, post-qualification training – including the internationally renowned Advanced (Post-Qualifying) Diploma in Gestalt Adolescent Psychotherapy.

All of our programmes are designed to fully meet the training requirements for professional practice in Ireland, the United Kingdom, and throughout the European Union.

Advanced (Post-Qualifying) Diploma In Gestalt Adolescent Psychotherapy

September 2017 –
June 2019

Course Duration:

Two Years

Course Director:

Bronagh Starrs MIAHIP

Course Consultant:

Mark McConville Ph.D.

Venue:

Dublin Counselling & Therapy Centre

41 Upper Gardiner Street
Dublin 1

Telephone:

(01) 8788 236

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info@dctc.ie

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COURSE ORIENTATION & OBJECTIVES

The aim of this two-year in-depth training programme is to understand and appreciate the complexity of adolescent process and to support counsellors/therapists in developing deeper levels of competency in their work with adolescents who are experiencing psychological and developmental difficulties. The training will address from a Gestalt relational perspective, understanding adolescent development as creative adjustment. The Cleveland approach looks at child development as creative adjustment in context, tracking the interactive evolution of the adolescent's contact repertoire and the relational field of which the adolescent is a part. Themes for the training will include:

- The nature of adolescent development, including transformation of the adolescent's relationship with him/herself, the social world & parents
- Understanding clinical symptoms as developmental field phenomena.
- Utilising a field approach for designing clinical interventions
- The critical role of shame in the clinical situation
- The pragmatics of engaging the adolescent and parents in therapy

ENTRY REQUIREMENTS

This Advanced Post-Qualifying Diploma is open to practitioners who have successfully completed a core psychotherapy/psychology training course (in either adult-oriented or child-oriented psychotherapy) and who are accredited (or working towards accreditation) with an accrediting body such as IAHIP, IACP, BACP, PSI or equivalent.

COURSE DESCRIPTION

This post-qualification course will require an additional two years of training and will include 250 trainer:student contact hours wholly devoted to adolescent psychotherapy in order to cover the specified theory and methodology studies detailed below.

Adolescence In The Context Of Broader Developmental Pathways

In order that students appreciate the experience of adolescence as a developmental impulse which happens within both a personal and environmental context, an important focus of training will include a broad overview of the child's developmental journey from conception to pre-adolescent childhood.



Adolescence - Overview Of Selected Developmental Theories & Core Theoretical Framework

Students will examine the theoretical perspectives that govern contemporary thinking about adolescence. The core theoretical focus for the training will include McConville's Recursive Stage Model of Adolescent Development which tracks normative adolescent development. In addition, Bronagh Starrs' model of traumatised adolescent development will be presented. This includes an understanding of the impact of psychological trauma on adolescent development, the emergent self as defective and internalised shame in the adolescent's journey.

The Teaching Of Therapeutic Skills
In this clinical applications module, students will track and systematically explore the therapeutic process; observe developmental processes unfolding and understand the interplay of development and therapy. Training style will include lectures, demonstrations, experiential process, learning lab exercises, supervised practicum training and process groups.

Case consultation will provide students with a direct learning experience. Creative approaches to working with adolescents will be introduced e.g. working with art, sand, music etc. All training in therapeutic strategy and technique is supported with theoretical underpinnings as students move towards conscious clinical competence. The skills module will be rooted in experiential learning.

Clinical Application will focus on:

- Development of the Therapeutic Alliance with the Adolescent: Gaining Access To The Adolescent's Phenomenological Experience
- Therapist's Use of Self
- Ongoing Work with Adolescent Clients
- Co-Transferential Relationships
- Self-Symbolism & Creativity
- Dreams, Fantasy & Play
- Adolescent Brain Development
- Assessment & Treatment Strategies for various DSM 'disorders'
- Depression, Anxiety, Self-Harm, Suicide
- Working With Traumatised Adolescents
- Separation & Complex Family Configurations
- Loss & Grief
- Education & The Experience of Shame
- Adolescent Sexuality & Sexual Identity
- Autism: Clinical & Theoretical Issues
- The Adolescent's Relationship To The Body & Food
- Alcohol & Drug Use
- Sexual Trauma & Adolescent Sex Offenders
- Gender Difference in Adolescence
- The Influence of Cyberculture on Development
- Groupwork With Adolescents



Relational Assessment Training

Students will be taught the skill of conducting an extensive relational assessment which includes the gathering of information pertaining to the adolescent's life context, including from the adolescent, parents and other sources as appropriate. (school, criminal justice system, social services, psychiatric services etc.) The goal is to determine the contextual situation in which the adolescent finds him/herself; and to develop an individualised treatment plan based on the adolescent's needs.

