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**A PROFESSIONAL DOCTORATE FOR
PSYCHOTHERAPISTS**

**Creating a community of scholarly
practitioners in order to serve a
community of professional practice: the
challenge of the first year.**

**J. ELTON WILSON
Doctor of Professional Studies**

2000

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Poor text in the original thesis.

Some text bound close to the spine.

Some images distorted

**A PROFESSIONAL DOCTORATE FOR
PSYCHOTHERAPISTS:**

**Creating a community of scholarly practitioners in order to serve a
community of professional practice: the challenge of the first year.**

**A project submitted to Middlesex University in partial fulfilment of the
requirements for the degree of Doctor of Professional Studies by
Psychotherapy**

Jenifer Elton Wilson C.Psychol, MSc

National Centre for Work Based Learning Partnerships

Middlesex University

February 2000

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This doctoral project would not have been entered upon without the confidence shown in me by the Metanoia Institute and its managing committee, from their decision to invite me to design a doctoral programme through to their present trust in me to continue delivering the goods.

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Tom Wilson has put up with my moments of despair, my workaholic periods, and shared the euphoric moments.

And finally, I acknowledge the wisdom, enthusiasm and scholarship of Derek Portwood who has made the completion of this text both enjoyable and possible.

A PROFESSIONAL DOCTORATE FOR PSYCHOTHERAPISTS
Creating a community of scholarly practitioners in order to serve a
community of professional practice: the challenge of the first year.

Doctor of Professional Studies Thesis submitted by
JENIFER ELTON WILSON

ABSTRACT

Psychotherapy in the last twenty years has engaged in a professionalising process. There has been an explosion of training courses, increasingly accredited and validated by universities. There are now a variety of associations and councils (UKCP, BAC), which have attempted to incorporate the widely differing theoretical approaches to training and to practice into a recognised profession. Individuals who have completed long and complex trainings view themselves as highly qualified professional practitioners. They aspire to continuing personal and professional development and doctorates in psychotherapy have been developed to meet the need.

The project described in this text critically examines the development, implementation and reflective evaluation of a particular and distinctive doctoral programme in Psychotherapy by Professional Studies (DPsych), which is intended to provide a structure within which senior psychotherapists and counsellors can contribute to the validation of their own profession, carry out major projects within their own work environment and achieve academic recognition. The programme combines the professional expertise of psychotherapy with the progressive knowledge and techniques of work based learning in the form of an innovative professional doctorate. The programme is a specialisation pathway of a university based doctoral programme, which is delivered within the organisational setting of a psychotherapy training institution.

The history of the design and development of the programme up to the end of its first academic year is contained in the introductory chapter of the text. The experience of the participants in

this programme, both candidates and members of the programme team, is then subjected to a process of initial exploratory evaluation through the methodology of appreciative inquiry (Cooperrider and Srivastva 1987). This involves a process of collaborative and appreciative inquiry carried out through focus groups and individual interviews. The audio-transcripts of these groups and interviews are analysed in order to extract specific provocative propositions regarding the programme from all participants. These propositions are carried forward for further inquiry in the form of a questionnaire distributed to all participants in the programme. The responses to the questionnaire are summarised, reflected upon and then concretised in the form of fifteen proposed changes to the programme as delivered. Further processes of consultative inquiry are planned to take place in a continuing spiral of actionable research. The text includes a series of personal commentaries by the author and concludes with a reflection upon the learning outcomes and implications of this project for the personal development of all senior practitioners, the profession of psychotherapy, the world of education and the wider social context.

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THE ADVENTURE

Introduction and description

“Many years has the dragon sprawled on the island where golden breastplates and emeralds lay scattered among dust and bricks and bones; he had watched his black lizard-brood play among crumbling houses and try their wings from the cliffs; he had slept long in the sun, unwaked by voice or sail. He had grown old” (Le Guin 1971:106)

Substance, scope and scale of project.

This is the story of the development of a professional doctoral programme designed specifically for senior practitioners of psychological therapy. It is a research story because it moves beyond description towards exploration, examination and evaluation of the process of development. It is a story which nests within a larger circle of stories about the radical changes taking place in higher education, stories about the evolution of a complex and subtle activity into a profession, stories about organizational structures and about the personal journeys of individuals. Above all it is an adventure story with a dragon to conquer and a prize to achieve. The prize would be the fulfilment of a shared vision in which a “community of scholarly practitioners” (see Metanoia 1998c) find enjoyment, excitement and illumination in their participation in a university research and development programme, emerge with a product which is of use to their fellow practitioners and achieve the prize of a doctoral title. The inner dragon of disappointment threatens to dominate the experience of each individual through the stifling threat of meaningless educational procedures and the paralysing glare of habitual fear of failure. The university falls, all too easily, into the role of an external dragon, with its store of ancient knowledge and its hoard of glittering prizes, in the form of academic honours. The storyteller is no mere onlooker but has been, and is, deeply involved in the vision, the search, the adventure and the foreboding.

“Ged had learned all he could about dragons at the School, but it is one thing to learn about dragons and another to meet them.” (Le Guin 1971:91)

To move beyond allegory towards a more explicit introduction: while the over-all product embodied in this project has been the development and implementation of a doctoral programme in Psychotherapy by Professional Studies (DPsych), the specific outcome intended has been this text, shaped by reflective observation and careful evaluation and intended for publication. It is a piece of writing which seeks not only to describe the history of Part 1, Year One of the DPsych as an novel educational endeavour but also to subjectively explore and evaluate the experience of individuals, and groups, who have been involved in the project. It is, to use Van Maanen's terms (1988), a "tale of the field" which attempts to combine realistic experience with the impressionistic and the confessional. The tale begins with a descriptive, impressionistic history, interspersed with passages of a purely personal and confessional nature. The narrative then moves on to a more realistic review of the larger context, the outer circle of stories, within which the doctoral programme has been created. Moving inward again, towards the reality of the experience of the doctorate programme, the narrator pauses to explore how best to use research in order to reach into the minds and hearts of the people involved in the programme. The aim is to obtain their impressions and confessions, with consent, without intrusion and with probity, so as to fulfil the inquisitory spiral of action research meaningfully: to move from "does this work?" to "how is it working" and then to "what is needed now?" and then, finally, to revisit the first question again "If this works, could it work differently or better?" (Elton Wilson 1998b). What formats and procedures, no matter how loosely or tightly structured, are needed to achieve an "inquiry process" which Reason and Torbert (1999) describe as being not merely "a dispassionate process carried out in reflection" but which can aspire to be "a passionate emotional process (as well as an intellectual process) carried out in the heat (or cool) of action"? From here the text becomes the story of the inquiry process itself, with the participants described and the groups, the interviews, the "provocative propositions" and the resulting survey reflected upon by the story teller as participant and observer. The outcomes of this inquisitive adventure are recorded and then reflected upon, again with full acknowledgment of the subjective nature of this discussion.

The larger story within which this particular project nests is of the development of a new type of doctorate, for professional practitioners, which seeks to offer a way forward to bridge the gap between the professional knowledge and the "artistry" of practitioner

competence, and which brings together personal and professional development into practical, concrete productions intended to serve the wider community. Such an ideal does not seem to be fulfilled by the traditional and prestigious PhD programmes, nor by the tightly held procedures of the newer “taught” doctorates (see Kathi Murphy’s paper in Appendix 1). The doctoral programme described here is delivered within the organisational context of the Metanoia Institute and is a joint programme with the Doctorate in Professional Studies (DProf) delivered by the National Centre for Work Based Learning Partnerships at Middlesex University. This new programme sprung from an intention to advance and expand the operations of Metanoia as an established centre for the higher education and training of psychotherapists and counsellors. The project has therefore been carried out with the agreement and collaboration of the Academic and Management Committees of Metanoia and in close contact with the National Centre for Work Based Learning at Middlesex University.

The author has taken a leading role in the development of the doctoral programme at Metanoia and has argued elsewhere (see Elton Wilson 1998a: 2) that this is the consequence of a “working life which has centred upon a fascination with the curious complexity of human nature, and has aspired to enhance the quality of existence rather than to settle for what is safe, quantifiable and known.” The previous outcomes of this fascination have included the establishment of an expanded counselling service within a university, literature reflecting upon this process and its implications for effective practice, a book which carries through this reflection into the realms of time-conscious psychological therapy (Elton Wilson 1996a) and associated training events and publications. The design, development and evaluation of this doctoral programme has been an extension of a continuing search for excellence, for positive social change and for shared intellectual enjoyment and inspiration. In this process, the author has been called upon to play out a variety of roles, ranging from the inspired innovator, leader and guide, seeking to inspire and motivate, to the careful manager and administrator, shepherding a somewhat doubtful flock through the rocky byways of academic procedures.

Descriptive history of the project

The invitation to design a doctorate programme on a consultative basis was made at the end of 1996 and taken up by the author, with some caution, in the January of the following

year. It was to be eighteen months before the programme was validated and able to recruit prospective candidates. Metanoia's management believed that there was a demand from senior psychotherapy and counselling practitioners for a practice based doctoral programme which would enable their professional development and their practical work to be meaningfully shaped and structured towards an academic qualification. The author and two colleagues crafted a preliminary design describing a doctoral research programme which

“provided an unusual opportunity for experienced and qualified psychotherapists to make a contribution to the distinctive discipline of psychological therapy. Candidates will use their personal experience to explore intensively the terrain of psychotherapeutic application. The outcome of this doctoral work may take any of the following forms: a written textbook, an illustrated manual, the establishment or exploration of a psychotherapy service/agency; a biographical case-study, a visually orientated presentation (film or video) or the more traditional research dissertation. Evidence will be required to show that this final product has been tested and evaluated for its usefulness within the field of psychotherapy practice.”

(Elton Wilson, Murphy and Carroll 1996)

A major part of this initial design process took place in gardens, garden houses, studies, and even in a shared Jacuzzi, with a high level of debate, argument and humour, as ideals about a doctorate for psychotherapy practitioners were expressed, challenged and made practical. This creative debate was supported by a search to find out about other doctoral programmes in psychotherapy. This first team consisted three colleagues: the narrator, Michael Carroll and Kathi Murphy. All three are practitioners and trainers in the field, one man and two women with shared and different experiences and careers. Kathi, the most dedicated psychotherapy practitioner of the three, was to leave the team after the first year, and well before validation was reached, but her influence upon the programme is still discernible in the continuing echo of her frequently repeated question - “would I really want to do this doctorate myself?” It was Kathi who undertook to write a paper informing the team of the existing situation with regard to the development of doctoral programmes in psychotherapy and related disciplines. (See Appendix 1).

The characteristics of the design experience itself, experienced by all as an arduous, satisfactory and enjoyable process, combined with the production of a useful outcome, were seen by the team, from the outset, as essential attributes of the proposed doctorate programme.

This process seemed to engender a shared group imagination with increased potential for creativity. Three strands of psychotherapy as a professional activity were identified: proficiency, leadership and evaluation. Although the shape of the programme was to change under the influence of the Middlesex DProf programme, this vision has not wavered to date. The potential demand for such a programme was quickly established through a two stage questionnaire-based market survey, (see Appendix 2) which, initially, was aimed towards Metanoia graduates but which was then circulated amongst two of the main professional accrediting bodies of the psychotherapy profession. Kathi was mainly responsible for the distribution and analysis of this questionnaire.

The first design team met with Middlesex personnel to present their initial programme proposal without any knowledge of the development of a suite of professional doctorates to be delivered within the NCWBLP, and which focused upon the realities of work and profession based learning. The similarities in vision and emphasis of both doctoral programmes were immediately obvious and, from that time forward, the development of the programmes proceeded in tandem. This became a beneficial interchange. The unexpected and formative alliance with the new Middlesex DProf programme has been an enduring influence on the development of the Metanoia doctorate, and this has been a reciprocal process. The DProf programme was more advanced in design, spare in structure and focused upon the doctoral projects themselves. The emphasis was upon “research and development” rather than pure research. A combination of personal, professional and corporate development was demanded of candidates, as prescribed by the Modules Handbook of the Middlesex MProf/DProf programme.

“The rationale underpinning each Project module is that it should advance the interests of both yourself and your organization. It follows that each Project will have unique *specific* aims. However, each Project will also have the following *general* aims:

- to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes;
- to demonstrate the candidates ability to determine appropriate collaboration.
- to demonstrate both the above through the candidate’s production of original contributions to the work of his or her organization and profession.”

(Doncaster and Thorne 1997b)

The proposed Metanoia doctorate encouraged choice and flexibility, particularly with

regard to the nature of “product” encapsulated in the doctoral project, and gave examples ranging from a single case study, written in the form of a novel, to a video, demonstrating the work of a counselling agency developed and evaluated by the doctoral candidate concerned. Each programme benefited from incorporating these distinctive and novel concepts from each other.

The original Metanoia programme design (Elton Wilson, Murphy and Carroll 1997) had three stages and included a “Chinese menu” of short courses, described as “optional tutor-led modules”, which were intended to hold participants through a self-selected programme of continuing professional development shaped by the interest area of their intended doctoral project. The Middlesex doctorate is a two-stage programme, with Part 1 encompassing necessary and preparatory activities leading participants towards the preparation of a Learning Agreement, which expands the role of the more usual research proposal into a collaborative agreement between work place, university and candidate. The successfully completed and accepted Learning Agreement forms a crucial link into Part 2 of the DProf programme with its focal activity being the carrying out and writing up of Level 5 doctoral projects. Under this influence, the Metanoia doctorate shed the complexities of its middle stage and adopted the two-part structure of the Middlesex programme. However, the “optional tutor-led modules”, with their ideal of shared preliminary reading leading to scholarly debate between presenter and participants, were transformed into “Specialist Seminars”, integral to Part 2 of the Metanoia DPsych. These Specialist Seminars offer participants advanced learning from experts in the field of psychotherapy research and development, as well as an opportunity to remain in contact and communication with fellow candidates while engaged with carrying through their doctoral projects. The Specialist Seminars bear credits at Level 5 and are an obligatory part only of the Metanoia programme. However, this notion was later to be incorporated into the Middlesex programme in the form of optional led seminars (not credit-bearing) offered in order to facilitate and enhance DProf candidates in their progression through Part 2. In many other subtle ways, the two programmes learnt from each other, and the Metanoia doctorate moved towards becoming a joint programme with the Middlesex DProf, otherwise known as a “specialization validated pathway” (SVP).

The Middlesex Doctorate in Professional Studies was validated in late 1997, after some delays and difficulties, and having survived the threat of losing its inspired and primary designer, Professor Derek Portwood. This was, of course, a very novel and distinctive type of doctoral programme and likely to have a difficult passage through the more conservative channels of academia. However, these tribulations were overcome and the plan was for the Metanoia programme to proceed rapidly towards validation as a collaborative programme that, like the MSc programmes delivered at Metanoia, would be officially contained within the Faculty of Social Studies. The preliminary administration-based application to Middlesex University was, to the astonishment of both the Metanoia planning team and of Middlesex colleagues involved in these heretofore-optimistic discussions, summarily turned down by the university's Academic Planning Committee. There was consternation on all sides, and some anger on the part of the Metanoia Management Committee that had, understandably, believed that a smooth progression towards validation was likely. This impasse was resolved rapidly when it was argued, at the highest university level, that such a novel venture as this new doctorate programme was better suited to being a pathway within the newly validated Middlesex professional doctorate programme rather than being a more loosely linked collaborative programme delivered outside the university milieu. The Metanoia doctorate would be jointly delivered by Metanoia and by the National Centre for Work Based Learning Partnership (NCWBLP). Middlesex University would be able to closely monitor progress and quality in this new doctorate, and Metanoia would benefit by a closer partnership and the participation of university personnel in the doctoral programme. From this point, the validation process proceeded at a reasonable rate, with a date being fixed for a validation event in May 1998.

There commenced a time of haste and labour. Two colleagues were brought in to the Metanoia programme team: Maja O'Brien to take main responsibility for the first part of the programme, the "Review of Previous Learning" (see below and MProf/DPsych Handbook in Appendix 3) and a senior psychotherapy researcher to design and deliver the tutor-led research modules in Part 1 of the programme. Documents had to be written, re-written, submitted and circulated. Preparations were made, external panel members recruited and inter-institute meetings held. Rooms were booked, prospective candidates invited and a fine lunch prepared. The validation panel was "thrillingly kind and stern" (Betjeman 1988:277) and the programme

was validated with some minimal requests for future clarifications and more explicit documentation. The Metanoia DPpsych programme could go ahead with plans for a first cohort scheduled to start in October 1998.

Personal commentary I: my experience of these events so far

*“It is very seldom,’ the young man said at last, ‘that dragons ask to do men favours.’
‘But it is very common’ said the dragon, ‘for cats to play with mice before they kill them.’” (Le Guin 1971:105)*

This seems an appropriate moment to insert a more personal passage from myself as the narrator. The eighteen months, between the first invitation to design a doctoral programme of study and the commencement of serious marketing and recruitment, were for me a roller coaster of excitement, intense involvement, and then disillusion - followed by renewed enthusiasm and shared collegial creativity and yet further disappointment - followed by yet another recovery. Part of this experience was activated by the actual events described above, but there was, inside me, a more personal echo of the external changes of fortune described above. An underlying theme has been, and still is, my ambivalence about taking on the leadership role in this adventure. When first invited to design a doctoral programme, my response was to be attracted but to point out my own lack of doctoral qualifications. When this was dismissed, there was my apprehension at the size of the task, the level of involvement and amount of time demanded. Finding one and then two close and respected colleagues to work with on this project released me from some of this apprehension. Finding a shared vision and inspiration in Derek Portwood and other Middlesex DProf colleagues was delightful and heartening. The enthusiastic encouragement of the Metanoia Management Committee, and particularly the hands on involvement of the Chair, were spurs to continue the creative process, but my heart sank at the prospect of being the chief administrator of a new and complex educational programme. Nor was it always clear that I was to be the leader of the programme. I enjoyed, and was happy to prolong, a period of uncertainty and avoidance of commitment, staying in a consultancy and designer role, in full consultation with my two

inspiring and congenial colleagues. I was sufficiently identified with the programme, however, to be cast down, and somewhat offended, when an offer to lead the programme was suddenly made to one of these colleagues, who refused the proposal. I was clearly caught by the process, and had already made the project too much my own. I was formally asked to head the programme in the summer of 1997, and took up the part-time post of Head of the Doctoral department at Metanoia in September 1997, well before we had a date for validation to take place, and before some of the major set backs described above. I made my acceptance of this post conditional upon adequate administration support and was assured that an experienced and competent member of the administration team, Kate Fromant, would hold the main administrative responsibility for the doctoral programme. I met her and appreciated her calm, humorous and experienced presence from the outset.

*Although I had committed myself to the programme, my secret ambivalence was to resurrect itself whenever there was a significant reversal to the progress of the Metanoia doctoral programme right up to the point of validation. The litmus test of excitement and lively growth which I apply to all my activities, and which is encapsulated in the second part of the research question explored in this text (See *The Armoury* page 44), has regularly failed. I would temporarily lose my belief that the establishment of this doctoral programme could ever be both useful and rewarding to anyone. With hindsight, I can see that this temporary loss of enthusiasm offers me an opportunity to stringently question and evaluate my own motivation and vision. If I myself am finding my involvement with the process meaningless and dull, then there is likely to be something about the programme that needs attention. In psychotherapeutic terms, is my experience an identification with the non-verbally projected experience of others involved in the programme, whether they are candidates, future candidates or team members? Am I feeling the pain, doubt and despair that have yet to be expressed by others?*

*“If the recipient is open to the impact of the interactional behaviour, or other non-verbal pressures from the projector, an affective communication is achieved. What is communicated may be to do with any state of feeling that is experienced as unmanageable by the projector; acute distress, helplessness, fear, rage contemptuous attack upon the self, etc. The feelings being communicated are felt by the recipient.”
(Casement 1985:82)*

My role as leader and guide was grounded in my characteristic tendency towards optimism, which can appear naive and can founder on the rocks of a hostile reality. My role as administrator called for astuteness and managerial capabilities, which were partially in place but which needed to be further developed, often painfully.

Recruitment and marketing

This seems an appropriate moment to return to the narrative. The task of recruitment and marketing the new doctoral programme depended, above all, on being able to convey to prospective participants the excitement of the vision and the purpose of this adventure. Even before validation, Metanoia hosted a series of "briefing seminars" which were free and which offered an opportunity to interested senior psychotherapy practitioners to hear about the new programme and to ask general questions. A mailing invitation went out to all Metanoia graduates and all interested inquirers. Although, at this stage, there was very little external advertising of the new programme, the early briefing seminars were packed out. There seemed to be a hunger amongst qualified psychotherapy and counselling practitioners, for this type of programme. These first seminars took the form of formal presentations by all those engaged in the new programme, involving the use of an overhead projector and accompanied by extensive material handed out in folders. By the third briefing seminar, the process had been refined. Individuals were sent the briefing information (Metanoia 1998a) pack as soon as they registered for a seminar, and then were offered, at the event, a more informal, story-telling introduction that emphasized the vision behind the doctorate programme and described its journey towards validation. Then all those attending were invited to describe their own interest in the programme and, in effect, to tell the story of their own professional journeys and their doctoral ambitions. This pattern was to continue into the later briefing seminars, which were usually facilitated solely by one member of the original design team. An interesting factor of the marketing process was the interest shown in this doctoral programme by Irish psychotherapy practitioners. In response to this demand, Michael Carroll conducted several briefing seminars in Ireland. The smaller the number of attendees, the more depth of discussion could be engaged, and the more individuals could explore their own ideals and intentions. There is a temptation, in these smaller briefing seminars, to be drawn into any one individual's concerns regarding their suitability for the programme. Here the fears

surrounding academic hurdles and requirements can raise their dragon-like heads, and can be explored in general terms. Individual decisions about joining the programme are referred to the interview process, and a broader consideration of the suitability of the programme for the individual's own professional and personal development is encouraged.

The briefing pack (Metanoia 1998b) not only describes the programme, in somewhat exhaustive detail, but also makes clear the way forward for those who were considering enrolment in the programme. Interested individuals are invited to send in their application forms with extensive c.v.s and then to attend an interview for which they are charged but which takes the form of a professional development consultation rather than a one-way selection process. This open and dialogic approach encourages the equal collegial relationships which are invoked throughout the whole DPpsych programme. The dragon of disappointment is always lurking, nourished by the hierarchical and punitive forms of education experienced in the past by so many people, and particularly likely to be in the memories of those who have chosen a practice-based profession like psychotherapy. The process of recruitment and interview provides a constant challenge to the programme team to remain loyal to their vision of providing a doctoral opportunity for those who have been alienated or humbled by their experiences of academia in its role as hostile dragon.

