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Empsy® (Empowerment Psychology) **Cambridge Coaching Psychology**

Module Handbook

Module Title:

Advanced Psychological Interventions: Beyond the third wave

Module Code: **EPN 7003**

Level 7

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Table of Contents

1 INTRODUCTION	3
2 MODULE SCHEDULE	4
2.1 MANAGING YOUR TIME	4
2.2 TIMETABLE	5
3 MODULE SPECIFICATION	6
5 READING AND RESOURCES:	9
CORE	9
5.1 WORKSHOP REFERENCES	10
6 QUALITY MANAGEMENT – ASSESSMENT, EVALUATION & FEEDBACK	13
6.1 LEARNER FOCUS	13
6.2 EVALUATION MECHANISM	13
7 ASSESSMENT - REFLECTIVE LOG	14
7.1 LAYOUTS FOR THE REFLECTIVE LOGS	15
7.2 MARKING & FEEDBACK SHEET	17
8 PROFESSIONAL STANDARD – RECORD & FEEDBACK SHEET	18
9 COMPLAINTS AND APPEALS	19
10 BOOKING AND CANCELLATION POLICY	20
11 ABOUT THE CONTRIBUTORS	22
ANNEX: SAMPLE CONSENT FORM	24
APPENDIX 1: COMPLAINT FORM	25
KEEP IN TOUCH FURTHER SUPPORT!	26
CORRESPONDENCE	26

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

1 Introduction

Welcome to the EPN 7003 Empowerment Psychology module. This module is designed to provide learners with the continuing professional development (CPD) in psychological interventions that are informed by the evidence-based research and development. On completion of this module, you would gain a better understanding of both the theories and practice which underpin a wide range of psychological interventions; these include coaching, counselling and psychotherapy.

Consequently, the module is designed around development, research, theories and practice that are relevant to the interest of practising psychologist. While the knowledge of psychology that you developed in your other studies (such as learning theories and human development) may also be applicable, you will learn more from this module about the latest psychological intervention that are relevant to our time.

Learning through practice is an important component in this module. In fact, the assessment requires you to demonstrate your reflective learning from the experience that you gain during the PowerPoint lectures, experiential workshop, supervision, reading relevant literature and study guide as well as the practical exercises. It is therefore important for you to attend any lectures, workshop and supervision sessions (seminars) as recommended and completing the guided exercises described in the study guide and actively engage in the discussion during the workshops and/or seminars.

If you actively engage in the workshops and seminar sessions throughout this semester and follow up with additional studies and practice, you should be confident to meet all the learning outcomes for this module. Further information about assessment for this module is provided in this handbook. If you have any questions or experience any difficulties in doing your assessment, please let me know. One-to-one supervision sessions may be arranged as appropriate – this may be a face-to-face meeting or over an online platform/telephone.

Psychology as a well-established profession is a diverse and continuously evolving field; I would appreciate your feedback on all aspects of this module throughout this semester.



Ho Law Prof. (Hons) PhD CPsychol FISC(Accred) AFBPS FHEA
Honorary Professor of Research & Psychology
Founder, Empsy® Cambridge Coaching Psychology Group, UK

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

2 Module Schedule

No.	Activities
0	Induction Week: getting started, introductions
1	Section 1 – A proposal of transpersonal coaching as the fourth wave psychological intervention and a way forward
2	
3	Section 2 – Integrating mindfulness practice in psychological interventions
4	
5	Section 3 – An Introduction to narrative coaching and therapy as an example of the third wave of psychological intervention
6	
7	Section 4 – A review of the third wave of psychological interventions with examples of psychological intervention and mindfulness as its foundation.
8	
9	Section 5 – Conclusion. Evaluation and review; work on assessment.
10	
11	Section 6 – Complete and submit assessment for accreditation
12	

2.1 Managing your time

This module requires approximately 300 study hours in total. These are made up of:

- around 10-15 hours of reading and activities for Induction Week (for new you)
- around 25-30 hours of reading and activities for each of the five main sections
- around 25-30 hours of coaching practice
- your own private study, research, review and reflection
- time to complete your assessed work.

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

2.2 Timetable

The table below gives an indication of how you may spend your time over the study period.

Month	Date	Programme	Workshop/Seminar/Practical	Facilitator /Presenter
0		*Induction	confirmation of registration by email	HL
1	15 Jan 2021	Transpersonal coaching as the fourth wave psychological intervention for people and the planet	Introduction of Transpersonal Psychology Theoretical models of Coaching models: GROW & UIF	AW, SB, HL
2	16th April 2021	Comprehend, Cope and Connect (CCC)	integrating third wave Cognitive Behavioural Therapy & Coaching	IC
3		Easter break		
4		Develop your own model & practice	Strength based coaching & reflective log	Optional
5	16 July 2021	Moving Beyond Recovery Toward Well-Being	integrating third wave mindfulness with compassionate heart	MC; MCC
6		Third wave psychological intervention – Research & Practice	Optional reading	HL
7	15 Oct 2021	The sacred tree of life – its mythology, story, music and song of empowerment	Presentations, Demos, Practical exercises	GR, HL
8		Case studies	Sharing of your own cases & review of reflective logs	HL
9		Winter break & New Year Celebration		
11		Evaluation & Evidence-based practice	preparation & review of reflective logs	HL
12	5 April 2021	Submission of Reflective Log		
Facilitator /Presenter/Supervisor: Professor Ho Law (HL); Dr. Scott Buckler (SB); Dr Isabel Clarke (IC); Dr Maya Campbell (MC); Margaret Chapman-Clarke (MCC); Professor Milton Mermikides; Ghislaine Regout (GR) & Dr. April Woodward (AW).				