Working With Parents

Psychotherapeutic intervention with adolescents is designed to help with immediate crises as well as ongoing emotional and behavioural difficulties. Collaborative work with parents is often an important part of the therapeutic process. Students will receive training in such areas as:

- The Evolution of the Parent-Child Relationship
- Parental Influence Through The Adolescent Journey
- Supporting & Educating Parents on Appropriate Parenting Strategies
- Understanding Relational Figures: Mother-Daughter/Father-Son etc.
- Working With Hostile Parents
- Facilitating Adolescent-Parent Dialogue
- Reparative Relational Work Between Adolescents & Their Parents

The Adolescent Psychotherapist In Different Psychotherapeutic Environments & Multi-Disciplinary Work

As Ireland consists of 2 different constitutional jurisdictions with considerable administrative differentiation (legislature, health & social services procedural mechanisms etc.) this aspect of training will include relevancy to both Northern Ireland and The Irish Republic.

- Adolescents In Care
- Working In A School Setting
- Therapy & Consultation In Residential Care
- Child Protection Issues
- Working Within A Multi-Disciplinary Setting
- Clinical Case Conference

PROFESSIONAL CLINICAL PRACTICE

The supervised practice component will include 250 hours of clinical practice with adolescents and their parents. Some of these 250 hours of clinical practice may be attained during a specified post-course practicum period.



SUPERVISION

Students will be expected to be engaged in an ongoing process of clinical supervision to support their general psychotherapeutic practice.

Adolescent psychotherapists often encounter complex therapeutic, professional, ethical and legal situations. The ratio of practice to supervision will be one hour of individual supervision for every eight client hours for trainees during the course of the advanced training programme. Attendance at clinical supervision will be the responsibility of the participant. Case consultation and group supervision will form part of the training.

Supervisors should have training and qualifications relevant to working with adolescents. If the supervisor has no formal adolescent psychotherapy training, then they should have substantial experience of working psychotherapeutically with adolescents. Supervisors must have a thorough understanding of current child protection and the legal and ethical issues that pertain to adolescents.

PERSONAL THERAPY

Students are required to undertake a minimum of 30 hours of personal therapy during the training.

ASSESSMENT PROCEDURES

Academic Assessment:

- Three essays (length 2000 words)
- Case Study (6,000 words)
- Final Written Examination

Mid-Year & End of Year Reviews

Individual assessment interviews will be arranged to offer students an opportunity to discuss their progress and receive feedback. This dialogue will be an opportunity to review each participant's progress in such areas as attendance and participation at tutorials, supervised clinical work, academic progress etc.

Final Accreditation

Subject to attaining the required academic standards of the course including satisfactory completion of at least 250 hours of supervised clinical practice, passing the Final Examination, submission of a Case Study, each participant is assessed at a Final Accreditation Interview. The Advanced Post-Qualifying Diploma in Gestalt Adolescent Psychotherapy will be awarded to those who meet the required standards in each aspect of training.

Extensions

Should the situation arise where a participant has not met all the requirements of training by the end of Year 2, student status may be extended for a period of time as deemed appropriate.



APPLICATION & SELECTION PROCEDURES

Application forms are available to download from our website:
www.dctc.ie

Application forms are also available from The Administrator:

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Dublin 1**

**Telephone: (01) 8788 236
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**Closing date for applications:
30 April 2017**

A non-refundable application fee of €100 must accompany completed forms. This is to cover administrative and interviewing costs. Applicants who are deemed ineligible will receive a part-refund of their application fee.

Eligible applicants will be invited to attend an interview.

Maximum Number of Participants: 16

COURSE COST

ANNUAL COURSE FEE: €2200

This fee covers all tuition, mentoring, case consultation and examination costs. Applicants who are offered a place are required to forward a non-refundable booking deposit of €500 in order to secure their place. The remainder of Year 1 fees (€1700) are payable on or before the first day of the training. Year 2 fees (€2200) are payable on or before the first day of the second year of training. Individualised payment plans are available and can be discussed with the Course Administrator.

TIME COMMITMENT

Tutorials, Workshops and Case Consultation Groups will take place over 16 weekends throughout a two year period, commencing in September 2017 and ending in June 2019. The daily training schedule will be 9.30am – 5.30pm on both Saturday and Sunday. Additional time commitments will include supervised psychotherapeutic work with adolescents and attendance at clinical supervision. Further time is required for study and written work.