Nevertheless a certain level of scholastic aspiration, as well as some demonstrated proficiency in the shaping and communicating their thoughts and images, is necessary if doctoral candidates are to be able to join the "community of scholarly practitioners" envisaged by the programme providers. Similarly, since this is, after all, a doctoral pathway for senior psychotherapy practitioners, it is necessary for the interview conversation to explore the length and the quality of practice experience held by the prospective candidate. Usually, but not always, these two factors are substantiated by membership of a professional body such as the United Kingdom Council for Psychotherapy (UKCP), the British Association for Counselling or an appropriate division of the British Psychological Society. However, the creators of this DPpsych programme have wished to avoid any danger of narrow cultural definitions of a "senior psychotherapy practitioner", and have deliberately worded the "entry requirements" in the briefing material so as to allow for a broad interpretation of these requirements to be made, where necessary:

'Entry Requirements

- A. Formal training in psychotherapy or counselling, for example demonstrated by UKCP membership, BAC accreditation or equivalent.
- B. Substantial experience as a practitioner, for example demonstrated by work over a number of years and its setting.
- C. Ability to demonstrate academic competence, for example relevant degree (e.g. Masters), written work (published or presented to other professionals), research.

Further criteria: Candidates will need to demonstrate at interview that they are of a professional standard of competence suitable to design and carry out substantial work based doctoral projects. These should be enterprises which are unique, both relevant and useful to the field of psychotherapy, and designed for publication.' (Metanoia 1998b).

Among the 20 or 30 people interviewed for the first cohort of DPpsych candidates, only two prospective candidates were clearly not suited by this programme at this time. While these two interviews may have been useful as professional development for the individuals concerned, with advice and information about alternative pathways provided by the interviewers, the pre-interview procedure is standardized now so that the prospective candidate's application and c.v. is scrutinized before proceeding to interview so that the person's time, and money, are not felt to be wasted.

The Induction process

In the event, nineteen candidates were registered by the time the course opened on 9th October 1999. This was an unexpected and unusually high number of committed applicants, in spite of the short time allowed for recruitment between validation in May and the induction plenary in October. The likely explanation was complex and, until tested by the inquiry described later in this text, theoretical. Marketing had begun early, and had been efficient in its use of briefing seminars. There was, and is, a demand for a doctoral programme which offers practitioners an opportunity to continue their professional work and to shape this towards an academic award. The prospect of a more contactful and supported doctoral programme, which challenged the lonely pursuit of excellence typical of a classical PhD experience, was attractive to many of the participants. A more pragmatic explanation was that there was a hunger for academic recognition and certification, which this doctorate programme seemed likely to feed. Finally, the Metanoia graduates might be described as a "captive audience" for the programme, which was, for these individuals, to be comfortably housed within their

familiar alma mater. In fact, only eight of the nineteen candidates in the first cohort had experienced a training at Metanoia and, of these, only two candidates had achieved their main qualification through this institute. Certainly, there was a distinct desire for a doctoral title to enhance career prospects. This aspiration was probably most clearly demonstrated when, during an early presentation of the proposed doctoral programme, at a Christmas 1997 away day, Metanoia trainers voted vociferously against a “DProf” title and in favour of any title which included the letters Psy, Ph or Psych. The importance and the durability of this desire for external academic recognition and respect, the “traditional rewards of status, security and affluence” (Schon 1987:11), as a major motive for engagement in the Metanoia DPsych programme is, again, a suitable question to be explored through the inquiry described later in this text.

Generally, this high initial intake to the doctorate programme was received by those involved in the programme and by the management committee of Metanoia, in particular, as a triumph. Kate, who, as administrator, had been responsible for the marketing, for arranging briefing seminars and for generally smoothing the paperwork-fraught path through registration and fee paying, seemed proud and pleased with the outcome. Middlesex colleagues were astonished but gratified. The candidates seemed pleased, at first anyway, with their strength in numbers. Only the author felt, from the outset, apprehensive at the weight of administration involved and the likely demand for constant attention to wide range of individual needs.

Personal commentary II: facing the reality of my role

“Yet dragons have their own wisdom; and they are an older race than man. Few men can guess what a dragon knows and how he knows it, and those few are Dragonlords.” (Le Guin 1971:105)

By the time this stage had been reached in early October 1999, I had experienced many times the feelings of ambivalence described earlier. Without too much discussion, or depth of thought, I had, in February 1998, enrolled for the MProf/DProf doctoral programme at Middlesex. This was encouraged by Derek Portwood, the programme leader, and by the Metanoia Chair of the Management Committee. It seemed an obvious option, both to solve the

problem of my leading a doctoral programme without myself having a doctorate, and to validate the feasibility of this type of professional work-based doctorate through my own experience of progressing through the DProf programme. I would stay several “lessons ahead” and be able to use this first hand knowledge to steer the Metanoia candidates through their own doctorate programme.

I attended the plenaries arranged and applied for prior accreditation on account of my level 4 research as certified by my Roehampton Msc. I wrote my own Review of Previous Learning and submitted it, first in draft form to my Academic Advisor and then for assessment. I was successful in both of these endeavours, and moved on to applying for APWBL at Level 5, on account of my book (1996a) and the projects, publications, papers and workshops that surrounded this work. Again I was successful and achieved the maximum amount of Level 5 doctoral credits allowed on the DProf programme. Finally, I prepared my own Learning Agreement and this was presented in November 1998 and formally accepted. I had progressed through Part 1 of the Middlesex DProf doctoral programme and now had to complete the process through launching the Metanoia doctoral programme, which I had designed in collaboration with Middlesex, Metanoia and my colleagues. I had enjoyed the process of Part 1 but felt some doubts about my own motivation. Did I really need or want a doctorate? Was there not a circularity in my carrying out a doctoral project on the doctorate I had designed and was now leading? Was I doing this for me, or mainly for others - an old pattern in my own psychological history? All this had been done “off my elbow” during the time that the validation with all its preceding dramas, the marketing and the recruitment for the Metanoia DPsych programme proceeded apace. I had been writing briefing material, validation documentation and the course handbook alongside my own DProf submissions.

Now the programme was launched and I was committed to the dual role of being DProf candidate and DPsych programme leader, both steering the delicate new craft and swimming ahead of it. I felt daunted and apprehensive and alone. My senior Metanoia colleagues on the academic and management committees were full of praise but also ready to withdraw, leaving me in charge. The vital administrative support provided by Kate Fromant was likely to be threatened by her impending promotion to being the Manager of the Metanoia Institute.

I swung between feeling trapped and feeling committed and engaged, between vision and foreboding.

The first cohort

This first cohort of nineteen candidates displayed a wide range of characteristics as they crowded into the sofas around the room at the induction session. They were all, in very different ways, used to taking responsibility and holding positions of authority. There were four men and fifteen women in the group. Some have considerable academic, and research, experience while others have majored in their practical professional work and put academic aspirations aside. There are two candidates who live far away from London, in Scotland and Ireland, and one candidate has come to this country from the West Indies in order to take part in the programme. All the candidates are articulate and assertive, able to state their needs clearly and to reflect upon their own experience of the programme, as well as upon their impression of the group as a whole, the programme team and the administrators. The majority of the candidates have experience as trainers and educators themselves that makes them both critical of and sympathetic to those delivering the programme. Of the nineteen candidates, fifteen had decided to sign up for the "Introduction to Research" module, even though almost all this group had previously gained accreditation for their research studies and for earlier research projects which they had carried out. They intended, instead, to apply for accreditation for the projects they had carried out at Masters level so as to gain exemption from carrying out a Pilot Evaluation Project in Part 1 of the DPpsych programme. There was a hunger to be updated in research methodology and, above all, to be inspired and uplifted by the forms of research and reflective evaluation which would serve their practice and their projects. This was a group of knowledgeable and experienced professional people who appeared confident and who sought to expand their learning and to be stretched.

At the Induction session, which lasted for a couple of hours in the morning before lunch, candidates met the programme team and were introduced to their "academic advisers". Probably this was their first direct encounter with the alternative language of this professional doctorate, some of which is encapsulated in the Glossary page of the programme handbook (see

Handbook in Appendix 3). The insistence of Derek Portwood, the Middlesex designer of the DProf programme, on the use of different terms to replace the more usual academic language has proved to be significant and symbolic. As the first year has progressed, there have been more transformations of the academic terminology as shown in Table 1.

Table 1

ACADEMIC TERM normally used	DPSYCH REPLACEMENT TERM	RATIONALE & EFFECT
STUDENT	CANDIDATE	A colleague aspiring to qualification rather than a pupil to be taught
PERSONAL TUTOR	ACADEMIC ADVISER	A professional colleague with expertise and information to offer about the academic procedures and processes
RESEARCH SUPERVISOR	ACADEMIC CONSULTANT	A senior practitioner, usually holding a doctoral qualification, with whom candidates consult about research methods in year 1, or about their projects in year 2 of the programme.
LECTURE or TRAINING WORKSHOP	PLENARY SEMINAR	A plenary meeting of candidates with a member or members of the programme team in order to facilitate understanding about and progress through the doctoral programme.
LECTURE or PRESENTATION	SPECIALIST SEMINAR	A one-off opportunity to engage in conversation based learning and to debate with an acknowledged expert in the field of psychotherapy research and development
DEADLINE	DELIVERY DATE	The candidates choose their own rate of progression and assessment dates, dependent upon their professional commitments and the order and nature of the programme.
APEL - accreditation of prior experience and learning	APWBL - accreditation of prior work-based learning	Focus on previous learning obtained in the work place and through practice
MODULE	(Proposed change) COMPONENT	Indicates and emphasizes the holistic nature of the programme

This language is open to further revision as the programme team and the candidates reflect upon the nature of the doctoral programme. As indicated in the last row of Table 1, a particular, and recurring, difficulty has been to combat the tendencies of a “module” based programme to engender a fragmented educational experience with “bits” of the programme to be “got through” and then left behind. The flow charts used in the initial briefing material and

in the first handbook have, with hindsight, proved to be misleading in that they encourage this box-like view of the programme. The DPpsych programme aspires to be truly holistic with each component part being experienced as integral to the candidates' journey towards their fulfilment of the doctoral projects and their achievement of a doctoral qualification. Part 1 of the doctoral programme may better fulfil this aspiration by being transformed, in formal academic terms, into one long thin module, rather than remaining a progression of short fat modules. Alternatively, the term "module" may be better discarded and replaced with a more suitable label such as "component".

Personal Commentary III: encountering the dragon

"There was no song or tale that could prepare the mind for this sight. Almost he stared into the dragon's eyes and was caught, for one cannot look into a dragon's eyes. He glanced away from the oily green gaze that watched him, and held up before him his staff, that now looked like a splinter, like a twig."

It was at the end of this first day, after the induction session and the first plenary seminar were over that I first fully experienced the foreboding and the dread engendered by the dragon of disappointment with its "stifling threat of meaningless educational procedures" and its "paralysing glare of habitual fear of failure" described in my introductory paragraph. I was dismayed to find that these confident and hopeful professional colleagues were somewhat resistant to the notion of a holistic process of progression for which they would take personal responsibility. Previous academic rules and deadlines were expected and even demanded. Anxiety about performance and conformity filled the room. The vision of a "community of scholarly practitioners" predicted in the Metanoia prospectus seemed to fade whenever assessment criteria or accreditation possibilities were discussed. Then, at the celebratory, though modest, sandwich lunch for the programme team, I found myself locked into a sharp disagreement with the other programme leader. We held different views about how research capabilities could be accredited, and whether candidates could apply for project accreditation only. This controversy was quickly resolved and has never caused any difficulty between this senior professorial colleague and myself since. However, I was left shaken and tearful. I had once again encountered my own personal dragon of fear of failure in front of a father

figure, powerfully present although rooted in a long ago past. It took a group of peers and some careful self-analysis to pin down the old monster, and to move on in my own emotional process. I wrote in my journal for that day about "my personal feelings of exhausted disappointment after the event." and of my "need to express these and work through". Even when these private distortions had been overcome, I was left pondering the task of working against the rigidity of academic procedures and the resistance to change not only of academia but also of the candidates themselves.

The first component of Part One: The Review of Previous Learning

The first plenary of this obligatory part of the DPsych programme was timetabled for the afternoon of the day on which the morning induction session took place. It was facilitated by Maja O'Brien from Metanoia and Kathy Doncaster from Middlesex. The morning had included input about options for accreditation of previous work based learning, particularly with regard to the early research modules that were, to an extent, optional. The afternoon was a more relaxed event, with candidates given an opportunity to explore what they wanted to achieve from the programme, in plenary, before being focused upon an exploration of the relevance of their past experience, personal and professional, to these aspirations. Small groups were formed, with the encouragement to retain these as peer groups sharing a common interest area. Some relationships were, indeed, formed at this time, and sub-groups emerged gradually, not necessarily through the agency of a shared project topic, but from a shared attitude, geographical area or previous training experiences. It was the beginning of two main features of this particular doctorate: a deliberate encouragement of collegial collaboration and an invitation to reflection upon experience, whether past, current or predicted.

This dual emphasis was the keynote of both the Review of Previous Learning half-day plenary seminars. Candidates used these plenaries to begin to form themselves into a cohort, and the second seminar already seemed to establish, for most of the group, a sense of belonging and of a shared journey. However, after this first day, there were always absentees from programmed plenaries during this first year, whatever the purpose of the gathering together. Although clearly the desire for a collegial and collaborative experience had influenced candidates in their choice of this particular doctoral programme, the pressures on these senior

professional people of their other commitments, as well as the usual accidents of ill health and travelling mishaps, ensured that there was never another full house during this first year of the doctoral programme. These Review plenaries were supplemented by the two tutorials offered to candidates by their Academic Advisors. They were invited to take up tutorials as and when they needed them, preferably having drafted their own written Reviews, so that they could be sure of these having been read by a member of the programme team before submission for assessment. A third feature of the programme is the encouragement to candidates to move away from assessment anxiety and for the programme team to let go of a pass/fail mentality. The ideal is to promote the notion that component parts of the programme are, in effect, presented to the assessors for comment, and to confirm that progression through the programme is taking place as planned. However, the reality of academic procedures is likely to conflict with this ideal, and to engender the usual tensions associated with all forms of assessment. It may even be that a higher level of anxiety is likely to prevail where those being assessed are senior members of their own profession and are themselves used to being in the assessor role.

This first process, of conducting a Review of Previous Learning, is placed foremost in Part 1 of the DPsych programme in order that candidates can stop in their busy professional journey and contemplate where they are professionally, how they got there, what capabilities they already have, and how these are likely to contribute to the doctoral projects they have in view (see description of Review of Previous Learning in Handbook, Appendix 3). Here, for the first time but also throughout Part 1 of the programme, candidates were introduced to the “level 5 descriptors”, a list of three areas of personal proficiency which are to be demonstrated, and used as criteria against which their final doctoral projects will be judged (see pages 6-7, first DPsych Handbook). These descriptors differ from those listed in the Middlesex DProf handbook, and were revised in order to reflect the particular specialization pathway that the DPsych represents. The descriptors are grouped under three headings: Professional Context, Professional Knowledge and Professional Practice and there is, in the DPsych descriptors, a distinctive emphasis upon the excellence of practice, commitment to personal and professional development and attention to ethical issues.

Candidates in this first cohort took full advantage of the range of delivery dates available to them and spread out their delivery of completed Reviews. By the second

assessment board in May 1999, there were fifteen successfully completed reviews. Almost all candidates reported this part of the programme as a rewarding exercise and the programme team given the task of receiving and assessing the reviews found the task enjoyable and revealing. More problematic was the perception held by candidates regarding the personal and confidential nature of these documents. An invitation to candidates to formally agree that their Reviews could be seen by future candidates was received with a variety of responses, mainly negative, although a few people, usually those who had been less revealing in their texts, were willing to sign a document to this effect. Also problematic, with regard to the spirit of collegial collaboration promoted by this new doctoral programme, was the notion of assessment itself. Since the main purpose of the Review is as a resource document for the candidate in their journey through the doctoral programme, candidates were encouraged to revise their Reviews with the help of their Academic Advisers rather than to submit texts that needed to be re-written. Academic Advisers were not to be the formal assessors of their own advisee's Reviews. The concept of pass or fail was intended to be superseded by collaboration between the programme team and candidates. As already discussed above, this ideal attitude was, for some candidates, undermined by the reality of the academic procedures themselves.

Personal Commentary IV: avoiding the dragon's breath

"Yellow smoke curled above the dragon's long head, from the nostrils that were two round pits of fire." (Le Guin 1971:104)

My own delight in these Reviews was enormous. I learnt so much about these experienced and professional practitioners and their learning journeys. The texts were written with passion and probity, although they varied in the depth of personal analysis engaged. These were, after all, psychotherapists and counsellors, used to reflecting upon the effects of the past upon the present. Now they were being asked to link this clearly to their present capabilities and their future professional ambitions. Nearly all candidates seemed to need help to focus upon this aspect of the review. I believe this was a liberating process, freeing practitioners from the problem focused "rear view" world (Bushe 1995) so often encouraged in a psychotherapeutic exploration of the past. However, I was also aware of the ever present threat of candidates being overcome by their dread of being judged and found wanting. My

tendency with my own advisees was to over-empathise by playing the role of a scrupulous and hard working editor of draft texts sent to me for comment. Here was evidence of my tendency to rescue rather than provide an alliance in this battle against archaic educational terrors.

The Research Components of Part 1

The seven Introduction to Psychotherapy Research seminars, as described in the handbook, at briefing seminars and at interview, had proved an attractive option to the majority of the candidates, including those who had an option of applied for accreditation of this component. They were to be delivered by a senior psychotherapy practitioner, well known for his interest in reforming research into psychotherapy, and for his published writing on this subject. The seminar description in the handbook (see Appendix 4) had been written by him and had been praised by a member of the validation panel as the liveliest section of the course description. Expectations of an inspiring and informative experience were high amongst candidates and the programme team. There had been some quiet doubts expressed by colleagues outside the development of the programme but these had been overcome in the apparent enthusiasm of all concerned, including the senior practitioner himself. He was to take the role of Academic Consultant, rather than Advisor, and to steer candidates without previous research project experience, through the second research component of Part 1: the Pilot Evaluation Project. He was also to be available as an Academic Consultant for candidates as they embarked upon their own doctoral projects.

These expectations were to be confounded. From the very first afternoon, it was clear that many of the candidates were disappointed both with the content and, above all, the process of the seminar. The Academic Consultant was experienced as remote, passive in delivery and withholding of his considerable knowledge and experience. In addition, there were sharp feelings of disappointment about his stated plans for a pass/fail assessment, and for the seminars to take the form of presentations by candidates rather than focusing upon his own input of knowledge. His style of facilitation was perceived by many, but not all, candidates attending as somewhat distant, patronizing and old fashioned. A few candidates approached the author with their complaints, and she decided to solicit some more feedback, before offering feedback to her colleague. A to-and-fro e-mail conversation between the author and

the presenter of the research modules took place, and was followed by a meeting. The next seminar was not attended by the author, in her self-delegated role of 'participant observer', because of illness. No negative feedback came from the candidates and the seminar presenter himself was convinced that all had gone well. It was December and the Christmas holiday took precedence. However, the January seminar was experienced by all candidates attending, and by the author herself, as a painful and enhanced repetition of the first seminar. Three candidates had, by this time, announced their intention of withdrawing from this part of the doctoral programme and applying instead for accreditation of their previous research studies. Others threatened to leave. Some had offered direct negative feedback to the seminar presenter either during the seminars or by e-mail. All the remaining participants were asked for written feedback and reported varying levels of disappointment and discomfort. No candidate spoke positively of his or her experience of this part of the programme. The author decided that urgent action was needed and, with the support of the Metanoia academic and management committees, offered the seminar presenter a choice between withdrawing completely or remaining as academic consultant but handing over the main responsibility for presenting the remaining four seminars to another senior practitioner with a research qualification. He refused all alternatives, and wished to continue in the same mode. This was a critical incident. It was resolved painfully but successfully by the withdrawal, with full financial compensation, of the seminar presenter. He was asked to stay on as academic consultant to the programme but declined. It was emphasized that his knowledge, professional seniority and ability had never been questioned, only his skills as a facilitator and presenter.

This bald account of a painful and damaging episode does not do justice to the experience of all involved. The repercussions were widespread and long lasting, and will be further revealed through the Inquiry process described later in this document. The "dragon of disappointment" seemed, for a time, to have won the day. However, the vision was recovered and revived by the arrival of the new presenter. Sensitive, open and inspiring facilitation and presentations took place. The angry dismay that permeated the group of participants gave way to a renewed excitement and delight in the potentialities of a research based doctoral adventure. The remaining twelve participants in the research seminars had already managed to find some benefit from their previous experience, mainly through the presentations given by their peers. This process of inspired collaboration now took off, led and encouraged by the new seminar

presenter. By the sixth seminar, almost all participants were able to pronounce themselves satisfied with this part of the programme, although regret and frustration about the early seminars was never quite to fade away. Five participants prepared their Pilot Evaluation Projects with varying degrees of excitement and involvement, confident in the support of their new Academic Consultant. The other participants were able to weave their new learning about research into their applications for accreditation of both previous and recent research studies and of their previous research projects.

The Pilot Evaluation project proposals are presented on the final day of the eight research seminars, and a whole day is reserved for this event. It is intended for peer evaluation and for feedback and assessment by the seminar presenter. These Pilot Evaluation Projects are assessed, as are all components of Part 1 of the doctorate, by a Middlesex as well as a Metanoia assessor, and this second assessor was invited to join in this day of presentations. The author attended, as she had done all but one of these research seminars, in her role as participant observer. Those candidates who were applying for accreditation of their previous research projects were encouraged and expected to take part in this presentation day. They also were required to demonstrate, to the seminar presenter, the portfolios they had compiled through attendance at the previous seven research seminars. The presence of a previously unknown member of the Middlesex MProf/DProf team contributed some initial tension to this event, although this also seemed to increase the significance of the experience for all concerned. There was a variety of expertise and emphasis in the project proposals presented, but each presentation received creative and appreciative feedback. The research seminars ended on a reasonably positive note as, once again, appreciation for the transformation effected by the second seminar presenter was expressed. The candidates carrying out Pilot Evaluation projects have available to them four tutorials with the presenter of the research seminars deputed to assist them in this endeavour.

Personal Commentary V: in conflict with the dragon

“Now after a little time there came three against him from the island. One of those was much greater, and fire spewed curling from its jaws.” (Le Guin 1971:102)

This experience was probably one of the most difficult professional situations that I had ever encountered. I was torn between a loyalty to my team colleague, a respect for his seniority and my role and responsibility as programme leader. After the first seminar, I regretted not preparing him more thoroughly for the task, but realized that I had felt over respectful of his previous experience, and had trusted his warm enthusiasm for the vision of the doctoral programme as discussed when he was engaged and during the validation event. With hindsight, I was perhaps too respectful and cautious in my original feed back after the first seminar, and too trustful of the change that he himself believed to have taken place. I allowed time to pass without fully checking on the situation over the Christmas period and was then obliged to take more direct and extreme action to resolve the situation. I found the lack of communication between the personalities involved hard to bear, and felt a personal failure in not being able to facilitate change in this situation without having to hurt and offend a senior colleague. The claws of the dragon seemed to have taken hold of the doctorate dream and failure loomed. My action in replacing the seminar presenter appeared to be bold and decisive but cost me many sleepless nights. I doubted my own resilience and grieved for the damage likely to accrue to a colleague's self respect and dignity. Finding a deliverer in person of another colleague was a great relief, and this was enhanced by her ability to heal the situation over the next few months. I personally experienced this as a real and sharp battle against a distancing and archaic approach to learning delivery that had arisen from a most unexpected quarter. I felt I had been naive in my expectations and was left bruised by the skirmish although relieved to have retrieved the situation.