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

3 Module specification

Module Title: Advanced Psychological Interventions	Module Code: CPN 7003 Level: M CATS Credit: 30 ECTS credit: 15	Module Leader: Prof. Ho Law Additional Tutors: TBC
Pre-requisite: BA, BSc, or equivalent Level 6 qualification, in Health & Care Profession is desirable (e.g. Coaching, Counselling, Nursing, Psychology, or Psychotherapy)		Pre-cursor: N/A
Possible Co-requisite: Coaching Psychology or Health coaching (Personal Coaching Psychology)		Excluded combinations: N/A
Is this module part of the Skills Curriculum? Yes		University-wide option: No
Location of delivery: Virtual Learning Environment (VLE)		

Aims of the module

The overarching aim of this module is to *introduce the theories and practice of the third wave of psychological interventions (including coaching, counselling and psychotherapy) in a wide range of contexts (personal, professional and organizational/community)*, thereby enabling learners to:

- develop a range of employability-related capabilities self-help and health attributes
- Promote confidence in their ability to reflect on and articulate these capabilities in a range of situations as part of their continuing professional development.

In relation to the above aims and the learning outcomes (see Section on learning outcomes, which also link to their assessment criteria); this module also aims to enable learners to:

1. *Understand the concept and purpose of the third wave of psychological interventions in the personal, organizational & community contexts.*
2. *Determine the use of the third wave of psychological interventions as a tool in the development human potential, societal value and environmental responsibility.*
3. *Understand the interrelationship between bio, psychosocial, spiritual dimensions of interventions in relation to individual and organization/community health and wellbeing, and their wider implications to the environment and planet.*

Main Topics of Study

1. Commonalities and differences between different psychological interventions (coaching, counselling and psychotherapy)
2. Research and Theoretical models of third wave of psychological interventions (including coaching, counselling and psychotherapy)
3. Applications of mindfulness and psychological interventions within the personal and professional practice.
4. Specific skills, techniques and approaches.
5. Application of core skills of psychological interventions.

Learning Outcomes for the Module

At the end of this module, learners will be able to (in relation to the aims described above):

1. *Understand the contemporary approaches of the third wave psychological interventions, including its, rationale, formulation and scientific basis in counselling, coaching and psychotherapy as examples.*

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

2. *Understand the latest research and development in these interventions including mindfulness and experiential practices that embraces spirituality.*
3. *Know how to integrate mindfulness practice in these interventions.*
4. *Know how to enhance compassion to work on change in practice.*

Knowledge

- 1.1 Describe the third wave psychological interventions in personal, professional organization and community development
- 1.2 Describe the role of a mindfulness and psychology practitioner

Thinking skills

- 2.1 Evaluate the effectiveness of psychological interventions
- 2.2 Analyse the role of self as a mindfulness and psychology practitioner.
- 3.1 Explain how narrative psychology is linked to individual's self-identity
- 3.2 Analyse the role of self in relation to the professional, social, organizational world, wider community and environment.

And to:

4. Reflect on and evaluate their own practice through discussion, feedback and supervision practices.

Subject-based practical skills

5. Demonstrate familiarity with a range of, coaching, counselling, mindfulness and psychotherapeutic skills.
6. Recognise and observe boundaries and ethical issues.

Skills for life and work (general skills)

7. Reflect on the applicability of psychology in their own life in relation to the others and the wider world (personal, professional, business/organizational social community and spiritual development).

<p>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</p> <p>Lectures, demonstrations, workshops, experiential activities, discussions on VLE (e.g. zoom.us) and supervision.</p> <p>Reading list, Study Guide, self-study, exercises, discussions on VLE and email and/or supervision.</p>
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Assessment methods which enable learners to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated
<p>A reflective log (portfolio) of learners' personal development throughout the coaching practice that should also include critical analyses of relevant literature, theories and research, as well as reflections on their work (up to 6000 words).</p>	100%	All
<p>Professional standard – In addition to the above, learners are required to demonstrate and achieve certain behavioural standard that is expected within the profession of psychology. This will be assessed in terms of:</p> <ul style="list-style-type: none"> • The way they interact with each other in the practical sessions, interaction and presentations. • Observing the code of ethics, learning contract. 	Pass/Fail	4, 6, 7