TRAINING DATES (2017 – 2019)

Year 1	Weekend 1	September 16 & 17 2017
Year 1	Weekend 2	October 21st & 22nd 2017
Year 1	Weekend 3	November 18th & 19th 2017
Year 1	Weekend 4	February 10th & 11th 2018
Year 1	Weekend 5	March 10th & 11th 2018
Year 1	Weekend 6	April 14th & 15th 2018
Year 1	Weekend 7	May 12th & 13th 2018
Year 1	Weekend 8	June 9th & 10th 2018

Year 2	Weekend 9	September 8th & 9th 2018
Year 2	Weekend 10	October 13th & 14th 2018
Year 2	Weekend 11	November 10th & 11th 2018
Year 2	Weekend 12	February 8th, 9th & 10th 2019
Year 2	Weekend 13	March 9th & 10th 2019
Year 2	Weekend 14	April 13th & 14th 2019
Year 2	Weekend 15	May 11th & 12th 2019
Year 2	Weekend 16	June 22nd & 23rd June 2019

Academic Work

Dates For Submission of 3 Written Assignments:

- 9 February 2018
- 8 June 2018
- 9 November 2018

Submission of Case Study: 12 April 2019

Final Examination: 10 May 2019



TRAINING FACULTY



Senior Faculty

**BRONAGH
STARRS**

MIAHIP

Bronagh is Director of Blackfort Adolescent Gestalt Institute and Course Director for the Advanced (Post-Qualifying) Diploma in Gestalt Adolescent Psychotherapy, which has been offered in Ireland since 2012.

She maintains a private practice in Omagh, Northern Ireland, as a psychotherapist, clinical supervisor, writer and trainer, specialising in working with children, adolescents and their families. As well as her work as a parenting consultant with many families, schools and agencies, she is also an experienced therapist working with adults and groups.

Bronagh is a renowned adolescent development specialist and has considerable experience as a trainer in adolescent development and therapy throughout Ireland. She teaches and presents internationally on the developmental implication of trauma on the adolescent journey. She has authored various articles and chapters on the subject and has contributed to the collected volume: *Relational Child, Relational Brain* (Routledge, Taylor & Francis Group/ GestaltPress). Bronagh's book on adolescent psychotherapy is due for publication next year.



Senior Faculty

**MARK
MCCONVILLE**

Ph.D.

Mark is course consultant and senior faculty for the Advanced Diploma Programme. A Clinical Psychologist in private practice in Beachwood, Ohio, specialising in adult, adolescent, emerging adult, and family psychology.

Dr. McConville is a senior faculty member and Co-Chair of the Advanced Training Program in Child/Adolescent Therapy at The Gestalt Institute of Cleveland, Cleveland, Ohio. A member of the Gestalt Review's editorial board, Dr McConville has taught and published extensively on the subjects of development, adolescent psychotherapy, parenting, and the place of phenomenology in Gestalt therapy theory.

His book *Adolescence: Psychotherapy and the Emergent Self* (Jossey-Bass, 1995) was awarded the 1995 Nevis Prize for Outstanding Contribution to Gestalt Therapy theory. He is the author of the *Counselling Feedback Report*, an innovative and widely used adolescent assessment tool, and is co-editor of *The Heart of Development: Gestalt Approaches to Childhood and Adolescence*, Vols. I & II, (The Analytic Press, 2001).



ASSISTANT FACULTY



Jennifer Foran

Jennifer is a Co-Founder of Leinster Adolescent Psychotherapy and Counselling Centre (LAPCC). She has extensive clinical experience as an adolescent psychotherapist working in both private practice and in second level schools. She also works closely with adolescents' families and with adults. Jennifer is a group facilitator and has facilitated workshops for secondary school students. She is an accredited member of IAHIP and is a registered psychotherapist with the European Association of Psychotherapists (EAP).



Gerry Mitchell

Gerry has been working as a psychotherapist since 2004. He currently works with adolescents and their families in Second Chance education in Limerick city. He also maintains a small private practice in Co. Tipperary where he works with both adolescents and adults. For over two decades he worked full time as a community youth worker within the ambit of childcare and family support. He has extensive experience in working with both parents and guardians and regularly delivers workshops to practitioners on a range of themes relating to work with young people. He is an accredited member of IAHIP.



Anne Randolph

Anne is Co-Founder of Leinster Adolescent Psychotherapy and Counselling Centre (LAPCC) in Dundrum, Dublin 14. She is an experienced adolescent psychotherapist working with young people between 11 and 22 years of age and their parents in her private practice in Bray, Co. Wicklow. Anne is an experienced presenter/facilitator, available to deliver development programmes to students, schools and parents groups. She is accredited with Irish Association of Humanistic & Integrative Psychotherapy (IAHIP), and registered with the European Association for Psychotherapy (EAP).

There is an ordinariness to the relationship, the dialogue, the learning, that conceals the power of the enterprise. When we look back over our own developmental journeys through adolescence and identify what we received from the adult world that helped us get through (or what was missing that would have made a difference), we nearly always discover something simple and largely unintentional, but, by the same token, something profoundly human and reassuring. Some senior member of the tribe stopped and took us in, got interested in us, and thereby got us interested in ourselves, in ways we had not quite expected. Someone sought us out, found us wandering and alone, took us by the hand (however momentarily), and led us to the light.

Mark McConville



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