I continued to attend the research seminars and enjoyed seeing Vanja Orleans turning the experience around, and facilitating some extraordinarily lively and creative discussion. It was clear that some of the candidates brought a depth of reflection and experience to their contemplation of research methodologies. I experienced this as a healing process, for myself

as well as the remaining candidates. I felt sad that three people had opted out and that they had missed out on a collaborative experience as well as increasing their learning.

However, this peaceful period was to be disrupted yet again. This time the difficulty was a lack of co-operation and communication with the administrative arm of the Middlesex agency, The National Centre for Work Based Learning Partnership, who shared responsibility with Metanoia for the delivery of the MProf/DPsych programme. I found myself continuously chasing the director of the agency with regard to a second assessor for the Pilot Evaluation Projects. I felt humiliated by the lack of response I received, and by the attitude of the Middlesex administration staff who seemed to me to be treating me as an enemy and an outsider instead of as a colleague. Once again, I found myself cursing the administrative role in which I was cast, and noticing my vulnerability to disappointment and despair: more claws for the dragon.

Accreditation applications - at two levels

A marked feature of this new doctoral programme, and of its umbrella programme, the Middlesex DProf, is the encouragement given at interview to prospective candidates to gain credits for previous work and to thereby gain exemption from certain components of the programme. There are two levels at which credits can be gained: Level 4 which applies to work carried out and accredited as part of a Masters course, or which is clearly equivalent to that standard; and Level 5 which is for doctoral level projects which have been effective and made public but which have never received academic credits. As already described, the majority of this first cohort of DPsych candidates were considered at interview to be eligible for Level 4 accreditation for their previous research studies and associated research projects. Only four of these candidates chose to apply for full accreditation at Level 4 and not to register for the Introduction to Research course. They were later joined by the three candidates who had decided, mainly for reasons of disappointment, to withdraw prematurely from the research seminars. Successful applications were not straightforward accounts of previous research-based academic qualifications. Candidates were asked, as with the Reviews, to link their previous research experiences to their doctoral ambitions and to account for the capabilities acquired through these processes. Again, this proved, for some applicants, to be a complex

process, needing more consultation with their Academic Advisors than predicted. Once more, there was a struggle between the pleasure of revisiting previous achievements and seeing them as resources to be used, as opposed to the discomfort of having to satisfy two assessors of the merit of the claim being made. The Level 5 claims for accreditation of prior work based learning (APWBL) were more straightforward in many ways. Once candidates had grasped that they needed to argue for the effect of these practical projects upon their professional field and to include the manner in which their work was communicated or made public, the task became more pleasurable. People linked in again with the driving passions and themes of their professional lives, and were able to evaluate their previous work in the light of the capabilities needed for their present doctoral objectives.

However, for some candidates, this application process can become a complex and troublesome process. APWBL assessors demand of applications a convincing argument regarding the doctoral level capabilities achieved through these earlier accomplishments, and their relevance to the doctoral projects envisaged by the candidates concerned. Candidates can be asked to provide addendums or to resubmit their applications. This can produce understandable feelings of dismay and disappointment in the individuals concerned and can result in complaints being made informally and formally to the author, and to the accreditation panel. The tension increases between collegial relationship and the inevitable hierarchy imposed by any assessment process. The programme team are sympathetic to the issues presented and to the reaction demonstrated. They strive to resolve the situation by remaining firm in their support of the assessors' opinions and yet endeavouring to support these candidates in their progress through the programme. Academic Advisors are responsible for conveying the views of the assessors and facilitating the extra work entailed. The situation becomes complex where Advisors and candidates have other professional or personal relationships. The issue of personal and professional development for all concerned becomes acute.

Personal Commentary VI - enduring scars inflicted through the claws of the dragon

“He could feel the ancient malice and experience of men in the dragon’s gaze that rested on him, he could see the steel talons each as long as a man’s forearm, and the stone-hard hide, and the withering fire that lurked in the dragon’s throat.” (Le Guin 1971:107)

I had already anticipated that candidates receiving negative assessments would feel a particular sense of grievance and that complaints would be made personally to myself and then possibly officially to the Assessment Board and Accreditation Panel. I began to realise that it might be difficult, in my role as programme leader, to maintain close social relationships with candidates. During the passage of these assessment-related events, I experienced feelings of enormous isolation, particularly when attending plenary sessions such as Specialist Seminars and Research Seminars. I realised that this situation was demanding of me some of the capabilities required by “Operational context” Level 5 descriptors (Doncaster and Thorne (1997a:8), especially those required for working “with a high level of responsibility for self and others” and in increasing my “awareness of ethical dilemmas”. Above all, it was becoming clear that, for this level of doctoral project, it was vital to possess political acumen, together with its inevitable companion: a high level of impermeability to feelings of personal sensitivity or, at the very least, the ability to manage and conceal these feelings. I realised how much I was considered accountable for the welfare of the candidates, and was inevitably more informed about some of the academic procedures than the other Academic Advisors. I felt over-burdened with responsibility and had to struggle with a general sense of failure and a wish to withdraw from my role and from the programme. I worked through this personal crisis by drawing out what lessons there were on a personal and professional level, and deciding to set clearer boundaries, to accept the inevitable relationship losses pertaining to my role, and to move towards clearer systems and more delegation in the coming academic year. Even with these cognitive and practical remedies in place, I felt emotionally wounded and I wondered, yet again, if these lessons in life were really increasing my personal development or were leading to a sense of professional burn out. Again, I mused upon the possibility that I was experiencing consciously, and in advance, the “unmanageable” “states of feeling” (Casement 1985:82) of other participants in the programme. If that were the case, then I would need to

trust in the established psychotherapeutic process whereby my acknowledging and consciously enduring these emotions would allow them to be expressed and worked through by others, as well as by myself.

The final component of Part 1: Programme Planning and the Learning Agreement

During the second semester of the academic year, Lucy Thorne and the author facilitated two half-day seminars on "Programme Planning". These are designed to assist and encourage candidates in the preparation of their Learning Agreements, which take the place of the Research Proposals of a more conventional doctoral programme. Although many of the candidates had not, at this half way stage of the first year, progressed to the point where they could focus upon the preparation of their Learning Agreements, these seminars provided a view of the Learning Agreement as the culmination of Part 1 of the programme. It is through the presentation of this document, in writing and in viva, that crucial decisions about a candidate's doctoral ambitions and intentions are made. Although candidates attending these seminars expressed themselves at first as feeling completely daunted by the prospect of a Learning Agreement, they seemed quickly to grasp the essential elements of this part of the doctoral programme, and to enjoy being focused upon their planned projects. The notion of collaboration with others in their work place and of defining the audiences for their particular projects led to a clearer view of their own potential progression through the doctoral programme as a whole. Candidates were encouraged to consider who might be the "signatories" to their Learning Agreements and this was linked with an exploration, in small groups, of the likely impact of their doctoral work upon the professional field of psychotherapy. It seemed as if for many candidates, perhaps rather bogged down by their struggle to combine their busy professional careers with the demand of the doctoral programme, this prospect allowed a return of the vision that had inspired their enrolment on the programme.

These Programme Planning plenaries are supplemented by four tutorials made available to candidates by their Academic Advisors. Again, the principle of autonomy and of ownership by candidates of their own progression through the programme was emphasized and individuals were left to make their own decisions about delivery dates and about the number of

tutorials they would use. In practice, this led to a sharp division between candidates who wished to progress speedily and those who seemed to have decided upon a very much more leisurely progression. As will be seen from the inquiry process described later in this text, some candidates may have preferred to be pursued more closely by their Advisors in this regard. There seemed to be a conflict between the exercise of an independence appropriate to such a senior group of candidates and adherence to earlier academic strictures and deadlines. Two delivery dates for Learning Agreements, linked with Programme Approval days for viva presentations of the Learning Agreements, are scheduled for May and September of each academic year of the doctorate. All preceding components of Year 1 need to be completed by the candidate before taking part in these events. In this first year of the new doctoral programme, no Learning Agreements were ready by May, so this Part 1 stage of the programme seemed likely to be completed, by some candidates in this first cohort, at the beginning of second academic year.

Personal Commentary VII - Flying with the dragon

“For these were thinking creatures, with speech and ancient wisdom: in the patterns of their flight there was a fierce, willed concord.” (Le Guin 1974:161)

My own involvement in the MProf/DPsych programme as a primary seminar presenter was delayed until these two Programme Planning half-day seminars. The preparation and presentation of these seminars was accomplished with reasonable ease and enjoyment. Lucy Thorne had been involved closely with the development and delivery of the Middlesex MProf/DProf programme, and had been part of the collaboration between the Middlesex and Metanoia design teams that had produced our own programme. Her enthusiasm and creative observations were apparent and we worked well together. Unfortunately, she was absent through illness for the second half-day seminar, but this also went well and Derek Portwood, who had offered a preliminary advisory session regarding Level 5 APWBL applications, assisted me. My personal experience is that I have only occasionally enjoyed contact with this

first cohort of candidates in plenary, and I am interested that this has been the case when I have worked alongside Middlesex rather than Metanoia colleagues. Maybe this is because I share a vision of a professional doctorate with my Middlesex colleagues, and am still struggling to convey this to the Metanoia members of the programme team. Once again, I am learning a hard lesson about collegial relationships, and that past friendships and alliances are likely to prove difficult to handle in this endeavour. I have been blessed with the continuous support of Michael Carroll, who is consultant to the programme, and who took part in the original design. Michael, Lucy and Derek all have PhD qualifications. It seems as if I can only harness the old wise dragon of academia, using its wings for flight, when accompanied by those who have already mastered the ancient beast.

Specialist Seminars

The first three Specialist Seminars took place, in May, July and September, towards the end of this first academic year. These Specialist Seminars are a distinctive component of the DPpsych programme. They are credit bearing at doctoral level, and candidates are obliged to attend eight Specialist Seminar days as they progress through the programme. The Middlesex DProf programme does not include this component as compulsory, although similar optional seminars have now been introduced for candidates embarked upon their doctoral projects. They are intended to provide candidates with an opportunity for continuing collaborative learning, dialogue with experts in the field and a sense of community. Candidates are encouraged to nominate the areas of interest and the presenters that they would prefer. The seminars are open to attendance by other senior professional practitioners, provided they are prepared to engage in the seminar in the same way as the doctoral candidates. These days are planned as an opportunity for participants to engage in discussion and debate with the “specialist” concerned. Participants are expected to make themselves familiar with material published or produced by the specialist presenter and, to make this possible, specific texts are provided in advance. Presenters, all distinguished experts in the field of psychotherapy practice and research, are told that the doctoral candidates attending are seeking to explore the interface between research, evaluation and psychotherapy practice and to find out how to make their projects personal, meaningful and useful to the profession. Doctoral candidates use their

preparation, their notes of the seminar experience and their later reflections to build up a portfolio, which is intended to provide material for their final doctoral project.

All these first three seminars were well attended by doctoral candidates. Only one senior practitioner outside the doctoral programme attended a Seminar, although a few candidates, enrolled to join the programme in October of that year, attended the September Seminar. The Seminars were all very different in presentation and in general atmosphere. This might have been a factor of the different content area of each seminar, with subjects ranging from psychological trauma to the evaluation of psychotherapy service delivery. Above all, the character of the presentation was dependent upon the style of the presenter. Naturally, this led to a range of responses from those attending the Specialist Seminars, varying from delight to disappointment.

Personal Commentary VIII – appeasing the dragon.

“Thereupon Ged went down on one knee before the great creature, as a liegeman kneels before a king, and thanked him in his own tongue. The breath of the dragon, so close, was hot on his bowed head.” (Le Guin 1974:178)

My personal experiences of these seminars were very mixed. I was excited by the prospect of each seminar, and apprehensive about the reception they would receive from the candidates. I was concerned that the presenters would all be skilled in facilitation and yet provide a high level of academic excellence not often evident in psychotherapy workshops and presentations. I found myself, at times, critical of the papers provided by Specialist Seminar presenters in advance of their presentation. Some of these seemed too dry and others too speculative, lacking the objectivity aspired to by academic researchers. I realized I was finding it difficult to trust these distinguished individuals to inspire as well as inform these senior psychotherapy practitioners, and to help them shape their practice creatively within academic structures. I attended all three Specialist Seminars, as host and as witness. I found myself tense, for different reasons, at the beginning of each presentation and then I would become impressed and enchanted, longing to be able to participate fully. I felt some diffidence

in the presence of the distinguished presenters, and I was very aware of my special role as programme leader, which precluded my full participation in the debate. On each occasion, there were people present who were in dispute with the assessment processes, which added to my feelings of apprehension, particularly when I was confronted with these issues during the breaks. I felt that I had to some extent extracted a concession from old dragon of academe in gaining agreement that these Seminars should bear Level 5 credits. Could I trust my instinct that learning at this level could be collaborative, dialogic and highly enjoyable?

Assessment Boards and Programme Approval Panels

The last assessment board of this first academic year took place at the end of July. It was at this board that the difficulties of some candidates in respect of their experience of assessment were aired and discussed in detail. Most submissions were accepted and praised by assessors. However, the focus of the programme team was upon the negative response of some candidates to issues of assessment. Careful and scrupulous discussion took place about the principles and the ideals of assessment at this level and within this new type of doctoral programme. Standards were debated and clarified. The programme team struggled to achieve a way through which would support and, where necessary, to creatively confront the aspirations of candidates. A senior member of the university, whose role is to monitor the academic proceedings of the DPsych programme, and who had given generously of his time during this first year, provided some objective guidance. Finally, decisions were made and assessment reports completed.

A further cause for concern and discussion was the increasing perception, on the part of the Metanoia doctoral programme administrator and the narrator, of an apparent lack of co-operation and communication, at an administrative and organizational level, between Metanoia and Middlesex University. Letters and reports were sent on a regular basis, but no response was received. Information about changes in structure to the Middlesex DProf team was received only by chance. Unlike the DProf candidates, the Metanoia doctoral candidates did not receive any formal credit statements at the end of each semester. Most alarming of all, there appeared to be no mention of the DPsych programme in the Middlesex prospectus for the

coming academic year. Plans were made for the narrator, as joint programme leader, to draft a formal letter of complaint to the professor now in charge of the Middlesex DProf programme.

Later in the day, the programme team took part in a second collaborative inquiry group, with the specific task of examining the analysis of the inquiry so far. The discussion remained focused upon the concern of the team for the disappointments and the vulnerabilities that appeared to be arising out of the assessment processes of the doctoral programme. The debate ranged from the problem of applying academic procedures to professional practice and then on to the particular difficulty of senior professional figures submitting themselves voluntarily to the assessment of their achievements in the field of practice within which they were already considered to be expert and proficient. The team mused upon the possibility that this sensitive situation might be made more acute by the peer relationship between assessors and assessed. Of its nature, the doctorate in psychotherapy by professional studies was being both delivered and used by senior psychotherapists. For some individuals, familiarity might lead to a lack of respect for the scrutiny being offered and, for others, there might be a sense of exposure to a senior colleague. The research inquiry being carried out by the narrator offered a vehicle to reflect upon the experience of programme participants in depth, but could not solve these dilemmas.

The final assessment process of the year was to take place during the final week of September when the first Learning Agreements of this new doctoral programme would be presented to the Programme Approval Panel. During the summer break, particularly precious to psychotherapists as a time of rest and retreat from a demanding practice, it was not clear how many of the candidates would be completing their Learning Agreements. At least six candidates had progressed to this final stage of Part 1 of the programme, and preparations were made for a very full day. In the event, three candidates delivered their Learning Agreements at the beginning of September and presented their plans and ambitions for their proposed doctoral projects on the allotted day. The Programme Approval Panel was joined by Academic Consultants and by the whole programme team for these presentations. All candidates were invited to attend and to take part in the discussions following presentations. On this occasion, only the three candidates presenting Learning Agreements took part in the process, and attended each other's presentations.

This was an inspiring and rewarding day for all concerned. The written Learning Agreements had already indicated that acceptance of the programme plans of the three candidates was appropriate. The presentations enhanced this impression, and the Programme Approval Panel was delighted to confirm these judgements at the end of the day. Constructive suggestions were made to candidates, both in the room and in the reports sent out to candidates. Academic Consultants were allocated at this stage and the panel was able to meet the wishes of all three candidates in this regard, although in some cases, an extra Academic Consultant was appointed so as to give the candidate scope in their consultations. By this stage, six Academic Consultants had been recruited to the programme team and all candidates had received details of their professional experience and their particular interest areas. The amount of consultative time available to candidates, as of right, depends upon the number of credit points allocated to the doctoral project being undertaken. This can range from four hours for the smallest project to eleven hours for the largest project.

This event brings to a close this account of the first year of this novel doctoral programme. It took place just as a new cohort of doctoral candidates was registering for the coming year. Approximately twelve people were likely to enrol for the programme, which would confirm our optimistic expectations about the second intake. Further chapters will describe the territory in which this adventure has taken place and the inquiry that has been carried out by the narrator in order to explore and evaluate the programme. Finally, attempts will be made to draw out the learning from this experiment in “creating a community of scholarly practitioners in order to serve a community of professional practice” and to understand in depth the “challenge of the first year”.

Personal Commentary IX – coming to terms with the Dragon

“The dragon said no word, but it seemed to smile. Then, lowering its huge head and sticking out its neck, it looked down at Ged, and spoke his name.”

(Le Guin 1974:209)

This was a difficult summer for me. I was left reeling from the negativity engendered by the assessment issues described above. I had set aside the summer holiday period as time to write this text, to carry out the analysis of the collaborative inquiry groups and to move on to a questionnaire based feedback and survey exercise. Instead, I found myself with a daunting list of organizational and administrative tasks which included letters to Middlesex about our administrative link difficulties, re-writing documents, enrolling Academic Consultants and, most difficult of all, dealing with the pain, anger and fear of candidates regarding their progress through the programme. I found myself writing in my journal:

‘It seems an endless and thankless task. How can I make this meaningful, and how can I maintain some enthusiasm for my own research project? I feel right now (early August) that I do not want a doctorate myself, and do not want to be part of the Metanoia doctorate programme!!’ (Personal Journal kept during 1998-1999)

I was thoroughly dismayed by this experience of the powerful double grip of the dragon’s claws. On one side, there were the piercing criticisms coming from candidates disappointed in their reception by academia and, on the other side, the apparent cold indifference of the overarching academic institution, the university, towards this novel doctoral programme. I was gripped by old paranoid feelings, common within my profession, regarding the way all forms of psychological therapy are marginalized within the scholastic establishment (see The Territory section of this text for further discussion of this issue). While empathising painfully with the feelings of the candidates, who were my professional peers, I felt attacked and excluded at a personal level by their apparent perception of me as having joined the enemy. I was being sneered at and disowned by the maiden chained to the rock while I quailed under the indifferent and hostile gaze of the dragon guarding the castle. The adventure was crumbling into almost certain defeat.

All this exaggerated negativity gradually fell into perspective. I realised that I was, once again, experiencing, on behalf of others, the shadow side of this endeavour, full of fear and vulnerability. Of course, these were also my own personal emotions, but much enhanced by my sensitivity to the community in which I had a prominent and complex role. I managed to find some distance from all this during August and early September, through the solace of my home, my family and the ever present delights of the natural world. Prominent in this healing process was my experience of witnessing, without a shield of clouds, the total eclipse of the sun. Somehow, the symbolic death and renewal of light and warmth renewed my endemic optimism, without which I would never have embarked upon this endeavour. I fulfilled the administrative tasks as necessary and made headway with my own doctoral project. I realised that only a proportion of the candidates enrolled for the first year had expressed and experienced negative emotions about the doctoral programme. Others contacted me to ask for guidance and spontaneously expressed their appreciation for the programme and my own contribution. The first Learning Agreements were presented and seemed to me to be a validation of all the year's work. My delight with the outcome of the Programme Approval day was only clouded by the absence of candidates outside those immediately involved in the process. I mused briefly upon their apparent lack of motivation and interest, and then I decided to put aside these gloomy speculations. My energy was needed for interviewing more prospective candidates for the coming academic year, and I looked ahead, with resolution, to another year of dangerous dancing with the dragon.

THE TERRITORY

The Context and Related Literature

A Doctorate for Practitioners

“The philosophy at the heart of this doctorate is the belief in the importance of professional aspects of practice and what that means. Our belief is that engagement with clients, evaluation of practice and leadership in the training and provision of psychotherapy services provides an overview of what goes to make up “the excellent practitioner”.

This quotation from the 1999 Handbook (see Appendix 3) for the Metanoia DPsyCh programme sets out to distinguish this doctorate from others. The background to its inception was a perceived need to provide a high level of professional qualification to psychotherapy practitioners, which would call on their expertise as reflective practitioners, and would allow them to shape their work based contributions to the field towards appropriate academic recognition. There were already other doctorates in psychotherapy and other doctoral awards. What lay behind this need for a different sort of doctorate?

Psychotherapy has struggled, almost from its origin, with the issue of professionalisation. Pilgrim (1997) goes so far as to argue that it is still an “incipient” profession which “fails to denote a coherent professional group or discipline” and yet “can produce a strong subjective identity on the part of individual practitioners”. Psychotherapy and counselling are activities carried out within a wide range of contexts and mental health disciplines. This activity, defined by Pilgrim as “professional interventions which are conversations carried out with the intention of facilitating psychological change”, may be performed by a psychiatrist, a psychiatric nurse or a psychologist in a medical setting. Alternatively the psychotherapist may be a social worker in a residential setting, or a teacher in an educational setting, or even a counsellor in the privacy of his or her own sitting room. Most of these providers of psychotherapy will have made their careers, and often qualified, in pursuit of another occupation. They will have had a variety of trainings in psychological therapy, usually attached to a particular theoretical school, although a more eclectic or integrative training is sometimes available. In the UK alone, there are a variety of official

bodies which have set up, or are in the process of setting up, registers of psychotherapy and counselling practitioners, each with their own codes of practice. All seek to gain statutory recognition from the state so that their registered members can have a prior claim to carry out their particular therapeutic activities and can thus claim to be truly professional and worthy of public trust. Elsewhere the author has written, in ironic vein, of the “current psychotherapy rat-race” as a picturesque battlefield.

“The competition has hardened into camps. There is the United Kingdom Council for Psychotherapy, a colourful enclosure filled with a wide variety of structures, permanent pavilions and more recently erected tepees and wigwams. Nearby, but separate, is the much smaller walled compound of the British Council for Psychotherapy (BCP), sparsely but proudly occupied by traditional edifices. Overlapping and surrounding both enclosures is the rapidly spreading township of the British Association for Counselling (BAC), no longer anything like a shanty town, but more like a loosely unified but well organised modern suburb” (Elton Wilson 1996b).