4 Ethical practice and professional values

As a member of the British Psychological Society (BPS) and practitioner with a diverse range of interventions regulated by Health & Care Professions Council (HCPC) in the UK, we abide by the BPS code of ethics and conduct as the guidance for conducting our research and practices (see the Code of Human Research Ethics and Practice Guidelines respectively). See Figure 1 below:

www.bps.org.uk



Figure 1: the BPS Code of Ethics and Conduct

The above Code is based on the following four over-arching ethical Principles, which governs everything that we do ethically and professionally:

1. Respect – we respect the individual’s right: autonomy, value and beliefs. When engaging with the learners/participants, will always seek their informed consent about our action/intervention that may affect them. We will work with compassion, empathy and are mindful about our power relationship in influencing their decision and action.
2. Competence – ensure that our staff, facilitators and supervisors have appropriate skills and knowledge to conduct our exercises, sessions, workshops and knowledge transfer.
3. Responsibility - ensure our staff, facilitators and supervisors are responsible for the welfare, health and safety of the learners, participants and the environment.
4. Integrity – ensure that we are all maintaining an attitude of fairness, honesty and openness with observation of our personal and professional boundaries at all time.

Further details and additional support can be found on the Society’s website:

www.bps.org.uk

5 Reading and resources:

Core

- BPS Ethics Committee (2018) *Code of Ethics and Conduct*. Leicester: BPS
<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%20%28Updated%20July%202018%29.pdf>
- BPS Professional Practice Board (2017) *Practice Guidelines Third edition*. Leicester: BPS
<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Practice%20Guidelines%20%28Third%20Edition%29.pdf>
- Clarke, I. & Nicholls, H. (2018). *Third Wave CBT Integration for Individuals and Teams: Comprehend, Cope and Connect*. East Sussex, UK: Routledge.
- Law, H. (2013a). *Psychology of Coaching, Mentoring & Learning*. Second Edition. Chichester: John Wiley & Sons.
- Law, H. (2013b). *Coaching Psychology – a Practitioner’s Manual*. Chichester: John Wiley & Sons.
- Law, H. (2018) Narrative coaching for all (adults, children, groups and communities). In S. Palmer, & A. Whybrow, (2007 Ed) *Handbook of Coaching Psychology, Second Edition*. 256-269. East Sussex, UK: Routledge.
- Hefferon, K. & Boniwell, I. (2011). *Positive Psychology: Theory, Research and Applications*. Maidenhead: Open University Press.
- Hall, L. (2015 Ed.). *Coaching in Times of Crisis & Transformation*. London: Kogan Page.
- Palmer, S. & Whybrow, A. (2018). *Handbook of Coaching Psychology, Second Edition*. East Sussex, UK: Routledge.
- Sarbin, T.R. (1986 Ed). *Narrative psychology: The storied nature of human conduct*. Westport, CT: Praeger Publishers/Greenwood Publishing Group.
- Stelter, R. (2012). *A Guide to Third Generation Coaching: Narrative-Collaborative Theory and Practice*. Dordrecht Heidelberg: Springer.

5.1 Workshop References

Workshop 1

Ajzen, I. (1991). The theory of planned behavior". *Organizational Behavior and Human Decision Processes*, 50 (2): 179–211. doi:10.1016/0749-5978(91)90020-T

Palmer, S. (2015). Can ecopsychology research inform coaching and positive psychology practice? *Coaching Psychology International*, 8(1), 11-15.

Whybrow, A. (2019) Climate Criss. We are not OK. *Coaching at Work*, 14(6), 43-47.

Hanley, S. (2011) From the Grow Model to Transpersonal Coaching – What is Sir John Whitmore on About? *Published Personal correspondence*.

<https://coachworkssydney.files.wordpress.com/2011/09/from-the-grow-model-to-transpersonal-coaching-22.pdf> Accessed 14/01/2020 11:07.

Whitmore, J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership fully revised 25th Anniversary Edition*. London: Nicholas Brealey.

Workshop 2

Clarke, I. & Nicholls, H. (2018). *Third Wave CBT Integration for Individuals and Teams: Comprehend, Cope and Connect*. East Sussex, UK: Routledge

Teasdale, J.D., & Barnard, P.J. (1993). *Affect, cognition and change: Re-modelling depressive thought*. Hillsdale, NJ: Erlbaum.

Gilbert, P. (1992). *Depression: The Evolution of Powerlessness*. Lawrence Erlbaum Associates : Hove; and Guilford: New York.

Gilbert, P. (2005). Evolution and depression: issues and implications. *Psychological Medicine*, 2006, 36, 287–297. f 2005 Cambridge University Press. doi:10.1017/S0033291705006112 First published online 20 October 2005.

Claridge, G. (1997 ed). *Schizotypy: Implications for Illness and Health*. New York: Oxford University Press. ISBN 0-19-852353-X

Linehan, M. (1993). *Cognitive–behavioral treatment of borderline personality disorder*. New York: Guilford.

Workshop 3

Bohm, D. (2002) *Wholeness and the Implicate Order*. East Sussex, UK: Routledge.

Gilbert, P. (1992). *Depression: The Evolution of Powerlessness*. Erlbaum Associates : Hove; and Guilford: New York.

Hayes, S.C. & Wilson, K.G. (1994). Acceptance and commitment therapy: Altering the verbal support for experiential avoidance. *Behavior Analyst*, 17, 289-303.

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

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Chiesa, A., & Malinowski, P. (2011). *Mindfulness-based approaches: Are they all the same?* *Journal of Clinical Psychology*, 67(4), 404-424.

Assessed in 19/11/2019 00:19

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Kovacs, E. (2019) *Retrieving Soul from the Pathology of Western Culture*. Pre-Conference Workshop, Beyond the Brain Conference. <https://www.beyondthebrain.org/conference-programme-2019/>

Woollacott, M. H. (2015). *Infinite Awareness: The Awakening of a Scientific Mind*. London: Rowman & Littlefield.

Workshop 4

Azarova, V., Law, H., Hughes G. and Basil N. (2018). *Celebrating heritage: A mixed-method approach to explore the experiences of refugee children and young people (CYP) in the evaluation of Tree of Life Groups*. *Psychotherapy Section Review*. No. 61, Spring 50-68.

Drake, D. B. (2015). *Narrative coaching: Bringing our new stories to life*. Canada: CNC Press.

Law, H. (2019). *Narrative coaching – Part 1: An introduction and the first step*. *The Coaching Psychologist*, 15 (2), 36-40.

Law, H. (2017). *The Transpersonal power of stories: Creating a community of narrative practice*. *Transpersonal Psychology Review*, 19(2), 3-11.
https://www.academia.edu/35253997/The_Transpersonal_Power_of_stories_creating_a_community_of_narrative_practice

Law, H. & Stelter, R. (2010) *Multi story – coaching narrative*. *Coaching at Work*. 5(2): 28-33.

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Kovacs, E. (2019) *Retrieving Soul from the Pathology of Western Culture*. Pre-Conference Workshop, Beyond the Brain Conference. <https://www.beyondthebrain.org/conference-programme-2019/>

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EPN 7003 Advanced Psychological Interventions: Beyond the third wave

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Law, H. C. & Orenbach, S. (2015) Psychology of Music & narrative coaching – their effectiveness & practices. Conference Proceeding in SGCP 5th European Coaching Psychology Conference, 10-11 December. London: British Psychological Psychology.

Regout, G. (2019 in preparation). Music and Narrative Psychology: a Literature Review. *Transpersonal Psychology Review*, 22.

Wang, Q., Law, H. C., Li, Y., Xu, Z. & Pang, W. (2017). Awareness and Awakening: A Narrative-Oriented Inquiry of Undergraduate Students' Development of Mindful Agency in China. *Front. Psychol.*, 21 November <https://doi.org/10.3389/fpsyg.2017.02036>

6 Quality management – Assessment, evaluation & feedback

As an organization and training provider, we continue to strive for improvement of our performance and organizational excellence. To do this, we observe the following seven quality management principles (related to ISO 9001):

- QMP 1 – Customer focus – the term refers to learners/participants in our context
- QMP 2 – Leadership
- QMP 3 – Engagement of people
- QMP 4 – Process approach
- QMP 5 – Improvement
- QMP 6 – Evidence-based decision making
- QMP 7 – Relationship management

6.1 Learner focus

We recognize direct and indirect learning can take place outside traditional academic institutions and working collaboratively with the British Psychological Society as a learning Society and support both members and non-members throughout their continuing professional development (CPD) and ensure that those who registered their interest with us receive value from our programme. We seek to understand the learners current and future needs and expectations by carrying out training need analysis; where possible update the learning outcome of the programme in alignment to their needs and expectations. We plan, design, develop, produce and deliver a programme of CPD workshops to support these each year (training programme cycle).

6.2 Evaluation mechanism

To achieve the above, we continuously measure, monitor and evaluate the participants' satisfaction and take appropriate actions accordingly. For example, the formal application for the BPS's approval to issue the CPD Certificate as based on the demands from some of the participants' feedback. See the last year feedback report in a separate document.

7 Assessment - Reflective Log

Throughout the course of studying this module, you have been advised to keep a reflective log to record any significant learning activities that you are engaged in under supervision (including the learning and exercises in the workshops). Select **six** reflective accounts (total **max. 6000 words**) for the assessment of this assignment. This component of assessment carries 100% of the marks for the Module.

In the log you should make use of learning theories in your reflection. The log should include:

1. **Description** – context, background to person & session; contracting, etc. Brief discussion of the session (stating what happened and/or you did) [20%]
2. **Cognition and emotion** - reflect on your thoughts and feelings. What were you thinking/feeling during the engagement? What do you think about the other's (colleague/customer/client's) thoughts and feelings? [10%]
3. **Analysis** – try to understand what happened and draw meaning from the experience. [20%]
4. **Evaluation** – assess the intended and unintended consequences of the experience. If a similar situation arose again, what would you do? What are you going to do to further improve and develop yourself/performance? [20%]
5. **Conclusion** – summarise the meaning and lessons learned; look for improvement. [10%]
6. **Action plan** – recommend a plan of action for further future learning and improvement. [20%]

We suggest that the learner (member/trainee) advises their client/volunteer in the exercise that they are in training and seek consent to use material from the session in a reflective log. The learner should avoid revealing the identity of the client and their organisations in the log. The name of the individual and organisation should be anonymised/changed for this purpose. The format for the log is the choice of the learner. As a guide, we suggest you use the headings above. Each log should not however exceed 1000 words. You must ensure your membership number is clearly shown at the bottom of each page of the document.