These demarcations have created an uneasy situation in which psychotherapy can be seen as a deeply divided and hierarchically ordered collection of theoretical schools and models of practice all of which produce individual practitioners who subjectively experience themselves as professional providers of a service. This personal sense of professional status is normally supported by the individual having undergone a practical training which has been certificated and, increasingly, accredited by a university or college of higher education. However, in order to be safely ensconced in the world of professionalism, the graduate practitioner needs to also be a member of one of the over-arching professional bodies mentioned above. An interesting definition of a profession is that it is a “form of employment, esp. a socially respected one” (Longman 1990) and it is, perhaps, that social respect and validation that psychotherapy as a career is still in the process of achieving.

All this uncertainty and division has led to psychotherapists setting up accreditation procedures which are largely patterned on those offered by educational institutions. Paper proofs are required in the form of essays, records of client sessions, and attendance at training sessions and lectures. The difficulty of assessing the artistry, skill and effectiveness of the practitioner is sidestepped, or substituted for, by reports from supervisors and logs of hours spent in counselling or therapeutic activity. Post qualification, there is a demand for continuing professional education in the form of conferences attended and papers written. The

more senior and highly qualified the practitioner, the more there is a perceived demand on the individual to demonstrate their value through a high level academic qualification, preferably a PhD. However, the majority of experienced practitioners in the U.K. seem reluctant to register for this qualification, in spite of its highly esteemed reputation. The PhD is traditionally a research based and theoretically sound exploration of a particular phenomenon. A high level of intellectual accomplishment and distinction is sought rather than any evidence of excellence of practice. Egan, when interviewed by Sugarman (1995:280) powerfully argued that “the jury is out” on whether it is possible to have a “bona fide professional programme in an academic setting”.

“whenever you have an a professional programme in an academic setting, the academic culture overwhelms the professional culture. All the rules, regulations, norms, beliefs, values and so forth of the academic setting end up taking precedence. I can understand giving the doctoral degree to the theoretician/researcher...But I am not so sure any more that the doctoral degree should be the degree of preference for the practitioner”

Continuing professional development for senior practitioners

Senior psychotherapy practitioners have difficulty in combining professional practice with academic pursuits. PhD projects tend to be distanced from the work activity of the profession, and any published research resulting from these projects is likely to have very little impact upon the actual practice of psychotherapy and upon its training programmes. Psychotherapy practitioners are known to be uninterested in carrying out research in its traditional format. As recently as June 1998, Roth and Parry (1998) have commented that “relatively few practitioners are familiar with studies of efficacy or feel it is of little relevance to their work”. They go on to suggest that there is a “clear distinction” between the interests of the researcher and those of a clinician and, as a result, widely practised therapies are not subjected to any form of structured evaluation in the form of research. They point out the difference between evidence based research studies, normally utilising some form of randomised control trial (RCT), and the manner in which most psychological therapy is delivered and judged to be efficacious. They propose some ways that this gap might be bridged, mainly by broadening and refining research procedures and making them more relevant to the actual practice of psychotherapy. Psychotherapy as practised very often reveals a struggle between the practical and the theoretical, between what actually takes place and what is believed to be taking place. This tension is potentially the ground for research at its most meaningful, that is research which is reflective, experimental and evaluative (Critten 1996). In the author’s own experience of establishing and managing an extended counselling service, constant rigorous evaluation of the efficient performance of the service was made meaningful by regular reflective reviews of the purpose and significance of the operation itself.

Personal Commentary X - my previous encounters with the dragon of academe.

“When he was all afoot his scaled head, spike-crowned and triple-tongued, rose higher than the broken tower’s height, and his taloned forefeet rested on the rubble of the town below. His scales were grey-black, catching the daylight like broken stone. Lean as a hound he was and huge as a hill” (Le Guin 1971:103)

My own experience of the complex route to acceptance as a practitioner of psychological therapy has led to an uneasy personal ambivalence about the processes of training and accreditation. My initial training was undertaken as a mature student immediately after achieving a combined honours first degree in psychology and religious studies. I had some choice about which of the two subjects to pursue at a post-graduate level and chose what turned out to be the first Masters degree in counselling psychology which, not unlike the North American PsyD degrees, offered a training in practice alongside a demand for research proficiency evidenced by carrying out project relevant to the subject area. Achieving this qualification in a discipline new to this country and yet to be recognized as a legitimate branch of applied psychology by the British Psychological Society, led me into a continuing struggle for recognition as a practitioner of applied psychological therapy. Through the lack of regulation which still applies to the practice of counselling and psychotherapy, I could legitimately set up a private practice even before I gained my Msc degree. However, this position was in no way enhanced by this qualification and there were, at this stage, no positions on offer to counselling psychologists through the appointments section of the BPS itself. I could teach psychology undergraduates and post-graduates but, without a PhD degree, was unlikely to be considered eligible to be “chartered” as a psychologist, and even with a doctoral qualification, could not claim to be chartered in an applied form of psychology.

During the next few years, I embarked on a personal campaign to convince the BPS admissions committee of my eligibility and of the validity of my training and practice as a counselling psychologist. I could have pursued further accreditation through one of the many schools of psychotherapy offering training in their own particular orientation and theoretical belief system. I had, however, too much respect for the underlying openness to discovery and cautious scepticism which I had learnt from my basic training as a psychologist and could not sign

up to any one theoretical explanation or methodology. I could, and did, join the British Association of Counselling as an ordinary member and, in due course, achieved "recognition" from them as a supervisor of counsellors, but I did not feel, at that time, that it was appropriate for me to apply for BAC accreditation, a qualification that was, in my view, barely equivalent to my MSc degree. My applications to the BPS admissions committee was rejected three times but I persisted, while engaging within the Society in professional committee work, which was aimed towards the establishment of counselling psychology as an acknowledged applied branch of psychology leading to chartered membership of the profession.

This history of my somewhat tedious struggle for recognition as a professional provider of psychological therapy depicts, on an individual scale, the confused and anxious journey of psychotherapy and counselling to establish themselves as a profession. I learnt to play the game of accreditation pathways and achieved a certain status. I found myself taking on the role of an ardent proponent of counselling psychology as a distinctive discipline and put in a lot of unpaid work to support this new branch of applied psychology. I am left, however, with a strong sense of doubt about the validity or distinctiveness of any one accreditation route as evidence of effective psychotherapeutic practice. My continuing professional development interests have led me to increase my knowledge of a variety of approaches to psychotherapy practice (Elton Wilson 1998(a). I have privately reflected upon the art and craft of psychotherapy and how it could best serve the public. Pursuing this inquiry and critiquing my own practice, the counselling service I set up and managed, as well as the practice of my supervisees, has been a personal endeavour. There has been no demand for this activity from my profession or from my peers. Nor was there any obvious doctoral route which would have allowed me to structure this work-based activity without giving up my preferred work as a senior practitioner. The subtle induction was to relax into this role and to cease to question or expand the professional field in which I found myself, even though this comfortable position was consistently put into question by attitudes expressed in the media and by the critics of psychotherapy as a profession (Masson 1988; Pilgrim 1997). It is this personal experience that supports my present desire to provide a critical community of scholarly senior practitioners who just might help psychotherapy develop into a valid, transparent and universally recognised profession.

Indeed, the time is more than ripe for the establishment of a doctoral programme which addresses this need and which aims to put research attitudes firmly into the practice of all the psychological therapies. Psychotherapy practitioners need the products of research and development to be applicable and relevant to their practice. It is up to these practitioners, particularly those who are widely experienced and highly qualified, to develop and evaluate projects which can be useful to the profession. To do this, they will have to overcome their somewhat fearful hostility to this activity and be convinced that they are capable of carrying out projects which are research based. This avoidant attitude stems from a combination of causes. Conventional empirical research, using quantitative methodologies, is difficult for practitioners to use. The researcher is concerned to simplify and standardise their explorations in order to maintain strict internal validity. The practitioner is interested in what can help their clients and complains that the highly controlled conditions of a research trial are irrelevant to the complexities of real life practice. Such research reports are filled with statistical tables rather than the vivid anecdotal evidence of the illustrative case studies found in popular psychotherapy textbooks. The development of qualitative research methodologies, with their emphasis on context and meaning, has offered psychotherapy an alternative range of research activity. The drawback lies in the time-consuming nature of these forms of research and in the continuing disinclination of a busy practitioner to set time aside for activities like discourse analysis, action research and hermeneutics.

In 1990, Michael Barkham and the author argued that psychotherapists were, potentially, practitioner-scientists rather than scientist-practitioners (Elton Wilson & Barkham 1990). Egan (Sugarman 1995:279) describes as a non-existent "fiction" the notion of a "researcher practitioner" as promoted by the American Psychological Association. It may be closer to the truth to characterise psychotherapists as practitioners of a craft, needing science as a servant of their creativity rather than an end in itself. What is needed is a learning environment where research projects are seen as a practical and inspiring prospect for those carrying them out, and are eagerly received and used by colleagues, clients and organisational providers. Most qualified psychotherapists are naturally inclined towards continuous professional development, and constantly, through case supervision and peer group contact, evaluate their own practice, usually in an informal and unstructured way. Others question the needs of society and aim to develop agencies, training organisations and other initiatives as a result of their enquiry. With appropriate

shaping and structure, these professional activities could be transformed into forms of research which are reasonably rigorous and yet firmly linked into practice. In addition, most psychotherapists have been trained to reflect upon their own personal development, to search for increased levels of awareness and to aspire towards wisdom rather than knowledge alone. The doctoral programme described and evaluated in this text was designed to provide senior practitioners of psychotherapy with a structure within which they can communicate their creativity to the profession at large and which shapes their continuing professional and personal development towards an appropriate higher qualification.

Other psychotherapy based doctoral programmes

Over the last fifty years, other learning environments have developed programmes which are intended to answer the need for a research based doctoral qualification for psychotherapy practitioners which is more appropriate than the traditional PhD qualification. Most of these enterprises were initiated in the USA, and were the direct result of the tension, described above, between the training needs of practicing psychologists and the traditional educational pathways of academia. The earliest established psychoanalytic training institutions have, until recently, eschewed the procedures and practices of academic research for clearly argued theoretical reasons, and sought to validate their practice purely through clinical review. This has left the other approaches to psychotherapy practice, including behaviour therapy, cognitive therapy and the humanist reform movements to find their place within academic schools of medicine and psychology. Peterson (1992) has described the decades of conflict between academic psychology and applied psychology which underlies the establishment of the Doctorate in Psychology (PsyD) qualification for clinical psychologists. Even now, this taught programme, leading to a doctoral qualification, tends to be offered in university settings only where there is a reasonably autonomous academic unit with a clear professional mission to provide psychological therapy as a service. More frequently, the taught PsyD programme is housed in freestanding professional schools for practitioners. These schools are dependent, as is Metanoia, on student fees, are less well endowed financially and, consequently, have difficulty in providing learning resources in any manner equivalent to

those provided in a university setting. In addition, these freestanding professional schools have nearly always had to struggle against opposition, especially from academic psychologists within the American Psychology Association (APA), in their establishment of PsyD qualifications (see Kathi Murphy's (1997) paper in Appendix 1 for a full description of the development and significance of the PsyD qualification).

A parallel development, in the USA, has been the taught PhD programmes in Counselling Psychology university departments. Here a different solution to the practitioner-researcher divide has been attempted. It seems that an uneasy solution has been achieved by the inclusion of a taught doctoral qualification as a necessary precursor to being licensed as a practitioner of counselling psychology. It is probable that this requirement emerged from the considerable struggle of counselling psychology to become established as a distinct branch of psychology and to gain recognition from the APA. These counselling psychology PhD qualifications have encouraged a traditional approach to academic research, and promote a "scientist practitioner" approach to all counselling psychology graduates. In reality, the division between research-orientated and practice-orientated professionals is as marked in this relatively new psychological specialty as in clinical psychology and among psychotherapy professionals everywhere. This is manifested by the determined decision, made by the majority of counselling psychologists, against any form of post-qualification academic research and their strong preference for a practitioner career.

"Counseling psychology adopted the scientist-practitioner model of training over 40 years ago (American Psychological Association [APA] 1952). Nevertheless few counseling psychologists go onto publish research after obtaining their doctoral degree... Furthermore, most counseling psychology students are more interested in pursuing a career in practice than in science" (Kahn & Scott 1997)

Some considerable interest and energy has been spent on the exploration of this phenomenon by academic counselling psychologists in the States. Holland (1985a, 1985b) produced a six personality type scale partly in order to explain this vocational choice, which discovered that those rated with high "Social" interests were likely to choose a practitioner career and those with high ratings in "Investigative" interests were likely to choose a researcher career. As these two personality types are not adjacent in Holland's hexagonal model, it has

been suggested that the ideal of a counselling psychologist as a “scientist practitioner” scoring high in both modalities is likely to be indeed a “rare breed” (Hill 1997:79). This phenomenon has been attributed to the nature of the “research training environment” experienced by counselling psychology students in university settings, and theorists have endeavoured to suggest factors which might improve the situation (Kahn & Gelso 1997; Kahn & Scott 1997).

The development of these North American doctorate programmes in professional psychotherapy, as well as the difficulties they continue to encounter, has implications for the MProf/DPsych programme developed by Middlesex University and Metanoia. Even more relevant is the more recent inauguration of a few psychotherapy-orientated doctoral programmes in the U.K. The established programmes tend to be either highly academic PhD programmes which emphasize rigorous academic research, usually based on on-quantitative research models or taught programmes in counselling psychology, now recognized as a distinctive branch of applied psychology by the British Psychological Society. These counselling psychology doctoral programmes are somewhat similar to their counterparts in North America and aim to take psychology undergraduates through a rigorous training as counselling practitioners as well as demanding an equally exacting research focus. Specific doctoral programmes emphasizing the practice and delivery of ‘psychotherapy’ as a distinctive discipline are still to be developed in this country. Unlike the MProf/DPsych programme, none of these programmes are specifically “work based” or designed to encourage project development alongside research knowledge.

To summarise, this review of the territory within which this adventure in project development is taking place has revealed the uneasy status of psychotherapy as a profession. There is clearly a need to validate and establish psychotherapy as a profession which carries out productive activities which can be seen as meaningful and acceptable to the outside world. The issue of the efficacy or usefulness of psychotherapeutic and counselling, as an applied, scientifically validated activity, has yet to be satisfactorily determined. Attempts to resolve this issue through establishing rigorous accreditation procedures have led to competition and division in the field and, in any case, this range of conflicting qualifications and professional titles are confusing and obscure to the general public. Peterson (1992) paraphrases views expressed by Crane in 1925

'People receiving professional services were not clear about the differences between psychiatrists and psychologists. They were either unsure or incorrect in guessing what psychologists were supposed to do. Relations with the medical profession were ill-defined and when definitions became established, they were usually detrimental to psychologists.' (Peterson 1992)

This could still be a valid comment about public perceptions regarding psychotherapists and counsellors as well as remaining a fair comment on their understanding about the profession of psychology. The history of doctoral programmes in psychotherapy in USA, as well as in this country, is fraught with opposition. These are, on the whole, taught doctoral programmes designed to provide complete postgraduate training for practitioners rather than being shaped particularly for the senior practitioner alone.

This review of the history of doctoral programmes in the psychological therapies, both here and in North America, challenges the establishment of the MProf/DPsych programme. Is it likely to go the way of the PsyD and the counselling psychology PhD and PsychD programmes which have aspired to produce scientist practitioners and yet seem merely to confirm the continuing tension between research into psychotherapy and the professional practice of the discipline? The MProf/DPsych programme differs from the doctoral programmes reviewed above in that it seeks to provide an opportunity for trained psychotherapists, who have already established themselves in the field, to step back from their careers in order to reflect upon their activities and to move forward productively. Through developing a doctoral programme which is aimed towards the established practitioner, and which does not combine the teaching of professional practice with research ambitions, the most optimistic expectation might be that this particular work-based programme might have a 'trickle down' effect on whole profession of psychotherapy. It could be hoped that this might come about through a combination of reflective scrutiny, experimental attitude and evaluative processes as applied by insiders in form of senior practitioners examining their own profession critically and creatively. An example of this process could be demonstrated by this particular developmental project, its related appreciative inquiry into the experience of participants in the MProf/DPsych programme and the resulting spiral of active experimentation, evaluation and development of the programme as project.

THE ARMOURY

Exploring the methodology

“Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape inquiry.” (Denzin & Lincoln 1994:4)

Deciding on a methodology (discovery as well as evaluation)

To reach into the minds and hearts of the participants in this novel doctoral programme has been described (see page 6) as the overall aim of this text. In order to carry out this high endeavour, a multiple methodology, which is reflective as well as active, seems likely to be appropriate. Inaugurating this doctoral programme has involved a series of activities: starting with a process of collaborative reflection, which led to a vision, which itself needed to be tested, first in theory and then in the realization of the vision through the stages of design, presentation, revision and approval. The next spiral of inquiry has involved the inauguration and implementation of the programme, with particular attention of Part 1 of the DPpsych. This necessarily involves a process of evaluation as well as of discovery.

In the narrator’s oral presentation of her own Learning Agreement, this over-arching spiral of inquiry was outlined as shown below:

“Does this work? (Evaluation / Consultation - groups and individuals)

How is it working? (Collaborative Inquiry / Case studies)

What is needed now? (Consultative Interviews / Personal Reflection)

and then to ask the next question:

“If this works, could it work differently or better?” (Questionnaire based Survey)

(Overhead V, oral presentation of Learning Agreement, Elton Wilson 1998)

While this plan points towards some methods, the degree of rigour required to validate such an inquiry is left open, as is the explicit nature of the methodologies described. A range of possible approaches was listed at the time, ranging from questionnaire-based surveys and

case studies through to collaborative inquiry groups and a highly subjective form of (journal based) participant observation. As Part I of the MProf/DPsych programme has unfolded, the process of discovery has dominated and taken precedent over the demand for evaluation. A major influence has been the narrator's discovery of "Appreciative Inquiry" (Bushe 1995, Cooperrider & Srivasta 1987). This form of action research seemed to suit the optimistic vision of the programme as designed and of the narrator herself. The appreciative inquiry approach can be seen as an intervention in itself, which begins with discovering the best of any particular project or scheme, moves on to understanding what creates the best, and then aims to amplify the processes which best exemplify the best (Bushe 1995). The question underlying this project, the research question in more formal terms, could perhaps be phrased as follows:

"Can a doctoral programme in psychotherapy be inspiring and enjoyable as well as usefully contributing to the professional community?"

Such a question, focusing as it does on the quality of an experience of a particular population, lends itself naturally to a qualitative approach. The purpose of the study is primarily exploratory, with descriptive and explanatory elements. It is an ethnographic inquiry, which is to be carried out by an insider, a person deeply involved in the field that she is investigating. Marshall and Rossman (1995) suggest that these purposes are best served by data collection in the form of participant observation, in-depth and elite interviewing. This approach might be enhanced or validated by the use of a questionnaire-based survey. There is a need to discover subjective meanings, to carry out the inquiry in as naturalistic a manner as possible and to locate the process of inquiry in conditions which offer an opportunity to reflect and to share experience without fear. There are elements of ethnographic field study, although the field itself is small and confined to a particular group, a specific place and the procedures arising from a defined activity. Certain research activities were unsuitable or impossible. These included any endeavour to establish objectivity, anonymity or comparison. Observation was necessarily subjective and participant, with the researcher herself the only person motivated, or available, to carry this out in a conscious deliberate fashion. The gatherings which took place were too small to allow for non-participant and unobtrusive observers to attend. It may have been possible, with more resources of time and money, to seek out another doctoral programme in psychotherapy and establish a similar inquiry, with the same research question. Not only

did lack of resources rule out this proposition, but it would have been difficult to find a psychotherapy doctoral programme with a similar vision, emphasizing work based and useful projects rather than focusing upon the academic achievement of the individual participant.

Collaborative Learning - using Appreciative Inquiry

Initially, the narrator had planned, at an early stage, to design a questionnaire to be distributed to all participants, whether they were candidates or members of the programme team. This was intended to follow up on the previous questionnaire-based market survey, (see Appendix 2), which had accompanied the early design stage of the DPpsych programme in 1997, and which is described in the introductory section of this text. The original notion was to present the outcomes of the questionnaire-based survey to participants in the doctoral programme through the use of collaborative inquiry groups and interviews. However, as the Appreciative Inquiry approach was discussed with consultants and participants, it became apparent that a more constructive and useful way forward might be to begin by conducting groups and interviews focused upon questions phrased in the form of an appreciative inquiry.

The tone of the groups and interviews was intended to encourage open collaborative inquiry, between participants, with the intention of extracting from the audio-recorded material “provocative propositions” which could be fed back into the field by means of a questionnaire based survey. Cooperrider (1990) holds that all communities are naturally “heliotropic”, seeking to evolve towards the light, in form of life giving images. If the best of what is and has been is fully acknowledged and explored, then new images of what might be are likely to be articulated. These new images can provide the context involved with a set of “provocative propositions” which are designed to contribute to “a compelling vision of the organization at its best” (Bushe 1995), and thus to point the way towards beneficial developments. This is very different from the problem seeking and problem solving approach of much collaborative inquiry, and, although resonant with the optimism of much humanistic theory, different again from the encouragement to express and discharge painful emotional experiences common to most psychotherapy groups.

Personal commentary XI - finding a way into the dragon's lair

“Unavenged, Pendor had been left to the dragon, with all its bones, and towers, and jewels stolen from long dead princes” (Le Guin 1971:100)

As a psychotherapist myself, I was at first hostile to the assumptions of Appreciative Inquiry. I came across this approach through discussion with colleagues who work mainly as organizational consultants, and felt antagonistic to what seemed to be an induction into denial. On reading the literature, however, I recognized the similarity of this approach to my own endemic optimism and my stated aim for the new doctorate to be a collaborative experience of intellectual excitement and engagement within a “community of scholarly practitioners”.

I shared these ideas with my own Academic Consultant at our first consultation interview and was delighted to find him enthusiastic and interested. Gradually, this project has become an opportunity to use and test out an Appreciative Inquiry approach. The questions used actually emanated from Michael Carroll, whom I have consulted and whom I asked to facilitate the collaborative inquiry groups. I was still aware of the danger of denial, and, for that reason we included the third question, about “the gaps in the direction of the programme” although I have progressively questioned whether this question fulfils the real spirit of appreciative inquiry. It has been hard to hold to this “heliotropic” view after some of the groups and interviews, particularly when the dragon of disappointment and distrust has held sway. It has often seemed difficult and awkward to move forward to the question of what this or that negative experience or impression might inform us, as participants, about how to add value in future. However, without holding on to the appreciative inquiry movement towards affirmative progress, I would have, in hypothetico-deductive terms, predicted the null hypothesis answer to my research question at a very early stage in the inquiry! I am struck with the shared experience of being pulled towards the negative and the destructive viewpoint. I am reminded of Gurdjieff's teachings about the endemic negativity of human experience:

“Daydreaming of disagreeable, morbid things is very characteristic of the unbalanced state of the human machine. After all, one can understand daydreaming of a pleasant kind and find logical justification for it. Daydreaming of an unpleasant character is an utter absurdity.