Ethical issues:

Please ensure that you respect the confidentiality and identity of the individuals in your psychological practice.

Deadline:

5th April in the following year after the enrolment

Submission: via email

A copy of your assignment must be emailed to your module leader.

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

7.1 Layouts for the Reflective Logs

ID: **Venue:**
Date: **Time:**

Step 1: Description – identify a significant event; describe what happened (focus on the concrete experience). **[20%]**

1.1 Introduction – provide a brief description of the context of the event & the background including stakeholders.

1.2 Summary of the process – succinctly describe the process; stating what you did and why.

Step 2: Cognition and emotion – reflect on your thoughts and feelings as well as the others. What was it like during the engagement? What were you thinking/feeling at the time? What do you think about the others' thoughts and feelings? **[10%]**

2.1 Mood (Describe the emotion. How did you feel? How did the other feel? Which emotion regulatory systems were being activated?)

2.2 Thought (What was going through your mind? What were others thinking about?)

Step 3: Analysis – try to understand what happened and draw meaning from the experience. **[20%]**

Reflection 1: What sense can you make of the experience? How well do you think the process has been delivered? What went well and what did not go so well; how do you understand the beliefs, values and experiences of the others, yourself? How have these values and concepts impacted on you and them during these interactions? How were these understood and managed, and how did they transform the outcome?

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

Step 4: Evaluation – assess the intended and unintended consequences of the experience
[20%]

Reflection 2: From Reflection 1, would you have done it differently? What else could you have done? If a similar situation arose again, what would you do? What have you learnt and what would you do differently in the future?

Step 5: Conclusion – summarise the meaning and lessons learned; look for improvement.
[10%]

Reflection 3: On balance, what is your conclusion?

Step 6: Action plan – recommend a plan of action for further learning and improvement.
What are you going to do to further improve and develop your future self/performance?
[20%]

Summarise your personal development plan as a result of the above learning in bullet points.

And finally...

Mood now (Having completed this log, how do you feel NOW? Which emotion regulatory system are you activating?)

References:

List any references that you use at the end...

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

7.2 Marking & Feedback sheet

Learner's number:		Assessor's mark:		Moderator's mark:		Agreed mark*:	
Module code: CPN7003 Reflective log							
Weightings	Distinction (70-100%)	Merit (60 – 69%)	Pass (50 – 59%)	Borderline (40-49%)	Fail (0-39%)		
Description (20%)	The section is well structured and succinctly describes the situation and offers clear and concise information about the stakeholders and their roles.	The section gives a short but concise and clear overview of the situation, stakeholders and their role.	The section gives a short overview of the situation and stakeholders' role. It may however leave the reader with questions about the situation or their roles.	The section gives a short overview. It leaves out substantive aspects about the situation or stakeholders' roles.	The section fails to provide any context for the situation or background.		
Cognition and emotion (10%)	Both components are comprehensively/ critically covered for both self and others.	Good coverage of both components.	Both components covered, but one limited.	Limited coverage of both components.	Insufficient/no coverage of at least one component.		
Analysis (20%)	The analysis provides critical reflection on the others and learner's own behaviour & outcome and makes connections with learning theory. The analysis shows insight & meaning, may also make references to cultural and/or environmental themes.	The analysis provides adequate reflection on the others & learner's own behaviour and shows some insight & meaning of the outcome.	The analysis provides some reflection on the others & learner's own behaviour but shows limited insight & meaning of the outcome.	The analysis provides uncritical reflection and limited on one's own behaviour, with no insight into the meaning or the outcome.	Insufficient entries.		
Evaluation (20%)	The section shows deep understanding and learning.	The section shows an adequate amount of understanding and learning.	The section shows some understanding and learning.	The section shows a limited amount of understanding and learning.	The section shows neither understanding nor learning from the reflection.		
Conclusion (10%)	The section succinctly summarises the key learning points; easy to read, clear, fluent and engaging.	The section adequately summarises the key learning points with a good clear writing style.	The section clearly summarises the key learning points.	Unclear, but sufficient for understanding.	Difficult to understand.		
Action plan (20%)	The section succinctly summarises the key points of action; shows evidence in other log entries that some of the actions have been followed up.	It adequately summarises the key points of action; but shows limited evidence in other log entries that some of the actions have been followed up.	It summarises the key points of action; but shows no evidence in other log entries that some of the actions have been followed up.	It superficially summarises the key points of action.	Insufficient or no action plan.		

Comments:

*All the possible marks are: 0, 15, 25, 35, 42, 45, 48, 52, 55, 58, 62, 65, 68, 75, 89, 90, and 100

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

8 Professional standard – Record & Feedback sheet

Member number:	Supervisor: Prof. Ho Law
Module code: CPN7003 Integrative Professional standard	
Addressing the question Please give each statement a mark from 1 to 10 - 1 being the lowest mark and 10 the highest.	Comment
Attendance For the award of the postgraduate certificate, the learner must have attended 75% of the programme (i.e. three out of four workshops).	<input type="checkbox"/>
Self-awareness 1. Did the learner attend each workshop/meeting punctually?	<input type="checkbox"/>
In relation to others 2. Did the learner respect the facilitator/presenter/supervisor and other learners during the session/exercise/workshop? 3. How well did the learner observe the learning contract? 4. How well did the learner observe the code of ethics?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In relation to learning 5. Did the learner appear interested in the subject and/or learning in general? 6. Did the learner give helpful comments during the interaction? 7. Did the learner relate course material to their current issues and practice? 8. Did the learner take additional initiatives? 9. How well did the learner present during the meeting/semester/workshop? 10. How well did the learner learn their subject?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In relation to Learning Outcomes <input type="checkbox"/> Were you satisfied with the overall behavioural standard of the learner?	Overall Assessment: Pass/Fail

Active engagement

If you attend actively participate all module activities, then you will get the most out of your studies, you will maximise your chances of success, and you will find the relationships you build up in your mentoring/supervision meeting support you in your achievements.

9 Complaints and appeals

If there are any concerns during the workshop, you should raise them immediately with the facilitator or a member of staff with the aim of resolving the problem directly. If your concerns cannot be satisfactorily resolved informally (for example disagreement with the mark that you obtain from your assignment, you can make a formal complaint in writing by completing a complaint form in Appendix 1 and email to the Programme Director (contact details on Page 1). Your personal data will be protected in accordance with the Data Protection Act 2018 & General Data Protection Regulation (GDPR). See <https://ico.org.uk/> for more info.

You can expect to receive an acknowledgement of your complaint within 7 working days of receipt. We may contact you for further information if necessary. We will notify you with estimated timescales for resolution.

If you are not satisfied with the response, you can appeal against the decision on the outcome in writing, with any further documentary evidence where appropriate explaining the reasons why you wish to appeal to the Programme Director within 10 days of receiving the written response.

Your appeal will be responded to within 7 working days, informing you of the estimated timescales for the review. Your case will be considered and a further investigation may be carried out if necessary. This may include interviews with you, any staff involved, and witnesses. You will be notified about the outcome of the review with details of any action taken. The decision on the outcome of the appeal will be final.

10 Booking and cancellation policy

As the workshops are delivered in collaboration with the BPS, our terms and conditions of the booking and cancellation policy are in alignment with those of the BPS as follows:

1. When you submit the booking form to us, this does not mean we have accepted your booking. Our acceptance of the booking will take place when we issue you with a written confirmation of the booking, following receipt of payment or invoicing instructions. If you do not receive a written confirmation within 2 weeks of submitting the booking form to us, you should contact us in writing. You are advised not to incur any expenses in relation to the event until you have received written confirmation of your booking.
2. The price for the event is set out on our website in force at the time we confirm your booking. Payment in full must be received by us in advance of the event in cleared funds. Payment sent independently of the booking form must state the details of the event and the name of the person attending and/or membership number. Where an invoice is required before payment can be made, you must request this in writing at least six weeks before the event with a completed booking form and purchase order. You must pay our invoice in cleared funds within 30 calendar days of the date of invoice.
3. If you do not pay us for the event as set out in paragraph 2 above, you will not be permitted to attend the event and will not be able to book onto any other event held by us until payment in full has been received.
4. You may change the name of a booking up to the booking deadline by contacting us in writing. You will be required to pay a £15 administration charge and any difference in booking fees paid if the original fee was lower than that applicable to the new attendee. You may not share an event package with any other individual.
5. Our prices may change at any time, but price changes will not affect a booking that we have confirmed with you. All prices include VAT at the point of sale. However, if the rate of VAT changes between the date of the booking and the date of the event, we will adjust the rate of VAT that you pay, unless you have already paid for the event in full before the change in the rate of VAT takes effect.
6. Our cancellation rights:
 - (a) We may have to cancel an event due to an event outside our control; the unavailability of key personnel or key materials; or low booking numbers for an event. We will notify you of such a cancellation as soon as reasonably possible.
 - (b) If we have to cancel an event for any of the reasons set out in clause 6(a) above and you have made any payment in advance for the event, we will, at our sole option, either refund these amounts to you or offer to transfer you to a different event.
 - (c) For the purposes of this clause 6, events outside our control means any act or event beyond our reasonable control, including without limitation: strikes, lock-outs or other industrial action by third parties, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not) or threat or preparation for war, fire, explosion, storm, flood, earthquake, subsidence, epidemic or other natural disaster, or failure of public or private telecommunications networks.