And yet many people spend nine tenths of their lives in just such painful daydreams about misfortunes which may overtake them....". (Ouspensky 1950)

Using a focus group approach to collaborative learning

The aim was to use a process of "co-operative inquiry" which would be, in Heron's (1996:48) terms, both informative and transformative and which would be focused by three questions framed in Appreciative Inquiry terminology. Focus groups are often viewed as being purely a market research tool and, in the current political climate, are sometimes described as a convenient tool for justification of social policies which have not been sufficiently tested through a broader sampling of the target population. However, very little group-based inquiry within the social sciences is completely unfocused or truly open-ended. Wherever there is an element of evaluation, even if preceded by a process of discovery, there is likely to be a direction for the conversation within the group. For the purposes of this inquiry, many of the advantages of a focus group interview approach seemed appropriate (Morgan & Kreuger 1993).

The purpose of this research inquiry was to collect data about a specific topic, to explore the same set of questions, phrased in Appreciative Inquiry terms, with different groups of people, to gather in the views of participants so as to develop and enhance the programme, and to learn more about what consensus there might be about a particular topic. The research strategy was to utilize the same focal questions as central to all the collaborative learning groups, to the in-depth interviews with individuals and to my own subjective commentary as a participant observer. This was to be followed by a questionnaire-based survey which could convey and test out the "provocative propositions" (Bushe 1995) arising from these processes. In this way, it was hoped that a multi-faceted exploration of the field could put in train which might result in improved praxis within the field. In addition, the most practical use would have been made of available resources of time and personnel.

In-depth interviewing, combined with focused inquiry groups, seemed, from the outset of this endeavour, to be a potentially powerful data collection method (Crabtree et al 1995).

The advantages were obvious: it might be easier to arrange individual interviews than group interviews; as psychotherapists, the participants were likely to be used to conducting “conversations with a purpose” (Kahn and Cannell 1957:149); and the information gained could be both highly subjective and, through audio recording, available to analysis alongside the audio-tapes of the focus group interviews. A major disadvantage was that these interviews would almost certainly have to be conducted by the researcher herself, rather than by the facilitator of the focus groups. Even though the same three appreciative inquiry based questions could be made focal, there was likely to be an influence on the dynamics of the interview. However, there would be a reasonable degree of commonality in that the researcher would also attend all of the collaborative learning groups, and would announce her presence at these groups as a participant, and highly subjective, observer. Other disadvantages were the increased amount of data to be analysed and the danger that, since only a few participants would be interviewed individually, their views might dominate the inquiry. It seemed expedient to offer individual interviews only to those people who could not attend the group interviews. In this way, a broader spread of commentary and response to the focal questions might be obtained.

Originally, case studies were mooted, in the researcher’s Learning Agreement, as a possible method to deepen and personalize the study of this doctoral programme. They would fit in well with the story telling nature of the project and would give individuals an opportunity to reflect fully upon their experience of the programme. The methodology would be a form of narrative inquiry would entail close and sensitive collaboration between participant and researcher. In this setting, the disadvantages outweighed the advantages of this approach. The researcher’s role as head of the programme team was too complex to allow for the establishment of a “caring relationship akin to friendship” needed for narrative inquiry (Marshall and Rossman 1995:86). Issues of assessment and of inequality would arise, both between participant and researcher, and between case-studied individuals and other candidates. The final factor deciding against the use of case studies in this project was, as ever, the pragmatic issue of time and resources, not only for the researcher but, also, for the very busy senior participants in this doctoral programme.

Using Participant Observation - Journalised Reflection

“First person research/practice skills and methods address the ability of the researcher to foster an inquiring approach to his or her life, to be aware and choiceful while acting”
(Reason & Torbert 1999:14)

To an extent, the use of participant observation in this inquiry seemed inevitable and necessary. The narrator was an extremely involved observer, with a complex set of roles. The candidates enrolled for the doctorate were her peers professionally, and yet she held an organizational leadership and assessment role. She was the researcher and also responsible as an adviser and consultant to candidates, as a head of department within the academic institute and as joint programme leader alongside university colleagues and the Metanoia programme team. Reason and Torbert (1999) describe the need for any action-based research to include first, second and third person levels of inquiry. First person inquiry, in their view, both underpins and internally validates this form of research. Consequently, the use of a journal and of personal commentaries alongside the more formal group and individual interviews had to be a fundamental part of this endeavour. The narrator decided to attend, wherever possible, all plenary sessions during this first year, even when she had no official role. She would regularly remind participants of her role as a participant observer, and of her intention to use these observations for her own research project. She would describe herself as proceeding along the doctoral path only a few “lessons ahead”. All participants taking part in a focus group or an individual interview, would be offered a copy of the researcher’s own DProf Learning Agreement so that they could be fully informed of her intended project.

Personal commentary XII - the loneliness of the first person inquiry

“At the entrance of the harbour, a shallow crescent bay, Ged let the windspell drop and stilled his little boat so it lay rocking on the waves. Then he summoned the dragon” (Le Guin:1971:101)

When planning the inquiry component of this project, I had viewed with optimism the prospect of keeping a journal and of joining in seminars and collaborative learning groups as a “participant observer”. I had great hopes of this being truly “a community of scholarly practitioners” and believed myself to have close collegial relationships with some candidates and potentially warm and relaxed professional relationships with those I knew less well. However, the early Research seminars and, in due course, all the plenary seminars became much more complex for me to handle personally, at an emotional level. I found it difficult not to identify with candidates when the seminar presenter seemed off-task, and I found it even more difficult when I seemed to be put in the role of an unsatisfactory provider of services at best and a potentially damaging authority figure at worst. To record this in my observational notes or in journal form, with any level of detachment, proved impossible, and I would be tempted, sometimes, to avoid the task of writing up my experience of the field. Two things helped me to persevere. I would summarise my notes into my computer at well spaced out intervals, using hindsight to gain some perspective on events but retaining an account of the emotions I had felt. I would also use the Appreciative Learning standpoint as a lens to view my experiences, focusing upon what was best and what could be learnt about how to make things better. These two strategies enabled me to continue with the inquiry at an individual personal level, although carrying out the research became a somewhat lonely journey, relieved only by consultation with Michael Carroll and with my own Academic Consultant. I wondered how to improve this experience, for myself and for the DPsych candidates, and I also mused upon the fragility of my own ego and of the vision of academic and professional collaboration which I had been promoting.

Using a survey as a form of Appreciative Inquiry

“One of the most clearly articulated approaches to second-person research/practice is co-operative inquiry.... an inquiry strategy in which all those involved in the research endeavour are ... co-researchers” (Reason and Torbert 1999:18)

This second-person level of inquiry seemed central to this project, and was carried through, not only in the use of focused interviews with groups and individuals, but also in the lead up to the resulting survey. The intention was to use the outcomes from the dialogic processes of co-operative inquiry to feed back, in a spiral of inquiry, the “provocative propositions” which might enhance and improve the best aspects of the programme and, through this course of action, to overcome and leave behind any factors which were impeding progress. The analysis of the focus groups and individual interviews would facilitate the design of a survey questionnaire (Wolff, Knodel and Sittitrai 1993), which could then be tested and refined through a second collaborative learning group interview with the original staff team. Ideally, another full round of groups and, possibly, interviews would be set in motion but this would require resources of time and energy which are unlikely to be available at the end of an academic year. The plan, then, was to use the survey, not necessarily for statistical or quantitative analysis, but to enable the provocative propositions arising from the appreciative inquiry groups and interviews to be disseminated to all participants. The questionnaire would be semi-structured with room left for open-ended commentary. The survey would be a continuation of the process begun through the appreciative inquiry focus groups and interviews rather than a validation of these procedures.

Broadening the inquiry

While the interviews and groups contribute, in the main, to a second person level of inquiry (Reason and Torbert 1999), the third person level would, in respect of this research project, be broached, if only tentatively, by the use made of the information arising from the questionnaire based survey, when analysed. As a result of this survey, some of the more supported propositions might be implemented to the benefit of the programme and its present participants, and others might be carried forward to form a continuing basis for discussion and

inspiration, involving an ever-widening circle of future participants. It is arguable that this ultimate purpose of the survey fulfils, in part, Reason and Torbert's (1999:20) definition of third person research:

“in contrast, third person research/practice aims to create a wider community of inquiry involving persons who, because we cannot know all of them face-to-face have an impersonal quality. It attempts to create conditions which awaken and support the inquiring qualities of first- and second-person research/practice, thus empowering participants to create their own knowing-in-action in collaboration with others. In addition, third-person research may aim to speak out to a wider audience to influence and transform popular opinion, organization strategy, government policy etc.”

For this project to successfully “speak out to a wider audience”, there would need to be some publication of this text, with perhaps a linked series of workshops providing a space for reflection upon the nature of professional doctorates, and of the links between personal and professional development for qualified psychotherapy practitioners. The extended discussion, at present being pursued in all professional bodies associated with psychological therapy, is about the need for *continuing professional development* (CPD). This project is clearly connected to this subject area, and the examination of and report upon this doctoral programme could be shaped so as to inform and impact the psychotherapy profession as a community. As a continuing spiral of action research, the DPsych programme would in itself constitute a community of inquiry into the feasibility of professional and personal development being shaped into a critical and transformative process for a particular profession.

Ethical issues arising from this research methodology

In the introductory section of this text, the narrator states that the aim of this research with regard to the participants is “to obtain their impressions and confessions, with consent, without intrusion and with probity” (see P7). This statement underlines the experiential nature of the inquiry. The participants, whether candidates, administrators or faculty, are to be asked to share their subjective impressions and to be encouraged to reveal, to confess, their feelings as well as their thoughts. For this level of disclosure to take place, participants would need to feel secure

that there would be no unpleasant repercussions, especially with regard to assessment issues and their general participation in the doctoral programme as candidates, that their identities could remain concealed as far as any publication of the inquiry was concerned and that any notes or audio tapes would be kept as confidential material. Because of the collaborative nature of this inquiry, it would be necessary to inform participants of the research strategy and, in this case, to explain the nature of Appreciative Inquiry. Consent would need to be given for any direct quotation from their own contributions to recorded material, whether identifiable or not, if this was intended for publication or to be included in the research write up.

More subtle ethical issues involved the relationship between researcher and participants in the doctoral programme. Some of the candidates were personal friends and almost all candidates were previously known to the researcher. This demanded a delicate sense of boundaries, particularly in a seminar group setting where a chance remark, or joke, could not only cause offence but also destroy trust and enjoyment. Socialising with candidates could become a precarious venture, particularly when there was a potential conflict of interests. Sitting in on seminars as a silent observer could limit or skew the process and affect the dynamics of the seminar group. These issues could become even more difficult and complex because of the seniority of the candidates and their coequal position with the narrator. At times there may be conflicts between the narrator's loyalty to her colleagues on the programme team and her, equally respected, colleagues among the doctoral candidates. How much should doctorate matters be discussed when meeting candidate colleagues in another professional setting? These are all issues which occur in other educational settings, particularly where students are mature adults, but are likely to be intensified in this somewhat confined setting.

Personal Commentary XIII- the dragon's truth - inevitable disappointments

“It is hard for a dragon to speak plainly. They do not have plain minds. And even when one of them would speak the truth to a man, which is seldom, he does not know how truth looks to a man” (Le Guin 1973:168)

The full ethical dimensions of this project did not immediately impact me. I naively presumed a level of good will and ease of contact between these senior practitioners and myself. However, on the first induction day of the programme, the difficulty of being a participant observer with an authority role became obvious. There was some good-humoured opposition to my exhortations to candidates to take charge of their own deadlines and their progression through the programme. Colleagues on the programme team seemed nervous about my observer role when they were facilitating a seminar session. My most casual remarks were taken seriously, my jokes seemed suddenly unwelcome and I noticed my own tendency to feel criticised or excluded if a hereto-trusted colleague treated me as the authority figure. As the difficulty with the Research seminars, and with assessment issues, recorded in the introductory section of this text, became more acute and apparent, the distance between the candidates and myself increased. These experiences informed me in arranging the inquiry process of the project, and I paid punctilious attention to the issues of confidentiality and full disclosure of my research intentions.

THE INQUIRY ITSELF

Research as a collaborative exploration

“All good research is *for me, for us* and *for them*: it speaks to three audiences... It is *for them* to the extent that it produces some kind of generalizable ideas and outcomes... It is *for us* to the extent that it responds to concerns for our praxis, is relevant and timely... [for] those who are struggling with problems in their field of action. It is *for me* to the extent that the process and outcomes respond directly to the individual researcher’s being-in-the-world (Marshall and Reason 1993: 117).”

As described in the preceding section, the overall plan was to explore the notion that a doctoral programme in psychotherapy could be an *inspiring and enjoyable* experience through employing three levels of exploration and analysis:

- First Person Inquiry: the author’s own personal experience of the project as recorded in a personal journal, reflective analysis and the use of consultative feedback.
- Second Person Inquiry: the shared experience of all individuals involved in the doctoral programme through their participation in a process of collaborative and appreciative inquiry conducted in groups as well as in individual interview; this inquiry to culminate in a questionnaire-based survey.
- Third Person Inquiry: the movement towards active communal change through carrying through those propositions that were validated by the survey process.

Throughout this text, the author’s personal experience has been recorded in *‘personal commentaries’* which have provided a reflective space from which to consider the events described and the arguments entered within more formal passages. In addition, the author has kept a personal journal throughout this first year of the doctoral programme. This first person level of inquiry has been supported by engagement in consultative conversations with Michael Carroll, the consultant to the programme, and the facilitator of the focus groups described below. Although essentially subjective, this mode of exploration has provided a more objective, calm and detached overview than is possible to any researcher engaged in the busy

work of organising the second person inquiry activities of focus groups, interviews, and a questionnaire based survey.

PROCESS OF THE INQUIRY

The first of the collaborative inquiry focus groups was carried out at the end of the first semester of the first academic year. The participants in this first group were the staff team of the programme. Groups with candidate participants took place towards the end of the first year of the doctoral programme, together with individual interviews conducted with some of the participants unable to attend the groups. All these collaborative inquiry groups and individual interviews were audio-recorded and the material was subjected to analysis with regard to the themes arising from three “appreciative inquiry” questions, as outlined below:

- **Reviewing your participation in the Metanoia Doctoral programme: what do you consider the ideal features/attractions of this kind of doctorate?**
- **What have been the highlights and best experiences for you in your experience of the programme to date?**
- **What do you consider the gaps in the direction of the programme in the light of the above questions?**

These three questions were adhered to throughout the inquiry process until enough provocative propositions had been engendered to enable testing the validity and the feasibility of these propositions through a questionnaire process. Their validity was tested by using the questionnaire to feed back the propositions and to check whether participants in the original groups and individual interviews recognized these as arising from the collaborative inquiry groups. Other individuals who had, for whatever reason, not taken part in either the group or individual interviews, had the opportunity to affirm or deny the relevance of these proposition. The feasibility of the propositions would be tested by converting these propositions into practical interventions or changes to the doctoral programme, particularly with regard to Part 1 of that programme.

The participants invited to take part in this inquiry were all those immediately involved in the doctoral programme during the first academic year. Numbers were as follows:

- 19 Candidates;
- 2 Academic Advisors;
- 1 Research Consultant;
- 1 Administrator;
- 1 Consultant
- 2 Middlesex Assessors;
- 2 Joint Programme Leaders

These individuals were invited to take part in all, of the following activities.

Appreciative Inquiry Groups:

The writer invited all candidates and all members of the programme team, to take part in one of these groups. The programme team was invited to the first of these groups, to take place, in the afternoon, after an assessment board in February. Candidates were invited to take part in two further groups to take place at a later date, in June. A second collaborative inquiry group was then arranged for the programme team at the end of July, after the last Assessment Board of the academic year. All prospective participants were contacted by letter or e-mail and given the following information:

- This series of collaborative inquiry groups were being held as part of the DProf doctoral research project being carried out by the writer, in her multi-faceted role as participant observer, programme leader, and main designer of the Metanoia doctoral programme.
- The group would be facilitated by Michael Carroll, the consultant to the programme .
- The group would be audio-recorded with transcripts made of the audiotapes. An individual with no prior knowledge of the psychotherapy field would carry out transcripts, and anonymity would be carefully preserved. The main researcher would carry out all the analysis of these transcripts and the results of this analysis would be fed back to all participants. Permission would be sought from any participant concerned if

it was likely that any of their contribution to the group discussion was likely to be quoted, in any identifiable way, in the final write up of the research project.

- At the beginning of the collaborative inquiry, the three “appreciative inquiry” questions listed above were shared with the group by the facilitator and offered as a focus for group discussion.

The groups differed slightly in size. Seven people, including facilitator and researcher, made up the programme team group and the first candidates’ group. Only four people joined the facilitator and researcher for the second candidates’ group, due to three last minute cancellations.

Appreciative Inquiry Interviews:

Four interviews, two hours in length, were carried out with three individual candidates and one member of the programme team. All these four individuals were unable to take part in the three original collaborative inquiry groups, described above. The programme team member interviewed did take part in the second programme team collaborative inquiry group, held at the end of July. The following information was given to these individual interviewees, at the beginning of the interview.

- This series of collaborative inquiry interviews were being held as part of the DProf doctoral research project being carried out by the writer, in her multi-faceted role as participant observer, programme leader, and main designer of the Metanoia doctoral programme.
- The interview would be audio-recorded with a transcript made of the audiotapes. An individual with no prior knowledge of the psychotherapy field would carry out transcription, and anonymity would be carefully preserved. The main researcher would carry out all the analysis of this transcript and the results of this analysis would be fed back to the interviewee and to all participants in this research process. Permission would be sought from the interviewee concerned if it was likely that any of the content of the interview was likely to be directly quoted, in any identifiable way, in the final write up of the research project.

- At the beginning of the interview, the three “appreciative inquiry” questions listed above were shared with the interviewee and offered as a focus for the interview.

See Table 2.1 in Appendix 6 for analysis of these four interviews

Final Appreciative Inquiry Group

As described above, the final collaborative inquiry group took place in July. This was a second opportunity for all available members of the programme team to take part in a facilitated discussion. Eight people attended the group, including the facilitator and the researcher. One member of the original programme team had now left the programme and his place was taken by his successor. Another member of the programme team, absent on the first occasion, was able to attend this second group meeting. The group was once again given information about the facilitation of the group, about the role of the author as main researcher, with regard to plans made for audio recording, transcription, analysis and feedback. The purpose of this second group collaborative inquiry carried out by the programme team was, however, to be different. The group was provided with copies of Table 2 (see below), which embodies the initial analysis of the groups and individual interviews that had taken place. The focus offered to the group by the facilitator was to consider how the provocative propositions listed in the final row of Table 2 might be disseminated to participants in the doctoral programme in the form of a questionnaire. In the event, while this overt task was attended to, a wide-ranging and reflective discussion took place. Table 3 (see below) categorizes these themes into four subject areas, but was not circulated to the final programme team group.

PRODUCTS OF THE INQUIRY

Since all the focus groups and the interviews were audio-recorded, the raw material for this inquiry was initially gathered on audiocassette tape. These tapes were transcribed by a typographical assistant who had no knowledge of the doctoral programme, the participants or

the field of psychotherapy. These transcripts were read through, analysed and coded by the author.

First stage of the Inquiry - Appreciative inquiry

The results of the preliminary analysis of the three focus groups and four individual interviews are displayed in Table 2. Each column represents the data gleaned from the focused appreciative inquiry carried out with a group of participants. The final column, Group 4, represents a synthesis of the inquiry carried out through individual interviews with four individual participants, three candidates and one member of the programme team. The process of analysis that led to this synthesis is demonstrated in Table 2.1, which is included only in Appendix 6 for reasons of confidentiality since identification of the individuals interviewed might be possible.

Second Stage of the Inquiry - Provocative Propositions

The audiotape of the final focus group carried out with the full programme team at the end of the academic year was subjected to a different form of coding and analysis. Since this group had focused upon the outcomes of the earlier stage of the inquiry, as represented by Table 2, the final group's conversation was coded according to the comments made about the 'provocative propositions' arising from the earlier inquiry, and the form in which these might contribute to the content and design of the proposed questionnaire. The framework for this further collaborative inquiry is summarized in Table 3 in which the provocative propositions arising from the first stage of the inquiry are divided into four subject areas.

TABLE 2: Themes and Propositions arising from Collaborative Learning/Appreciative Inquiry Groups: three collaborative learning focus groups and synthesis of four focused interviews

DPSYCH Programme	GROUP 1 CANDIDATES	GROUP 2 CANDIDATES	GROUP 3 Programme TEAM	GROUP 4 INDIVIDUALS
Ideal Features A	<i>Collaborative Learning Flexibility and choice Practice based Drte Linking academia and professional practice Specialist Seminars Academic probity Individuality respected</i>	<i>Collaborative Learning Community aspect Recognition for practice Psychotherapy research base increased Innovative Reflective</i>	<i>Collaborative learning Professionalisation of psychotherapy practice Linking academia and professional practice Psychotherapy research base increased Useful & enjoyable</i>	<i>Collaborative Linking academia and professional practice Challenging Developing reflexivity Structured & Flexible Psychotherapy research increased / empowered</i>
Attractions B	<i>Practice based opportunity Acad.Drte qualification [professional recognition /finances improved / personal valuing process] Flexible access Innovative/maverick Collaborative research Grounded structure Metanoia's reputation</i>	<i>Practice based opportunity Acad.Drte qualification [professional credibility increased externally] Time to reflect Flexibility Reputation (of indivs.) Collaboration Past doctoral ambitions Timing</i>	<i>Drte for practitioners Reflection as central Enthusiastic, bright participants Flexibility Innovative philosophy of learning Knowledge linked with growth For excellence</i>	<i>Practice/work based Acad.Drte qualification Past doctoral ambitions Metanoia's reputation Collaborative research Structured/ supportive (1) Challenge/motivating (1) Strong 1st cohort (1)</i>
Highlights C	<i>Interview empowering Briefing helpful Validation meeting Collaborative learning Views valued - action taken re research intro 2nd research presenter Learning Agt. process Structure/components of Part 1: Review(esp), APWBL, Pilot, L.A.)</i>	<i>Interview empowering Past work validated Process of Review of PL Collaborative learning Views valued - action taken re research intro. 2nd research presenter Flexible / open to change Quality of candidates Non-hierarchical Learning Agreement</i>	<i>Collaboration and equality central - non-hierarchical Integrating academic with professional Colleagues dedication Reading Reviews of Previous Learning</i>	<i>Interview empowering Review of PL experience Collaborative learning Small group dynamics Briefing helpful(1) Research seminars Induction congruent (1) Doing work based pilot project (1) Acad. Advisor's help (1)</i>
GAPS D	<i>Early research seminars Pressure of Part 1 Privacy issue re Review Pressure re access to Rev. Part 2 - lack of plenaries Cultural (UK) rigidity Prog. too expensive for some (cultural issue) Distance learning gap</i>	<i>Early research seminars - unhelpful dialoguing and infantilising process. Part 1 process delaying or steep learning curve Complex dual relationships (especially Met.based) Cultural (UK) rigidity Uninformed interviewers Variable info. from team</i>	<i>Tension between support and equality Socially relevant? Distance learning gap Narrow professionalism Psychoth. effectiveness research - No psychoth. critique Faulty admin.liaison with Middlesex</i>	<i>Effectiveness research Early research seminars Distance learning gap Part 2 - lack of plenaries Variable info. from team Metanoia/Middx gap (1) Metanoia in/out issue (1) Academic power issue(1) Review of PL difficulties Standard of research (1) Too flexible/ no pressure to complete (1)</i>
Provocative Propositions E	<i>Clarity re Review of P.L as personal and public doc. [Review as public doc. or Review only available to known person with confidentiality agmt.] Facilitated consultative days during Part 2 (1x 4 months) Improve multi-cultural and distance learning access and support - outreach Learning Agreement presentation to be more frequent (or May & Nov)</i>	<i>Interviews/selection to match ideals of DPsych Candidate quality to be maintained - ensure experienced and senior candidates Encourage collaborative projects Time taken to explore ucs processes of programme relationships</i>	<i>Selection/interviews to match ideals of DPsych Continue collaborative learning groupwork Re-visit vision of Drte Make Drte more relevant to society at large - outreach Broader selection beyond psychotherapy More links to DProf More Collaborative projects Encourage more research re therapy effectiveness</i>	<i>Interviews check re match to DPsych ideals Revise paperwork Facilitated consultative days during Part 1 Clarity re Review as personal/public doc. Options re distance learning clarified - More tutorial availability (clear firm individual guidance from Advisors) Induction to Metanoia (1) More small groupwork Contact between cohorts</i>

TABLE 3: Propositions arising from Collaborative Learning/Appreciative Inquiry Process

Provocative Propositions Regarding:	(a)	(b)	(c)	(d)	(e)
1. Interview	Selection to match ideals of DPpsych	Quality to be maintained - ensure experienced and senior candidates	Options re distance learning clarified at interview	Broader selection beyond psychotherapy	
2. Programme	More tutorial availability	Clear Individual guidance from Advisors	Clarity regarding Review of P.L. as personal / public document	Learning Agreement Presentation to be more frequent	Encourage research re effectiveness of psychotherapy
3. Collaboration	Facilitated consultative days during Part 2	Encourage collaborative projects	Time taken to explore ucs processes of programme relationships	More small groupwork	Contact between cohorts
4. General	Improve multi-cultural and distance learning access and support	Make Doctorate more relevant to society	More links to D.Prof (Middlesex) Programme		

Tables 3.1 to 3.4 display how the programme team revised and clarified these propositions through their discussion and, in some cases, suggested ways in which these might be conveyed to all participants through the proposed questionnaire. Not all the propositions were discussed in full and some were hardly mentioned in this final collaborative focus group. Where this is the case, the propositions were taken forward and transformed into Questionnaire items.

TABLE 3.1: Provocative Propositions regarding Interviews (reviewed by 2nd Prog. Team Group)

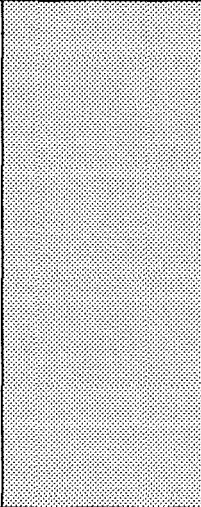
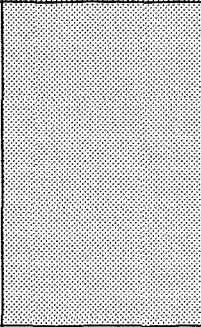
<p>A: Propositions about Interviews (from first stage of Inquiry)</p>	<p>(a) Candidate selection to match ideals of DPsych Programme</p>	<p>(b) Quality to be maintained - ensure experienced and senior candidates</p>	<p>(c) Options re distance learning clarified at interview</p>	<p>(d) Broader selection beyond Psychotherapy</p>
<p>B: Revisions/ clarifications from second programme team focus group</p>	<p>Does the DPsych attract a particular type of person - Perhaps an exploratory/ aspirational type?</p>	<p>Senior candidates may be more vulnerable to role and boundary issues and feel more exposed by assessment issues</p>	<p>Issue of doctorate being delivered in other countries - how to do that. Importance of personal contact as keynote of programme. Need to offer extra tutorial time on plenary days</p>	
<p>C: General comments</p>	<p>Is this a doctorate for people who are prepared to take risks or expose themselves. Can this team facilitate them doing this safely?</p>		<p>Important to have experienced person to hold centre</p>	
<p>D: Proposed Questionnaire Items</p>	<p>What, in your view, are the ideal qualities needed for a candidate enrolled onto this programme?</p>	<p>Have you any suggestions as to how interviewers might maintain the quality of candidates?</p>	<p>What in your view are specific issues needing to be clarified for candidates who live at a distance?</p>	<p>Should the doctoral programme accept candidates outside the traditional field of psychotherapy?</p>

TABLE 3.2: Provocative Propositions regarding Programme (reviewed by 2nd Prog. Team Group)

A: Propositions about Programme from first stage of Inquiry)	(a) More tutorial availability	(b) Clear Individual guidance from Advisors	(c) Clarify Review of P.L. as personal/public document	(d) Learning Agreement Presentation to be more frequent	(e) Encourage research re effectiveness of psychotherapy
B: Revisions/ clarifications from second programme team focus group	Tutorials offered but not used because: boundary issues; fears of showing work at this level; not compulsory; all in same field		Review as example of exposure issue endemic in this programme		Could be made more overt to next cohort Possible induction into organisational research through language of doctorate?
C: General comments	Opportunities for growth: Boundary issues and Role issues Seniority question Process focus Exposure issue		Review is valued as combination of personal and professional development		Possible that exposure of practice is more risky when effectiveness is explored? Not enough reflective research going back into practice.
D: Proposed Questionnaire Items	Seek comments re non-use of full tutorial time - offer poss. reasons and solutions (eg compulsory tutorials) rate responses? Is it a factor that tutorials not paid for directly? Not valued? Seen as a favour?	Some candidates have asked for more clear individual guidance from Advisors - what is your view about how this might be affected?	Considering the exposure implicit in this part of the programme, what explicit guidelines to offer future guidelines re public/private status and availability of Reviews?	Given that Learning Agreement presentations are complex and costly to set up, how often do you personally consider these Boards should be held during an academic year?	Issue of effectiveness of psychotherapy not being overtly researched by present cohort-? reasons eg exposure of professional self How important to you to evaluate yourself and your practice?

TABLE 3.3: Provocative Propositions regarding Collaboration (reviewed by 2nd Prog. Team Group)

A: Propositions about Collaboration	(a) Facilitated consultative days during Part 2	(b) Encourage collaborative projects	(c) Time taken to explore ucs processes of programme relationships	(d) More small groupwork	(e) Contact between cohorts
B: Revisions/clarifications from second programme team focus group			Could this benefit by making process creatively uncomfortable and unblock learning processes? Could be a way of clearing previous role relationships	Will there be time for this?	
C: General comments	Plenaries not all attended		Research seminar discussion was creative/ uncomfortable Is there a typical DPsych person? (see Table 2.1(a)C)	Can we encourage the candidates to use their time in a more flexible way?	We will Need a larger room for Specialist Seminars!
D: Proposed Questionnaire Items	Ask for personal views about facilitated consultative days?	How to encourage more collaborative projects?	General query re use of group time to explore ucs processes - ways forward? What would you need from the programme team to support this process?	If more peer group time offered, would you use it? eg: after seminars?	How might different cohorts benefit from contact with each other

TABLE 3.4: Provocative Propositions regarding General matters (reviewed by 2nd Prog. Team Group)

A: General Propositions (from first stage of Inquiry)	(a) Improve multi-cultural and distance learning access and support	(b) Make Doctorate more relevant to society	(d) More links to D.Prof (Middlesex) Programme
B: Revisions/ clarifications from second programme team focus group			Might enrich critical mass; Injection of people from different professional fields
C: General comments			
D: Proposed Questionnaire Items	How could this Doctoral Programme improve access and support with regard to multi-cultural and distance learning ?	How could the work of this Doctoral programme be made more relevant to society?	In what ways might candidates benefit from taking extra time for facilitated peer group contact with the Middlesex D.Prof candidates?

Third stage of the Inquiry - Questionnaire-based Survey

This stage of the inquiry involved the design, distribution and analysis of a questionnaire based upon the collaborative enquiry groups and interviews that had taken place. The author designed the questionnaire, in consultation with Michael Carroll, who is consultant to the programme and who had facilitated the collaborative inquiry groups. It was prefaced by an explanatory section entitled “Invitation to a Consultative Process” which included Tables 2 and 3, and which gave instructions about the anonymity of the process, and set a date by which questionnaires should be returned by pre-paid postage. The questionnaire is composed of five sections with between three and five “Provocative Proposition Questions” in each section. The questions in the first four sections relate closely to work of the programme team as recorded in Tables 3.1 to 3.4. The three questions in the fifth section are an invitation to a “Personal Commentary” regarding the views of the individual completing the questionnaire

Each "Provocative Proposition Question" is prefaced by a short explanation of the background to the question. The returned questionnaire forms provided a second form of raw material for analysis. See Appendix 7 for full questionnaire format.

Fourth stage of the Inquiry: Analysis of Returned Questionnaires

At this stage, this inquiry moves towards a third person level of research based practice in that the analysis of the returned questionnaires was aimed towards possible implementation either of the notions embedded in the provocative proposition questions or of any other proposals which were shown to be well supported in the overall response to the questionnaire. The ultimate task of analysis was to identify these outcomes so that the programme team could actively consider them where necessary, with senior colleagues at Middlesex University and the Metanoia Institute management committee. Any changes made, as well as these processes of wider consultation, are likely to impact upon an ever-widening series of contexts. Immediate changes to the manner in which the programme is delivered will impact all succeeding cohorts of candidates enrolling for the doctorate programme. It is possible that any changes, and any discussion of change to the Metanoia-based DPsych programme, might influence the manner in which the Middlesex-based DProf programme is delivered. At the very least, the more original notions arising from this survey is likely to form the basis for continuing discussion and inspiration at Metanoia, at Middlesex and, through publication, within the wider community wherever there might be an interest in the development of professional doctorates for practitioners of psychotherapy or related professions.

By the end of October 1999, which was the final date of return indicated in the introductory section to the questionnaire, 10 completed questionnaires had been returned from the 27 programme participants (19 candidates and 8 programme team members) to whom questionnaires had been sent. Three of these returned questionnaires were signed by programme team members. Of the remaining seven questionnaires, all but one were anonymous, although clearly all seven were sent back by candidates taking part in the first year of the first cohort of the DPsych programme.

Tables 4.1 to 4.5, displayed below, provide a reasonably exhaustive display of the information arising from the returned questionnaires. Wherever possible the words used are extracted from the written answers. Categories have been provided within section 4.1(a) by the researcher for clarification purposes. Where a distinctive view has been expressed by a member of the programme team rather than by a candidate, this is indicated by the inclusion of the letters '(PT)' in parenthesis.

Below each of these tables, a commentary is given on the responses to this section of the questionnaire. These commentaries should be read in the light of the percentage response to this inquiry. Twenty-one programme participants, seven of whom were members of the team delivering the programme, took part in the first round of appreciative inquiry groups and interviews. In effect, participation was at 78% of the full potential, given that the number of programme participants during this first year was a total of 27 people: 19 candidates and 8 team members. Only one member of staff was absent from the second round of inquiry, which was confined to the programme team group. However, the response rate to the questionnaire was much lower, with only ten questionnaires being returned – a response rate of approximately 37.5%.

Table 4.1 PROPOSITIONS REGARDING INTERVIEWS

(a) Agreed ideal candidate qualities:

Professional qualities:

Senior Mature Practitioner;
Experienced in psychotherapy field
Teaching/ management experience – has disseminated learning/ expertise in variety of contexts, issues, work settings

Personal/ Interpersonal qualities:

Innovative, flexible, original, individual thinker
Able to take initiative, take informed risks
Passion, interest, excitement, love of learning
Reflective, insightful, aware of self and impact on others, open-minded
Able to work/ express self/ learn in group collaboratively

Project related qualities:

Research and quality assurance experience
Academic ability
Ready to do innovative, practical, relevant projects
Collaborative ability

(b) Agreed views -maintaining candidate quality through interview

Informed re criteria and field
Inspirational and challenging
Respectful of candidate and their seniority
Aware of own issues and bias
Ask for early sample presentation of project

(c) Agreed views – options and information offered to distance learners:

Use of technology - e-mail,
Importance of planned commitment to attendance in order to make contacts within group
Extra tutorials or seminars – outside London/UK?

(d) Agreed views – rationale for beyond psychotherapy selection:

Encourage cultural and financial diversity perhaps by providing funding/ scholarships/ sponsorship
Broader definition of ‘psychotherapy’ would benefit and enrich course
Important to maintain psychotherapy doctorate

(a) Minority view -qualities:

Professional qualities:

Qualified (UKCP or equiv)
Mature = over 28 years old
Open to ideas from different fields (PT)

Personal/ Interpersonal qualities:

Motivated to work alone
Time management ability
Can express self in group without dogmatism
Dedicated to improve professional standards (PT)

Project related qualities:

Ready to challenge organization to own the project
Contribution to well-being of others (PT)

(b) Minority views – maintaining quality:

Keep records of rationale for acceptance and follow up (PT)
Take longer time
Maintain a mixture of experience (PT)

(c) Minority views – distance learners:

Inform re potential isolation
Start a “mail base”?
Inform re Middlesex & Metanoia resources (PT)

(d) Minority views – beyond psychotherapy selection

Shortage of expertise re children and psychosocial issues
Refer to other courses
Such people would be in for a difficult time

Commentary on 4.1, Propositions regarding selection:

There was a considerable amount of agreement between respondents in the responses to this section of the questionnaire. Even the minority views expressed provide additional rather than alternative suggestions. There seemed to be a particular consensus regarding ideal candidate qualities. The ideal applicant was seen as a highly mature professional practitioner who could combine risk taking and passionate involvement with reflective self-awareness. The ability to initiate innovative and practical projects and to work with others effectively should be underpinned with research ability. These criteria could be useful to interviewers and might be used to expand the somewhat dry selection criteria in the present briefing material sent out to potential candidates. A practical suggestion was made that interviewees should present an early sample presentation of their project, although this is likely to have time implications for the interview, and many candidates are at present encouraged to use the first year to define their projects. The inclusion of distance learning, as well as of candidates outside the traditional enclosure of UK psychotherapy qualifications, was received positively and treated seriously. One particularly practical suggestion was that e-mail technology should be used creatively, and that a mail base be established to enable communication. Scholarships and bursaries were suggested as one of the means of increasing cultural diversity. However, this was balanced with a clear sense of the present nature of the doctorate and the potential for isolation to be experienced by any individual not able to fully participate in the programme.

Table 4.2 PROPOSITIONS REGARDING PROGRAMME

(a) Agreed views - use of tutorial time:

Clarity regarding tutorial availability and time used/ still available

Take up of tutorials should remain as voluntary responsibility of candidate

Maintain set number of tutorials as integral – pay for extra time if needed.

(b) Agreed views - achieving explicit individual guidance:

Advisors to assess tutorial needs with advisee and make clear contracts

Agree uniform criteria and responses to queries and inform all programme team and candidates

Individual needs for guidance on an innovative programme will inevitably demand flexibility

(c) Agreed views - public/private status of Review of Previous Learning:

Candidates to be given clear information about this issue and potential audience before writing the review and choosing whether to give formal permission

Public/ private status of review needs to be considered by each individual

(d) Agreed views – frequency of Programme Approval Boards:

Twice a year is sufficient but some support for March and September instead of May and September.

(e) Agreed views – Effectiveness issue: own practice evaluation during Part 1:

Yes! (majority response)

This would be useful learning and demonstrate candidate's quality assurance measures, but also could be a choice rather than compulsory.

(a) Minority views – tutorials:

Keep formalized time sheets?

Selection process to ensure fit between tutor and tutee?

Importance of quality of tutorial information

(b) Minority views – achieving explicit individual guidance:

Formalise tutorial system

Would extra guidance indicate lack of academic rigour? (PT)

Adviser as 'critical friend' (PT)

Assessment a formative process, More peer support? (PT)

(c) Minority views – public/private status of Review:

Reviews should be available to public and discretion advised

Personal preference to go public

Issue should be aired and then worked through by each individual candidate (PT)

(d) Minority views – frequency of Prog.Approval Boards:

Four times a year – Sept, Dec, March, June

(e) Minority views – own practice evaluation, Part 1:

No! *Experience* not evaluation is important to candidates

Could this be done in 'critical communities' of candidates?

Commentary on 4.2, Propositions regarding the Programme:

In this section, there seemed to be a strong majority pull towards clarity and increasing formal structures for the programme. Only a minority suggested time sheets for tutorials, and compulsory tutorials were not supported, but more explicit information about the tutorials was required. This demand has already been met, to an extent, by alterations to the current

handbook (Appendix 3) and this could be backed up by more verbal information being given about tutorials available at the start of every Part 1 module. Work between advisor and advisee should be more clearly contractual, and a high level of correct and uniform guidance at tutorials was requested. Again the issue of clarity was central to the question of the public/private status of the Review of Previous Learning, although individual responsibility for this issue was also emphasised. The next handbook should perhaps include clearer guidelines regarding the status of the Review. Very definite responses were made to questions about the frequency and timing of Programme Approval Boards with a realistic acceptance that twice a year was sufficient, and a practical suggestion that these Boards be in March and September instead of in May and September. This suggestion could be implemented if the Middlesex semester structure allows. Finally, a surprisingly positive majority supported the idea of using some time in Part 1 for candidates to evaluate their own practice. This idea could be implemented during the second year.

Table 4.3 PROPOSITIONS REGARDING COLLABORATION

(a) Agreed views – Facilitated consultative days during Part 2:

Promotes collaborative learning, support, discussion, peer group reflection/ inquiry, collegiate structure for future and prevents isolation, fragmentation and individual focus during this period.

(b) Agreed views – How to encourage collaborative projects

Introduce notion of collaboration at interview
Set up database of interests at early plenary of course and encourage group discussion about possible joint projects during briefings.

(c) Agreed views - Usefulness of group exploration of unconscious processes:

Not seen as personally useful or appropriate to most respondents but brief experience of this aspect was useful for some and it was thought that relationships between participants (staff and candidates) might have benefited and been deepened had this been raised as an issue.

Time restrictions against this but opportunity for honest communications important.

(d) Agreed views – commitment to scheduled small peer group time after plenaries:

Equal split between views:

Either – Yes, it would have been a useful structure for me although distance might have been difficult

Or – No, not necessary for me, usually because I have my own peer group arrangements

(e) Agreed views - benefit from contact between cohorts:

Specialist Seminars and attending Learning Agreement presentations offer good enough opportunity for this contact

Opportunity to hear of other projects and methodologies, and enjoy mutual support and share a common interest, perhaps collaborate

(a) Minority views – Part 2 facilitated consultative days:

No – present peer group enough

Yes – willing to pay

Shared e-mail base might fill this need

Must be focused themes

(b) Minority views - collaborative projects

More suitable for work colleagues

Experienced being discouraged

Publicise to organisations (PT)

(c) Minority views – group exploration of ucs processes:

Opportunity to deal with boundary issues

This valuable line of inquiry could be continued in future research re this programme (PT)

Would have been a nightmare!

(d) Minority views – commit to scheduled peer groups:

Programme team need scheduled time to meet (PT)

Could generate more collaborative projects

(e) Minority views – contact between cohorts:

Prefer to use precious time for own cohort

Don't know, not sure

Make project interests, phone, e-mail available between cohorts

Less isolation (PT)

Commentary on 4.3, Propositions regarding Collaboration:

Less agreement was evident in the responses to this section of the questionnaire, with even the majority views displaying some splitting. Some support scheduled peer group time

after seminars while others are clear that they would not have had time for this. Some candidates think that planned contact between cohorts would be useful while others are equally certain that the Specialist Seminars and Learning Agreement presentations provide enough opportunity for this. There is a particularly complex and cautious response to the idea of exploring unconscious processes within the group, with a general consensus that there would not be time or motivation for this although honest communications were important. Some practical suggestions are made about encouraging collaborative projects, which include setting up a database and introducing this idea at interview. However, in practical terms, this would mean extra work for at least one member of the programme team so should be discussed in this form at first. There is a danger that programme team could put time and energy into setting up systems and meetings that may not get taken up, in the same way that tutorials were not taken up by some candidates, and plenaries were occasionally ill attended.

Table 4.4 GENERAL PROPOSITIONS

(a) Agreed views – improving multi-cultural access and support:

Offer help with funding/ assisted places
 Better understanding of other cultures through more trans-cultural earlier training
 Go further afield, and encourage more diversity in staff team, specialist seminar presenters and in candidates applying
 Match selection criteria to senior practitioners coming from other cultural perspectives

(b) Agreed views – how to make programme more relevant to society in general:

Multi-disciplinary seminars on work-based practice, organisational elements, cultural & community needs. These could be offered by candidates to other candidates and to invited members of relevant populations
 Ensuring project outcomes/ applications are directly related to action at a social level
 Publicise this aspect of the programme widely at inter-professional events

(c) Agreed views – personal benefit from contact with DProf candidates?

Contact would be beneficial to learning about different disciplines, other projects, and views from outside about psychotherapy and their experience of the doctorate programme.

(b) Minority views – multi-cultural access and support:

It is open to all – what more can it do.
 Explore creative links with other institutions working in these areas e.g. NHS
 Use promotional events and professional networks (PT)

(b) Minority views – relevance to society in general:

Involve employers and outside organisations in setting up projects
 Fund social work projects
 Acceptance of relevant training and service contexts outside strict psychotherapy field
 Presented Learning Agreements demonstrate this relevance (PT)

(c) Minority views – contact with DProf candidates?

Support regarding learning reviews
 Might benefit but time an issue
 Thinking will be closer to mine

Commentary on 4.4, General Propositions:

Almost all this section was concerned with broadening the delivery and the influence of the doctorate. All respondents supported this principle and innovative and practical suggestions were made to assist implementation. More diversity of culture within the staff team was suggested, although that has implications for a more distant future since the stability of this new doctorate depends on an increasingly experienced staff team. A creative suggestion was the delivery of multi-disciplinary seminars between candidates within the doctoral community. The second of these suggestions could be mooted to the second cohort, and possibly put in place during this coming year. More contact with the Middlesex DProf candidates was generally welcomed, and this is something else that the programme team could consider implementing during the second year of the programme. There remains a question of who would take responsibility for these new ventures.

Table 4.5 PERSONAL COMMENTARIES

(a) Positive personal learning from first year involvement with programme:

Acknowledgement of own experience, of professional contribution made and to be made to the field as senior practitioner

Increased professional self confidence

I know more than I thought I did

That I am not alone, that I have missed collaboration and am deeply stimulated by learning through other people, and enjoy working/interacting with a team.

Enjoyment of learning and of being helpful and responsible to candidates (PT)

(b) Other provocative propositions;

Explore how to evaluate the programme creatively

Explore financial implications – value for money to candidates and financial viability of doctorate

Hold some meetings in venues outside Metanoia.