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

8. Your cancellation rights:

- (a) You may cancel any booking by giving us notice in writing.
- (b) If you cancel within 7 working days of submitting your booking, you will receive a full refund of any monies paid in advance. We will refund you on the credit card or debit card used by you to pay. If you have paid by cheque we will credit the money to a bank account specified by you.
- (c) If you cancel after 7 working days of submitting your booking, you will incur a £15 administration charge and a cancellation fee will be charged based upon the date of notification as follows:
 - (1) Less than 2 calendar months and more than 1 calendar month prior to the event start date – 30% of the price charged for the event
 - (2) Up to 1 calendar month prior to the event start date – 100% of the price charged for the event
- (d) Such cancellation fees are to cover costs incurred by us as a result of your cancellation which will not be recoverable by us.

9. Our liability to you:

- (a) If we fail to comply with these Terms, we are responsible for loss or damage you suffer that is a foreseeable result of our breach of the Terms or our negligence, but we are not responsible for any loss or damage that is not foreseeable. Loss or damage is foreseeable if it was an obvious consequence of our breach or if it was contemplated by you and us at the time we confirmed your booking.
- (b) We have no liability to you for any loss of profit, loss of business, business interruption, or loss of business opportunity in connection with or in any way arising out of your booking with us.
- (c) We do not exclude or limit in any way our liability for:
 - (i) death or personal injury caused by our negligence or the negligence of our employees, agents or subcontractors; or
 - (ii) fraud or fraudulent misrepresentation.

11 About the contributors

Professor Ho Law is an internationally renowned consultant in counselling and coaching psychology, psychotherapy, research & development with over 35 years' experience and conducted 100s of training workshops in the UK and abroad (the East and West: over 15 countries and 50 cities). He was one of the first equality advisors to the Assistant Permanent Under Secretary of State as a senior scientist in the UK Home Office (1988-2003), then senior lecturer at the University of East London (2009-2015) and Programme Advisor to Coaching at the University of Cambridge (2015-2016); is a Chartered Psychologist; Registered with Health & Care Professions Council, Registered Applied Psychology Practice Supervisor, Research Lead, BPS Counselling Psychology Division (2018-2021), Founding Chair (2016-17) of the BPS East of England Branch; Chair (2014-15) BPS Psychotherapy Section; Founding Member & Chair (2010-11) of the BPS Special Group in Coaching Psychology; Founding Director of the International Society for Coaching Psychology (ISfCP) and Empsy® Cambridge Coaching Psychology Group, Fellow of the Higher Education Academy; ISfCP; Associate Fellow of British Psychological Society (BPS) & Life Fellow of the Royal Society of Medicine; Founding Director of the International Society for Coaching Psychology and Empsy® (Empowerment Psychology) Cambridge Coaching Psychology Group; Chair & Convenor of Mindfulness & Psychotherapy Workshops, which run quarterly each year in London. Ho values diversity in people, respects their cultures and believes in equal opportunities for all. Ho is passionate about empowering people to develop their talents and achieve their full potential through psychological approaches. As a chartered and registered psychologist, he works in accordance to the professional code to uphold the standards of conduct, performance and ethics of the profession.

Dr Isabel Clarke is a consultant clinical psychologist with over 25 years' experience working as a therapist in the NHS with people with complex problems. She has developed a trans-diagnostic, trauma-informed, formulation based approach, Comprehend, Cope and Connect (CCC), which has been applied in acute services and beyond, enabling individuals to be understood at an emotional, felt sense, level and teams to work psychologically. Psychosis and spirituality, and the psychology of spirituality are further areas of specialism.

Dr Maya Campbell is a psychologist, mindfulness teacher and supervisor living and working in Colchester. Having initially trained as a research scientist in chemistry and physics, Maya became interested in psychology and mindfulness after having experienced exhaustion and burnout, leading to years of depression and ultimately a heart attack and cardiac arrest. After having been resuscitated, and spending two months in a coma, Maya began years of personal physical and mental rehabilitation. Along this journey she became more and more interested in how people experienced mental distress and did a Master's in Psychology at the University of East London and trained to teach Mindfulness Based Cognitive Therapy and Mindfulness Based Stress Reduction courses (MBCT & MBSR) at the University of Oxford and Bangor University Mindfulness Centres respectively. In 2016 she codesigned and developed the *Heartfulness Project* which brings an integrative mind-body approach to helping people live with and manage heart conditions. Recognising that people are individuals, with different life experiences and beliefs, Maya addresses, kindness, compassion, the transpersonal and spiritual aspects of wellbeing of an individual by incorporating her lived experience of major traumas, illnesses and the life-threatening disease of heart failure with *energy psychology*. The ability to bring kindness and care to the

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

self is profoundly healing, both mentally and physically and underpins all the gains individuals experience through undertaking a mindfulness course.

Margaret Chapman-Clarke is a chartered and registered practitioner psychologist (occupational); a registered UKCP psychotherapist (humanistic-integrative) and chartered scientist. She has trained in a range of mindfulness-based approaches in the U.K. and the U.S. (MBSR, MBCT, MBLC, MSC). She founded and convene a peer practice community exploring applications and developments in second wave mindfulness in the workplace: Mindfulness, Integrated, Works, based in York, UK. In terms of what has supported the development of Margaret's 'writing for wellbeing' practice: She is a member of Lapidus, the international writing for wellbeing organization. In 2018, she completed an 8-week programme with the Professional Writing Academy in reflexive writing for wellbeing and since 'discovering autoethnography' (AE) in 2014; she has participated in a range of AE conferences and masterclasses covering topics such as journaling; poetry as therapy and the creative researcher. She has shared the 'nine words process' with members of the CIPD – to explore 'employee engagement' and with creative writers, storytellers and poets in writing retreats with members of Lapidus Scotland.