Specialist Seminars to include candidate presentations to promote self learning

(c) Interesting/ useful aspects of questionnaire:

Interesting and helpful process

Opportunity to reflect on Year One

Opportunity to say what I would probably have kept quiet about

That so much is neglected that is good and of value because we do not allocate enough time -I started this as a chore but have ended feeling stimulated and in a sense cared for. Much thought and hard work has gone into this creative process. Excellence is never rushed.

(a) Minority Views – Personal learning from first year:

That I am a rebel at heart

That I am more tolerant than I gave myself credit for

Research is not all RCTs

I embody more of my work than I was originally aware

Reflective time to consider motivation, formulate project

That I search for positive interpretation of others' actions

(PT)

(b) Minority views – other provocative propositions:

Explore inter-professional implications of psychotherapy?

(PT)

Explore how this programme for professionals can be experienced as infantilising and incestuous

(c) Suggested improvements:

Get rid of the boxes!

More explicit questions concerning specific areas

Some questions are confusing because of assumptions in preamble

Address ethics regarding the use of this questionnaire by a researcher who is a participant in the doctoral programme.

Could be less inward looking and individualistic.

Commentary on 4.5, Personal Commentaries:

This section contained the most emotive and ardently expressed observations and comments. It is clear that a process of positive self-discovery has taken place for a majority of the respondents. This section clearly emphasises the importance of personal development if professional development is to be achieved. A somewhat mixed selection of additional provocative propositions are made, which could be used in the next round of collaborative

inquiry. In addition, the majority express some appreciation for the process involved in responding to this questionnaire, and individuals have made some constructive suggestions for improvement.

Summary of Fifteen Propositions arising from the Inquiry

Listed below are the practical interventions that, at this stage, seem to be arising from this process of evaluation and inquiry

1. Strengthen criteria for selection in doctorate literature, with particular reference to the Briefing Seminar pack, by ensuring that applicants should be mature professional practitioners, able to combine risk taking and passionate involvement with reflective self-awareness. They should also have experience of initiating innovating and practical projects, be able to work with others and have some research ability.
2. Interviewees should be prepared to make an early sample presentation of their project.
3. An e-mail base should be established so that candidates, across cohorts, could exchange information and ideas more easily.
4. Cultural diversity could be encouraged by establishing scholarships and bursaries for the doctoral programme.
5. More explicit information about the availability of tutorial time should be given both verbally and in the handbook.
6. Work between Academic Advisors and their advisees should become more clearly contractual and the guidance given at tutorial be correct and uniform.
7. The status of the Review of Previous Learning as a public or private document should be clarified and guidelines about this subject included in the next programme handbook.
8. The Programme Approval Boards should remain at a frequency of twice a year, but should be held in March and September instead of the present arrangements.
9. Some structured time should be spent in Part I to enable candidates to evaluate their own practice.
10. Collaborative projects should be encouraged by introducing candidates to this notion at interview and setting up a database of projects contemplated by candidates.

11. Although structured time need not be used to explore unconscious processes within groups of candidates, it should be a clear principle of the doctoral programme that honest communications were important.
12. Candidates should be encouraged, after the first year, to arrange multi-disciplinary seminars between themselves to supplement the collaborative time offered by Specialist Seminars.
13. The staff team should consider improving cultural diversity within their own ranks.
14. More contact with the Middlesex DProf programme participants should be encouraged and structures put in place to enable this.
15. Further collaborative inquiry should be carried out.

The Inquiry Pauses

With this descriptive display, the active process of inquiry can be drawn to a temporary halt. Reading through Tables 4.1 to 4.5 would present most observers with a vivid view of the experience of a substantial sub-group of participants. These responses to the questionnaire, although only representative of 37.5% of doctoral participants, have included some practical suggestions that could now be taken forward, and some provocative propositions that could inspire another round of inquiry. Immediate changes to the doctoral programme may be proposed by the programme team in response to these outcomes. The candidates will be informed about any such amendments, ideally when they receive Tables 4.1 to 4.5 together with a short report on this phase of the inquiry process. Another way of carrying forward this inquiry would be to provide some form of format for further commentary when this final data is fed back to all participants in the doctoral programme. It would be interesting to observe whether a higher percentage of participants would respond to this invitation to comment upon outcomes. In any case, the dissemination of this information is likely to influence the community in some way. The intention of the programme team is to continue the typical action research cycles of collaborative inquiry, reflection and action throughout the development of this innovative doctoral programme. Perhaps some other member of the programme team will conduct the next stage of this continuing exploration of

the experiences, the aspirations and the “actionable knowledge” (Argyris 1993:32) contained within the context of this professional doctorate for psychotherapists.

THE AFTERMATH

Discussion and Reflection

*“The Doorkeeper, smiling, said, ‘He has done with doing. He goes home.’
And they watched the dragon fly between the sunlight and the sea till it was out of
sight.”*

(Le Guin 1974:213)

Issues for Retrospective Review

The previous chapters have taken the reader through a descriptive history of this project in the form of the development of a novel professional doctorate for psychotherapists. The text has included a review of the professional field and related literature, an account of the research tools to be employed in evaluating this project and then has moved on to the evaluative inquiry itself. These chapters have attempted to convey the vision that inspired the design of the project, the activation of the project itself and the processes of individual and collaborative inquiry into the experience of participants in the project during the first year of the doctoral programme. In this chapter, there is an opportunity to reflect in depth and with hindsight on all these components. Reason and Torbert (1999) advise all those seeking to carry out any form of research/practice that there are three levels of experience and of outcome to be considered. These first-, second- and third-person dimensions are also applicable to any consideration of the outcomes of this project, and they could provide an appropriate underlying structure for this retrospective review. The text of this document has throughout included first-person commentary from the author, and from the participants in the inquiry process, upon their personal experience and issues of personal development. The third-person level is implicit in a project that seeks not only to influence the professional field of psychotherapy but which aspires to provide a bridge between psychotherapy and the outside world. It is, however, the second-person level that has dominated the text in the emphasis made upon structured collaborative inquiry into the collective experience of participants’ professional and personal development. So it is with the Inquiry itself that this discussion commences.

The Inquiry – A Methodology for Collaborative Research and Development as Second-person Outcomes

In the previous chapter, commentary is made upon the last cycles of the collaborative inquiry, which have been threaded through this first year of the doctoral programme, and which are intended to provide not only feedback on the experience of all participants but also to elicit *provocative propositions* (Bushe 1995) which might influence the further development of the programme. The focus is upon the collective experience of the group of individuals taking part in the project. Research is taking place mainly at a second-person level. The aim is to search, and then to re-search, the experience of individuals in interaction with each other, with the programme structures and with the context. It is, in Marshall and Reason's (1993) terms, research "*for us*" as we encounter and transform each other within our "field of action".

At this juncture, it is appropriate first to summarise and to reflect upon the shape of the inquiry and the nature of the underlying methodology. An early decision of the researcher was to continue the spiralling procedures of action research, which had informed the design, consultation and activation phases of the programme, into a new set of shared questions about whether the programme was working, how it was working, and what was needed now if the programme was to work differently or better. This approach towards "actionable knowledge" (Argyris 1993) has been heavily influenced and, hopefully, nourished by the researcher's enthusiastic espousal of the Appreciative Inquiry approach promoted initially by Cooperrider and Srivasta (1987). As described at some length in the Armoury chapter, this attitude towards organisational inquiry and intervention is essentially forward looking and optimistic, rather than retrospective and problem based.

How has this use of Appreciative Inquiry worked out? The advantage has been that the participants have been encouraged to use their best experiences in order to critique what was not working, in their view, and then to search for alternative ways forward in the form of propositions which are intended to provoke creative changes within the context. Three "appreciative inquiry" questions were used to steer the collaborative inquiry through group discussion and individual interviews. This structure certainly drew out a number of creative propositions and seemed to avoid the usual focus upon negative aspects of individual

experience. The danger might have been an induction to a false positive through denial and inauthentic avoidance of painful feelings. This did not seem to be a feature of these groups or interviews as demonstrated by the challenges made by participants regarding the manner in which the programme was being delivered, which are very evidently displayed in Table 2. Perhaps it was always unlikely that this group of senior practitioners of psychotherapy would allow such a manipulation to take place. Nor did the participation of the researcher as an authority figure involved in assessment seem to inhibit the searching and challenging issues explored. It may be that an appreciative inquiry of this type, initiated in a more authoritarian context where individuals might consider their jobs to be at stake, could lead to bad practice being covered up rather than the initiation of change. Clearly, this approach needs skilled and open facilitation of the inquiry process. The pull towards a negative focus was often evident to the researcher and to the consultant facilitating the groups.

A more operational consideration concerns the researcher's decision not to send out, in advance of the groups and interviews, the three appreciative inquiry questions. Two reasons informed this decision. Initially, there was a pressure of time. The format of the questions was decided between researcher and group facilitator shortly before the first collaborative inquiry group was held. Secondly, there was a conscious wish on the part of the researcher not to endanger free discussion and spontaneity within the groups or in the interviews. However, it is arguable that if these questions had been available for consideration before the meetings, participants might have taken part in a richer, more reflective, exchange. It is also possible that, less consciously, the researcher was attempting to avoid the resistance of psychotherapy practitioners to this approach, which could be seen by some as an invitation to deny painful experiences and to avoid confrontation. Another of the researcher's operational decisions was not to hand out, to the second programme group, Table 3 with its clearly tabulated categories of the provocative propositions arising from the first round of the collaborative inquiry. With hindsight, this might have inducted this group to a more task-orientated focus upon the composition of the questionnaire rather than the free-ranging discussion that actually took place. As it was, the form and tenor of the questionnaire was mainly engendered in a later consultation between the researcher and Michael Carroll, rather than emanating from the programme team. It is just possible that a questionnaire designed by the programme team

might have had a tighter structure, with more closed questions, and hence, been available to a more definitive analysis.

Would a problem-orientated approach have been more useful to the development of the programme? This seems unlikely and it is clear that, when called out, the creativity and tolerance of these individuals enabled them to work through their dissatisfactions and to provide positive suggestions towards the future. The progress of this collaborative inquiry was to move from focus groups and interviews to the design and circulation of a questionnaire that consisted entirely of open-ended questions drawn directly from the propositions that had been generated from the dialogic processes. This has meant a move from the specific to the general, and has militated against any clearly drawn conclusions arising from the inquiry. There is no way that statistical analysis could be applied to the variety of responses recorded in Tables 4.1 to 4.5. At best, each section of the questionnaire responses was available for comment and then to some suggestions as to active change as displayed in the summary of 15 propositions arising from the Inquiry shown on page 65 of this text. The characteristics of an increasingly open and non-quantifiable research methodology are evident at this stage. It may be that the future discussions of the programme team may produce an decisive set of recommendations for the future development. It is also possible that the apparent paucity of immediately “actionable knowledge” (Argyris 1993), at this stage, may be balanced by the satisfaction of participants in knowing that their views and their ideas have been heard and taken seriously. This is evident from the positive feedback received formally, through questionnaire responses, and informally, through personal communications.

The Project, the Vision and the Product – third-person outcomes

A distinctive feature of the DProf and DPsych programmes is their emphasis upon the successful doctoral projects as a *product* that can be shown as a useful, or potentially useful, contribution to the professional field of the psychotherapist candidate. Italicised on page 5 of the MProf/DPsych handbook (see Appendix 3) are following words:

“In the case of the DPsych, the candidate must not only have shown evidence of ability to undertake self managed and/or collaborative research and project development but

also to have persuaded the assessors as to the value and usefulness of the product of the study within the professional context of Psychotherapy.”

The over-arching intention of this particular project has been to provide individual practitioners of psychotherapy with an academic structure within which to carry out developmental projects that arise out of their own practice. These projects might take the form of in-depth case studies of their work with individual clients which could be published, possibly in fictional form, and which could prove as influential to other practitioners as “I Never Promised You a Rose Garden” (Green 1964) or “Love’s Executioner and other tales of Psychotherapy” (Yalom 1989). Alternatively, they might be constituted as organisational developments in the form of counselling agencies or training courses. A more academic manifestation would be the production of scholarly publications or teaching materials in the form of videos or CDROM discs.

At the end of this first academic year of the DPsych programme, three Learning Agreements have been accepted and three candidates from the first cohort have embarked upon projects, which although different in form, have all been funded externally because of their potential social impact upon the communities in which they are to be conducted. All are based on the three candidate’s use of their psychotherapeutic experience and knowledge within the respective worlds of medical organ transplantation, faith communities in interaction with mental health provision and the use of narrative/ solution-focused therapy groups to heal parent-child relationships. It could be said that already there is evidence that the doctoral programme is beginning to positively influence the world outside, not only through advancing psychotherapy itself, but also in promoting social welfare.

On a smaller scale, the doctoral programme has made an impact upon the immediate context of psychotherapy training and qualifications. Interest has remained high and the evidence for this lies in the continuing inquiries and requests for information. However, attendance at briefing seminars is now small, compared with the crowded rooms of the first three briefings. The advantage to these smaller gatherings is that participants are able to extract more information and make clearer decisions about whether to apply for the programme. Eleven candidates registered to join the second cohort of the DPsych programme. Eight people have notified us of their intentions to join in with the third cohort, and it seems

likely that a more realistic figure of plus or minus twelve people will be the number joining the programme each academic year. At doctoral level, this is a reasonably high intake number. The notion of a practice-based doctoral qualification as way forward for senior practitioners of psychotherapy seems to have given hope even to those that are not at this stage ready to take up the opportunity offered. The idea of carrying out research into one's own work and practice has perhaps begun to break down the traditional resistance of psychotherapy practitioners to formally examining their beliefs and their procedures.

However, the evidence from the collaborative inquiry groups and the responses to the questionnaire is more ambivalent. Although one candidate group addressed the issue of making the programme more accessible to cultural minorities, the notion of social influence and recruitment outside the discrete field of psychotherapy was promoted mainly by the programme team group. While most questionnaire respondents were, in theory, supportive of the doctorate having a wider impact on the social environment and on evaluating their own practice, their creative energy was much more focused upon *provocative propositions* concerned with the detailed delivery of the doctoral programme, and their own experiences within the candidate group. Perhaps most telling of all was the low response rate to the questionnaire itself, given that this was an in-house distribution to a group of people who would soon be seeking collaboration and co-operation in their own research projects.

The prospectus description of the Metanoia doctoral programme (Metanoia 1998c) emphasises the ideal of "*community of scholarly practitioners*". The designers of the programme, perhaps naively, imagined that candidates, members of the programme team and specialist seminar presenters would generously share their experience of seniority in order to beneficially influence and challenge the field of psychotherapy. It was not expected that archaic fears of assessment and resentment of authority would arise so swiftly. Some candidates in this first cohort have clearly struggled with the way this doctoral project has demanded a high degree of autonomy and self-directed commitment. The short-lived failure of the early research seminars to live up to the exacting, and appropriate, expectations of the candidates was reacted to, by most participants, with a silent resentment which was held onto long after the situation had been remedied. The assessment processes were, for many candidates, held as draconian processes in spite of the efforts of the programme team to use

them as aids to progression through the first part of the programme. Perhaps the most significant failure of this dream of community was the complete absence from the first Programme Approval Board of any candidate colleagues to support and challenge those presenting their Learning Agreements.

Nevertheless, the programme continues to recruit candidates and only one of the first cohort has dropped out, and that was for reasons of family illness. Specialist Seminars are well attended and demonstrate a lively and collegial level of debate. Other doctoral programmes are being designed for psychotherapists and interest has been shown in this programme as a model. There is a proposition from an educational institute in Ireland that the Metanoia DPpsych be delivered in Dublin. The present Chair of UKCP is planning to register for the programme next year and to carry out a collaborative project with a senior colleague. Colleagues from Middlesex praise the procedures and the quality assurance of the DPpsych programme. Colleagues within Metanoia express pride and relief that the doctoral programme has been successfully launched, continues to recruit new candidates and has survived its early vicissitudes. Something useful is happening.

There are significant implications in all this for the profession of psychotherapy. The eagerness and enthusiasm with which the doctoral programme has been greeted by senior practitioners could be seen as an indication of the hunger for recognition as a profession. As discussed in the Territory chapter of this text, psychotherapy and its related activities has no established home as a profession. It is not firmly held within the fields of Psychology, Sociology or Education. While loosely connected to the medical profession, and practiced by psychiatrists, psychologist and nurses, psychotherapy is still not firmly accepted as a medical speciality. Most PhD programmes are usually geared towards one discipline and there are still only very few academic bases, here or in the U.K., that provide an opportunity for a variety of professions to achieve a doctoral qualification. The National Centre for Work Based Learning at Middlesex is one of these few academic settings that accept and encourage a multi-disciplinary approach to academic excellence. The DProf programme is itself still in its formative stages and the future of the DPpsych programme is dependent, to an extent, upon the acceptance of this "umbrella" doctorate within the academic environment as well as the external organisational environment, which provides practical recognition through enhanced

employment opportunities. The DPpsych programme appears to have been well received, but there may well be a groundswell of scepticism and suspicion in some quarters. The long established hierarchies of psychotherapy training schools are likely to be shaken if their senior qualified membership begins to use, as a vehicle for continuing professional development, a doctoral programme which is within the profession of psychotherapy, multi-disciplinary and which may achieve a recognition by the academic community and by the medical profession which has been withheld until now. This recognition will only be gained if the DPpsych programme proves to possess a high degree of quality, not only in its candidates, but also in the production of novel and useful conceptual frameworks and methodologies and in the enabling of influential developmental projects that are fully tested and evaluated.

Another third-person outcome, already apparent, which is likely to have implications for the profession of psychotherapy, and perhaps for all professions, from this first year of the DPpsych doctoral programme, concerns the complex interface between personal and professional development for senior practitioners. The doctoral programme has revealed, particularly through the processes of the Inquiry and the responses to the questionnaire, the psychological growth underpinnings that are needed to support successful professional progress. Listed below are some of the relationships between personal qualities and professional abilities necessary to fulfil the requirements of this doctoral programme (See also last page of Viva presentation, Appendix 5):

- Love of learning is related to willingness to fulfil the demands of the programme
- Increased self esteem arising from engagement in the programme fuels commitment
- Ability to take feedback as constructive can lead to enhanced professional knowledge and understanding
- Tolerance of difference in orientation and in personality types within the group enables the individual to use the collaborative nature of this programme beneficially
- An open attitude towards challenging and novel concepts broadens the perspective of the inquiry and can lead to more original and meaningful developments within the field.
- Willingness to question one's own assumptions guards against dogmatic and flawed inquiries.

What becomes clear from these connections is that the psychological maturity of the individual taking part in professional development at this level needs to have kept pace with their career progress. Their *being* is as important as their *doing*. One of the Academic Consultants attending the first Programme Approval Board described the candidates presenting their Learning Agreements as *heroic innovators*. This is likely to be an appropriate description for many people attracted to this doctoral programme. They have struggled alone to advance their profession and their careers in the face of indifference or hostility, and without adequate academic validation. If this struggle has led to angry and resentful feelings of exclusion and defensiveness against all implied criticism, then the scholarly detachment and collegial respect needed to carry out a high level project is likely to be flawed, or absent. If, however, adversity and isolation have encouraged reflection and the establishment of support structures, then the individual will flourish in this setting that aims to provide candidates with *critical friends* in the programme team and in their fellow candidates. Awareness of the shadow self, which may fear success even more than failure, allows the senior professional to risk more and accept the limitations in themselves and in the context.

All these advances in personal development are also highly relevant to the members of the programme team developing this doctoral programme. If the first presenter of the research modules had been able to respond to and accept feedback non-defensively, and then to take appropriate action, then the painful process of change of presenter would not have been necessary. Similarly, these senior professionals are called upon to risk their hard won status as acknowledged *knowledge bearers* and to embark upon a sea of not *knowing* in order to bring home the prizes of *new knowledge and enhanced practice*.

Participant Observation as First-person Outcomes

What have been the outcomes for the writer herself in the process of carrying out this project as designer, programme leader, facilitator, participant observer and researcher? The attempt to combine these roles ethically has been a constant issue for reflection and consultation by the writer, and has been commented upon by one or two of the candidates. A direct anonymous quotation from one questionnaire respondent reads as follows:

“I think interesting ethical issues are raised in a process of undertaking a doctorate that is partly somebody else’s doctorate. I have not found this questionnaire interesting or useful. I trust that some of the responses will be at least interesting to JEW.” (written questionnaire response from one anonymous candidate, referred to in Table 4.5.c)

While this comment clearly is related to a pervading sense of resentment carried by this respondent, and is not at all typical of the majority of responses to the question regarding the interesting and useful aspects of the questionnaire, it does provide a very direct criticism regarding the ethicality of participant observation. Since the launch of the programme in October 1999, the writer has consistently attended almost all the plenaries during this first year of the doctoral programme. Where she has not had a clear role as facilitator, she has announced her presence as a *‘participant observer’*, and has been available for any discussion about this role, either within the group or from individuals. The only direct comments have been accepting of her presence in this role, although these have sometimes been made in a humorous manner. It may be that this humour concealed more complex emotions and thoughts. The delicacy of this dual role has been a constant concern for the writer and, where possible, as with the facilitation of the collaborative inquiry groups, she has sought to move into a less participant role. Declaring her interest as a researcher on all possible occasions has been the major strategy used by the writer in negotiating this difficulty. The issue of her perceived power and authority as a programme leader has not been fully addressed. With hindsight, the candidates participating in the programme might have been asked to sign a document giving permission for the writer to carry out this research, although it is probable that the same power dynamics would have persisted in carrying out this procedure. Sensitivity to this issue encouraged the shape of the inquiry carried out, with its emphasis on a continuous process of consultation with and feedback from participants. Nevertheless, it has been said that there are no “innocent” ethnographers (Rosaldo 1989) and there is probably no escape from discomfort for the participant observer, or for the qualitative researcher whose subjectivity inevitably leads to close engagement with the other participants in their research studies.

“qualitative researchers are chronically and uncomfortably engaged in ethical decisions about how deeply to work with/ for/ despite those cast as Others” (Fine 1994:75)

‘Ethical understanding’ is included in the ‘Operational context’ section of the Level 5 Descriptors listed on page 5 of the Programme Handbook for the Masters/ Doctorate in

Professional Studies (Doncaster and Thorne 1997a). This descriptor figures, perhaps even more prominently, in the first "Professional Context" section of the Level 5 Descriptors as listed in the handbook for the DPpsych programme (see Appendix 3, pages 6-7). These two tables of descriptors are very similar in content but less so in emphasis. The personal learning outcomes from this project experienced by the writer fit more easily into the DPpsych categories of professional context, knowledge and practice rather than the DProf categories of cognitive capabilities, transferable skills and abilities needed for an operational context. Almost all the capabilities described in both lists have been called out and developed through the writer's immersion in this project as a development and as a research inquiry. Perhaps the most important areas for growth have been experienced through carrying out a predominantly qualitative research project and the linked demand for constant self-appraisal and reflection on practice. This has called upon profound levels of research capability in an endeavour to search out the experience of those participating in the enterprise in order to both assure and increase the quality of the enterprise that has been designed and implemented. Finding the correct tools, the *armour* needed for this particular quest, led to the use of *appreciative inquiry* as an all-pervading approach. This approach, and its methodology, has influenced the project in a variety of ways and increased the writer's commitment to a continuing spiral of improvement, a search for excellence which must be grounded in reality and which has to face positively and to work through times of disillusion and setback.