Ghislaine Regout BSc (Radboud), MSc (Radboud) MBPsS. Ghislaine is a psychologist, musician and writer. She's got an MSc in Clinical Psychology and runs her own private practice, in which she offers therapy, coaching and counseling for a range of problems, including depression, anxiety and work-related issues. She is trained in, and often works with several forms of Cognitive Behavioural Therapy and Client Centered Therapy. As a musician, she is currently working on her first studio album, and her book about career coaching is being reviewed. As both a trained psychologist and musician, she also has a vested interest in how music can be used in therapeutic treatment, and a publication is currently under review. Since 2017, Ghislaine and Dr Ho Law have worked together on workshops that combine Narrative Therapy and music. She is secretary of the Psychotherapy Section of the British Psychological Society and works in London and the Netherlands.

Dr. April Woodward (Keele University Medical School, Alef Trust) and **Dr. Scott Buckler** (the University of Nottingham, University of Worcester) have a combined experience of over sixty years in Taoist martial arts. Their respective doctoral studies have explored applied transpersonal constructs alongside Taoist approaches. April and Scott have experience of working within education, academia, and industry and are active committee members of the Transpersonal Psychology Section.

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

Annex: Sample Consent Form

To Participant

Empsy® empowerment psychology training

** delete as appropriate

Thank you for agreeing to participate as a colleague/client/customer** while I am engaged in training. As part of the training I am required to complete a reflective log and would like to use the material which we cover in our conversation/discussion/meeting/session**, as part of the log.

While I will refer to the issues which we discuss, I will identify you in the log as 'A' and your organisation as 'Z' to ensure your anonymity. I will not reveal any specific information in the log which enables you and/or your organization to be identified.

You are free to withdraw from the session at any time and can also ask me to either exclude all or part of what we discuss. I will ensure that these items are not included in the log.

If you wish to see a copy of the log which relates to our session, I would be happy to provide this.

A copy of the log will be supplied to my mentor/supervisor** for assessment. The log may also be seen by other Empsy® members for the education purposes (peer supervision). These individuals are also bound by confidentiality as part of the code of ethics. The information will not be released to third parties or published in any form without permission (unless an additional consent form for publication is agreed and signed).

Please sign below to indicate you have read the above and consent to proceed:

I agree to the terms specified in this consent form:

Signature:

Name:

Date:

EPN 7003 Advanced Psychological Interventions: Beyond the third wave

Appendix 1: Complaint Form

Your name:

Membership number (where appropriate):

Address:

Email address:

Telephone number:

Full details of your concerns:

Continue with additional pages if necessary...

Any relevant document attached:

Date:

Locations:

Witnesses (as appropriate):

The consequences of the concerns for you as a result:

Continue with additional pages if necessary...

The remedy you are seeking:

Continue with additional pages if necessary...

Signature:

Have your say! Help to shape Empsy® now and in the future!

During the course of the year you will have opportunity to give feedback about your course and other aspects of your training experience.

Whether you are a member or non-member, If you are on Empsy® CPD training programme and Workshops, then please tell us what you think by taking part in the Post-workshop Survey: <https://www.surveymonkey.co.uk/r/6LWRWYW>

It would only take two minutes of your time to answer a few questions. The feedback and surveys are important as they help Empsy® training to evolve and improve the member experience for all our participants.

Look out for the publicity on our website and have your say – your opinion counts!

Keep in touch Further Support!

One-to-one or small group support:

Individual tuition/supervision can be provided if needed. Appointments can be arranged on a mutually convenient basis.

There are plenty of ways to keep in touch with what's happening at **Empsy®** Network. You can:

- follow us on Twitter: [@empy](#)
- join our [Facebook](#) group:
<https://www.facebook.com/groups/19570042648>
- LinkedIn group:
<https://www.linkedin.com/groups/2680307>
- Check out membership page to connect with other members and their activities – http://www.empy.com/?page_id=282

Correspondence

The QR code below will take you to the orcid.org website:

<http://orcid.org/0000-0003-0734-8678>



or you can go direct to the training tab on:

<http://www.empy.com/>

Professor Ho Law Prof. (Hons) PhD CPsychol FISCP(Accred) AFBPS FHEA

Honorary Professor of Research & Psychology

Colombo International Institute of Higher Education (CIIHE), Sri Lanka & Empsy®

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Chartered Psychologist, Registered Psychologist, Registered Applied Psychology Practice Supervisor (APPS) and Coaching Psychologist, Associate Fellow of British Psychological Society (BPS), Fellow of the Higher Education Academy; International Society for Coaching Psychology (ISfCP) & Life Fellow of the Royal Society of Medicine