A linked personal capability, which has been enhanced during this project, has been the use of *communication skills*. The writer had already established herself as a reasonably competent writer and presenter (Elton Wilson 1998a). In this in-house project, the ability to communicate at many levels within a complex organisational context has been vital. This has meant not only providing formal information reports to the University, to Metanoia management and academic committees and to the candidates themselves, but also finding the right words for doubtful and discerning prospective candidates, for anxious and angry candidates and for colleagues on a steep learning curve in the delivery of this novel programme. Probably more was learnt from the mistakes made in this area than from the successes, although there was learning as well as satisfaction gained when, during an hour of academic advice, a candidate moved from a desire to quit the programme and get their money back to a renewed sense of commitment to their doctoral ambitions, and a decision to write the

relevant re-submission needed for this purpose. All this is well encapsulated in the DPpsych Level 5 descriptor demanding that the individual has “acquired the skill of setting up and managing present and future learning for self and others”. The highly collaborative nature of this type of professional doctorate must never be forgotten. It is clear to this doctoral candidate that every action and every act of communication at this level not only influences others in a variety of contexts, but also is continuously influenced by these others. This indicates the importance of full awareness of political implications, a doctoral capability also listed in both handbooks.

The process of ‘*constant self appraisal and reflection*’ (Doncaster and Thorne 1997a) has been supported by the regular use of a personal journal and by the inclusion of personal commentaries in this text. Without the discipline of the journal as a place to retreat, lick wounds and reframe events and impressions, the writer would probably have become defensive, detached and lost excitement about carrying out this project. Acknowledging these negative emotions, and having a vehicle for expressing them and working them through to a more mature and productive understanding, ensured ongoing commitment to the project. Like the candidate described above, there was a short period when the writer herself seriously contemplated withdrawal and, although consultation with colleagues was used as an aid at this time, it was the reflective process demanded by the journal and by the personal commentaries which ensured continuation. This has led to a new understanding of the creative and practical value of writing in the first person with full subjectivity and openness. In addition, it has become clear that personal reflection is a vital research procedure that, surprisingly enough, leads to a temporary increase of objectivity, a valuable space between the object of inquiry and the inquirer.

Another valuable first-person outcome has been the increase of understanding arising from the writer’s use of myth, legend and allegory in the form of the dragon metaphor (see Viva presentation, Appendix 5). This symbol arose in the imagination of the writer, on the induction day, as the fear of failure and distrust of authority, accompanied by a wish for direction surprising in such senior candidates, became evident. By the end of that day, it became clear that the dragon of disillusion was also alive and well in the writer’s own personal experience of delivering this doctoral programme, and of being a doctoral candidate herself.

The metaphor enlightened the writer's understanding of the previous history of the doctoral programme, with its changes of fortune and its lurching progress between hope and disappointment. The processes of projective identity are well known to most practitioners of psychological therapy, whether they choose to use this phenomenon in their work, or not. The internal dragons, borne out of previous difficult personal and educational experience, are easily attached to the procedures of academia, with its emphasis on assessment and oversight. Higher education has developed in a manner that attracts these projections easily, through over-emphasis upon critique as criticism, rather than constructive and affirmative feedback, and a tendency towards perfectionism. Exploring the mythological history of dragons, it is interesting to note that the dragons of western mythology are usually portrayed as aggressive and destructive, while the dragons of the east are benevolent and wise. Remembering these two aspects, the dragon tamer can benefit from the ancient wisdom of the dragon while watching out for their ability to paralyse and to scorch. It became clear that, for doctoral candidates, including the writer, the internal dragon is exclusively experienced as destructive, but the dragon-like features of the academic context can be reframed as a potentially beneficial challenge. Dragons have wings, and there were moments when the writer flew on the wings of learning and scholarly collaboration.

And Finally.....

What then can be learnt from this doctoral adventure? First there is the question of its influence on the professional development of psychotherapy itself. Then there is the question of how a professional school interacts with the university. However, underlying all this are the links and the dissonances between professional development and personal growth. It is this last theme that is likely to dominate this final reflective passage, and may provide a key to the other issues to be considered.

The doctoral programme was designed above all to serve and advance the profession of psychotherapy. The preliminary motivation was a perception within Metanoia that many of their senior graduates had no clear way forward for continuing professional development. They would, from interest and a wish to improve their practice, embark upon an ever-

increasing range of activities, from establishing agencies to writing books. They would attend conferences and workshops, read the literature of their field, take part in training future graduates and supervise aspirant psychotherapists. They would be unlikely to carry out structured research into their practice, and would probably not recognise the constant monitoring and questioning of their practice, and the practice of their supervisees, as a research-based process. They would be even more unlikely to enrol for a PhD through which to carry out a formal and rigorous research project, even though they would yearn for the respect and the validity of this qualification. This gap between these graduates' increasing excellence of individual practice and their lack of external academic recognition is clearly reflected in the uneasy status of psychotherapy as a profession. As argued in the Territory section of this text, psychotherapy has still to prove that it has a distinct and solid place among the established professions of medicine, law, education and accountancy. There are internal arguments within the ranks of psychotherapy schools as to the expertise required to be a psychotherapist, the training needed to achieve that expertise and the skills involved in the delivery of that expertise. There is a lasting confusion in the mind of the public as to the nature of psychotherapy and its practitioners. Are they different from psychiatrists or psychologists, and what about counsellors? This confusion is compounded by regular attacks upon the profession relayed by the media whereby the lack of research supporting the usefulness of any form of psychotherapy is cited, even though this is not a factual truth, and the practitioners of psychotherapy are described as probable charlatans and abusers of public trust.

The DPpsych programme has embarked upon a journey that attempts, from small beginnings, to professionalise psychotherapy through establishing, over time, a body of senior practitioners who have examined their own specialized activities critically and reflectively under academic scrutiny, and, as a result, can argue effectively for the projects they have developed and the practice they have carried out. To do this they will have had to risk finding out that psychotherapy, its training routes and its procedures may indeed lack substance and verity. In due course, they may have influenced the nature of psychotherapy itself. Research inquiries will have been carried out by practitioners themselves for the edification of practitioners, and will no longer be left unread and unconsidered in dusty professional journals. Critics of the profession could be faced with clear arguments and proofs. The external world could be engaged with in meaningful dialogue and the enclosed and secret world of

psychotherapeutic practice could become transparent. Ineffective and out of date practices could be exposed and rejected. Efficacy might even become a recognised aim. Of course, the doctorate is only one of the developments that are moving forward the professionalisation of psychotherapy. These include the literature encouraging practitioner research (McLeod 1999), the research tools being developed in the UK to explore efficacy (Mellor-Clark and Barkham 1997) and the development of taught practitioner doctorates, especially within the discipline of counselling psychology. A strength of this particular doctorate may well be the interest in social change manifested by so many of the first year candidates. This area of interest ensures that the product of the research and development projects has a direct influence upon the external social environment and thus increases the potential profile of psychotherapy as a useful resource for the community at large.

The design of this doctoral programme was a joint venture between the university, Middlesex, and the professional school, Metanoia. The growing edge of all universities is almost certainly demonstrated by the increasing development of work-based higher education and professional doctorates. The bridge between the arcane and hidden world of academia and the brash pragmatism of the world of work is being built. Professionalism can begin to inform academia rather than representing a development of specialised skills, which follows on only after academic qualification is achieved. In the field of psychotherapy education, this reversal of power is only timidly being recognised. It is indicative of psychotherapy's uneasy claim upon professional status that many psychotherapy and counselling programmes lose touch with their specialist knowledge and procedures when they submit themselves to academic accreditation (Sugarman 1995). Instead of emphasising experiential learning and the scrutiny of practice, there is a concentration upon theoretical knowledge as displayed in academic writing ability. This doctoral programme in its role as a Specialisation Validation Pathway within the DProf programme has, so far, experienced encouragement in its emphasis upon professional excellence of practice. There is a constant debate about structural development and improved procedures between the two programmes. The bridge between professional school and university is constantly strengthened.

However, as with all endeavours based on faith and hope but lacking love or charity, all this will remain but "sounding brass and tinkling cymbals" (St Paul: Corinthians 13:1) without

the growth of ego-maturity in participants, achieved through the subtle interface of personal and professional development. A growing perception of the writer has been that fragility of self-esteem is enhanced at these more senior levels of professional performance. Initially, this might seem surprising, especially in reference to groups of experienced psychotherapists whose life work had been devoted to self-knowledge and the development of interpersonal insight and tolerance. Nor does the same level of vulnerability appear to apply to all participants. Some candidates are extremely focused upon their doctoral ambitions and able to tolerate, with equanimity, the academic scrutiny bestowed upon their progression through this first year. Others may feel tension and anxiety from the first day of the programme. It may be that those who were not expressing their fears about academic processes were more defended and even less prepared for exposure. In any case, these impressions are highly subjective, and coloured by the writer's own susceptibility to criticism.

The programme team discussed this aspect of the doctoral programme in some depth during the second collaborative inquiry group. As senior professional people themselves, they showed empathic compassion for manifestations of hurt pride and fear of exposure. The nature of psychotherapy practice is private and not usually open to scrutiny. These practitioners were risking their reputations by embarking upon a programme that would demand unfamiliar skills, question their assumptions and result in public debate. They were reasonably comfortable in their roles as providers and teachers of psychotherapy, respected by their colleagues and their trainees. As practitioners, they had little experience of the constant critical oversight of academic communities and so had few established defences against this aspect of senior scholarship. It is interesting to ponder upon the particular liability of this professional group to these anxieties. It may well be that the Middlesex DProf candidates experience similar fears and an exploration of this proposition may be an interesting inquiry to follow. Nor would this be a purely peripheral project for further research. If a body of practice is to become a respected profession, and if professional doctorates are to form valuable and reputable links between universities and the world of work, then the stature and performance of individuals involved in these movements will be needed as validation. This will have implications for selection, with a higher value being placed on psychological maturity than on reputation or on previous achievements. There will also be demands upon the programme teams involved in these doctoral programmes. They will need to maintain a calm,

understanding outlook towards this process of psychological transformation from confident practitioner through doubt and fear, and then on towards a stronger sense of self-affirmation and purpose. Perhaps they will need to aspire to an attitude that represents *charity* (or perhaps *empathic attunement* in more psychotherapeutic terms) in its true sense.

“Charity suffereth long, and is kind; charity envieth not; charity vaunteth not itself, is not puffed up” (St Paul: Corinthians 13:4)

What is at stake here, in the relationship between personal evolution and professional achievement is the question of *being-maturity*, which is the outcome of a high level of *being* tested through a quality of *doing*, which has been fully examined in a public setting. It is this individual and internal work that can ultimately serve society through professional excellence and probity. These are high-flown words and may seem somewhat grandiose as the conclusion to a comparatively modest venture: the design, development and evaluation of a doctoral programme for psychotherapy practitioners. Maybe it is enough to conclude with a reaffirmation of the writer’s lifelong, and impossible, search towards excellence, which this endeavour has, to some extent, portrayed.

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APPENDICES

1. Kathi Murphy (1996) Discussion Paper for Academic Meeting
2. Questionnaire market survey regarding proposed doctoral programme (1996)
3. Handbook (1999/200)
4. Description of original research seminars in Validation Documents (Metanoia 1998b)
5. Viva presentation document (January 2000)
6. Table 2.1
7. Questionnaire distributed to doctoral candidates (1999)

Discussion Paper for Academic Meeting - 25.04.96

Background to, and history of, the creation of the Psy.D (Doctor of Psychology) in USA, a prototype degree for the concept design of this Doctorate in Psychotherapy Practice.

(NB. There is a named Doctorate in Psychotherapy practice in the USA)

The Doctor of psychology degree is a qualification particular to the USA and the American Psychological Association's (APA.) influence in accrediting professional training within the USA. It was spawned in the 1960s because of increasing professional concern about the lack of practitioner education in academic psychology which was, then, the only route to becoming a clinical practitioner. In none of the literature I researched was a graduate from these programs called a psychotherapist, they are always referred to as a practitioner or a counselling psychologist.

In a separate and distinct endeavour medical graduates could enter training to become a psychoanalyst at an independent Analytic Training Institute and, on graduation, would be licensed to practice as a psychoanalyst. This group had, and has, their own territory of work and were not interested in, or involved with, the world of academic psychology and its struggles to countenance practitioner training. Nor, until recently, would they have accepted a psychology graduate as suitably qualified to enter psychoanalytic training.

The emergence of the Psy.D lies in the history of the APA. particularly since WWII with the advent of Veterans Affairs (VA) organisations presenting an unprecedented demand for psychological services to returned soldiers. This history of education for the practice of psychology/psychotherapy, separate from education in psychology as a science, is a tale of conflict, resolved at first by avoidance, engaged in primarily by force of external circumstances, and, only recently, evolving into an uneasy pluralism in which education for research, education for research and practice in the

scientist/professional tradition, and direct education for practice are all accorded some measure of academic legitimacy.

Until 1957 no accredited program in Clinical Psychology, in the USA, offered a training for the practice of clinical psychology. Due to rumbling concerns by graduates feeling incompetent to practice and a market place needing adept practitioners, Adelphi University took the, then, very radical step of offering an accredited training in the practice of clinical psychology. This initiative was a direct result of the 1949 AP Boulder Conference which endorsed a diversity of training patterns in clinical psychology. This experiment, unprecedented in professional training, supported the training of clinical psychologists as both scientists and practitioners at a 50:50 split.

In 1965 the APA Conference considered an alternative model of training - a practitioner model - to be called the Doctor of Psychology. This would require enhanced field training and supervision and special concentration on clinical training. In the model the research: clinical allocation would be 25:75 rather than the 75:25 allocation for a Ph.D. By a narrow margin the conference recognised that "such training" already existed. In these discussions a Psy.D training did not call for a dissertation. Nearly all Psy.D programs have, however, included a dissertation requirement.

In 1969 Nicholas Cummings, a Doctoral graduate from Adelphi, founded The California School for Professional Psychology (CSPP), the first non-university, free-standing professional school in the country. Campuses were established in Los Angeles and San Francisco. Two years later two more campuses were established at San Diego and Fresno. The CSPP was a unique innovation and freed professional psychology from the graduate schools of letters and sciences, thus leading the way for the creation of many professional schools. By 1992 one third of graduating Doctors in Psychology were from professional schools.

The Psy.D programs at CSPP are four year programs offering a blend of education, professional training, research and service, stressing practitioner oriented training for

those interested in careers primarily as service providers. The 5 year Ph.D program, however, stresses more heavily the acquisition of research skills for those seeking careers in research settings in academia who also want clinical practice skills. The Ph.D program includes the completion of a scholarly dissertation.

The 1973 APA conference in Vail encouraged the development of professional schools and the adoption of the Psy.D program as well as the creation of Masters level programs in professional psychology. (From this point on a Masters qualification became the academic requirement for licensing in most states). A movement to provide graduate education outside the academic world was encouraged and implemented with the emphasis on skilled practitioners who would serve the public. The Psy.D was explicitly endorsed and recommended as a Degree of choice for professional programs in contrast to the Ph.D which was reserved for graduates of scientist/practitioner programs.

There was not, however, an easy alliance between the APA and the free-standing schools. Professional schools within a university, were usually easily accredited by the APA. Free-standing schools struggled for APA accreditation. This conflict and tension remains.

In 1986 the National Council for Schools of Professional Psychology (NCSPP) met and drew up overarching goals/philosophy for professional schools. These included:

- commitment to practitioner training
- reliance of professional training on a knowledge base rooted in, but not limited by, psychology
- recognition of the obligation of professional training to be responsive to issues of ethnic diversity.

A generic core of professional training was fully defined, consisting of six basic areas:

- relationship
- assessment
- intervention
- research/evaluation
- consultation/teaching
- management

These are not necessarily the core areas taught by all university based professional schools and the way they are presented will depend on the academic requirements of the particular university. The free-standing schools have more discretion. Although the 1987 APA conference endorsed both the Ph.D and the Psy.D training, there remained friction between free-standing schools and the universities which, in the mid 90s, is unresolved.

Although the growth of the professional school movement has been striking, it is still the case that the major research universities are not receptive to establishing professional schools. The most successful university based Psy.D programs appear to be those that are organised within relatively autonomous academic units with a clear professional mission. These include the professional schools at Rutgers, Yeshiva, Wright State and Denver Universities. (We have asked these schools to send us their prospectus). Besides academic departments and university based professional schools, the main institutional settings, currently, for Psy.Ds are 17 free-standing professional schools. In every case establishing these has been a demanding exercise. In nearly every case proposals to develop Psy.D programs in independent schools have been opposed by university psychologists, usually on the grounds that the university programs are already meeting the need for professional psychologists, or that the preparation for Doctor of Psychology is "unscholarly". Legislators and licensing bodies, however, have had, and continue to have, no problem in recognising both Degrees and their graduates.

There exist problems and inevitable tensions between the differences in the NSCPP trainings and academic trainings within universities. These differences and tensions between the values of professional education and academic freedom are some of the key sources of difficulty in implementing programs that train for the dual roles of scientist and practitioner.

Sources: The Professional School Movement, George Stricker, Nicholas Cummings
The Doctor of Psychology Degree, Donald Peterson
Chapters 25 and 26 from History of Psychotherapy (ed) Donald Freedheim
1992.

In neither the USA nor the UK is there a specific Doctoral training in the Practice of Psychotherapy. The existing Psy.D programs (2 at Surrey, 1 at City) are open only to psychology graduates eligible for basic registration with the BPS and lead to BPS Chartered Counselling Psychologist status. The Ph.D program at Regents College is called a Ph.D in Psychotherapy and Counselling and considers candidates from a wide range of academic disciplines as long as they have a psychotherapy/counselling training leading to suitable levels of professional registration or accreditation. This Ph.D program emphasises rigorous academic research that is based primarily on non-quantitative research models. The only taught component on research methodology.

All four of these Doctoral programs involve some kind of research, although it is not clear what would constitute suitable research. This highlights the question about what is appropriate research useful to psychotherapy practitioners. This question is not only about the so-called “qualitative” versus “quantitative” methodology, but addresses overarching concepts such as the difference between physical science and human science.

'The term 'human science' was first proposed as a German translation of J.S. Mill's term 'moral science'. Before the turn of the century, the notion of human science had more currency than it came to have - especially in North America - as an approach to psychology. Dilthey distinguished between the natural sciences and what he referred to as the human studies, and placed psychology among the latter (Makkreel, 1992). Wundt distinguished between physiological psychology and cultural psychology, and characterised the former as natural science and the latter as human science (Danziger, 1979)."

David Rennie

Human Science and Counselling Psychology:

Closing the gap between research and practice.

Counselling Psychology Quarterly, Vol. 7/3/94.

The question to the Metanoia Institute, an equivalent to a free-standing professional school, is, can we develop a unique Advanced practitioner training leading to a Doctorate in Psychotherapy practice, and maintain the integrity of such a program within the requirements of Middlesex University, even with their development of a worked based learning Doctoral framework?

Controversy about this issue still rages within the USA and it is fair to assume a similar tension exists in the UK.

Gerald Egan made this observation on the debate:

'I am convinced we have to deal with the distinction between professional programmes and academic programmes and ask can you have a bona fide professional programme in an academic setting? I think the jury is out on that. Currently I lean towards saying "I doubt it". The reason I say this comes from my experience that whenever you have a professional programme in the academic setting, the academic culture overwhelms the professional culture. All rules, regulations, norms, beliefs, values and so forth of the academic setting end up taking precedence I am not sure that the Doctoral Degree should be the Degree of preference for the practitioner

as it is in the USA. A fair amount of research has shown that when it comes to productivity or effectiveness, para-professionals can do as well as professionals, meaning the Doctoral Degree - if that's what they do - doesn't add a great deal of value.'

**Interview: Action Man - an interview with Gerald Egan by Leonie Sugarman;
British Journal of Advice, Guidance and Counselling, Vol. 23/2/1995.**

In similar vein, Scanlon and Baillie (A preparation for practice? Students experiences of counselling training within Departments of Higher Education., Counselling Psychologist Quarterly, Vol. 7/4/1994) drew on an impressive body of literature to suggest that practitioner knowledge and formal scientific knowledge have different features and the extent to which these forms of knowledge are different contributes to a theory-practice gap in which the acquisition of more formal 'scientific knowledge' could actually impede the development of practice relevant knowledge.

In the light of the USA experiences, and their dilemmas as highlighted above, the challenge with the practitioner doctorate program is to maintain practice-led theory, supported by relevant "formal scientific" knowledge from both within the fields of psychotherapy/psychology and from other disciplines, which adds value to the clinical wisdom, flexibility, range and effectiveness of the graduate. The challenge is to develop a program that is of equivalence to similar programs in this country and abroad, especially the USA. The challenge is to develop a program that will inspire graduates to undertake further training when there is, as yet, no tangible evidence as to how it will enhance their viability in the practitioner market place. A program that is also economically viable for the Institute.

Our question is, can we produce the kind of practitioner training, to the quality we believe is sound, satisfy the requirements of Middlesex, and attract enough students so that it will be economically viable?

**Jenifer Elton-Wilson
Katherine Murphy
April 1996**

Further to our in-house survey re. the then Psychotherapy Doctorate Concept Design (March 96) we decided to send the questionnaire to a random sample of psychotherapy graduates outside of the Metanoia Institute.

70 names were selected from the UKCP registerer, and the questionnaire was sent to them, with a short covering letter and a s.a.e., at the beginning of July 1996.

Enclosed is a summary of the results of this survey, as well as the results from the March '96 survey.

There are few conclusions that we can draw from the second survey, and perhaps people were put off as it was a Metanoia Institute initiative and they might have thought we were soliciting for business. Equally the research options are the options that get the most interest, which was also the case in the March '96 survey. Clearly graduate practitioners want some input on research methods, philosophy and research projects, whether they lead to a Ph.D. or not.

Katherine Murphy

2 October 1996

THE METANOIA INSTITUTE

QUESTIONNAIRE

As a holder of a qualification in psychotherapy or counselling, you are invited to share your views as to the professional development you now require:

1. If there was an Advanced Diploma training, which could lead on to qualification as a Doctor of Psychotherapy Practice, would you:
 - a) Explore this as professional development
[Yes] [No]
 - b) Consider pursuing this training at Metanoia
[Yes] [No]
[please delete as relevant]

2. Please indicate which of the following TYPES of professional development would be of interest to you. [tick relevant box(es)]

* EXPERIENTIAL WORKSHOPS:

- Three days []
- Five days []
- Weekend only []

* PRESENTATIONS OF THEORIES/METHODOLOGIES:-
(likely to include demonstrations) []

* TAUGHT COURSES:-

- One day per week (1 year) []
- Two/three week intensives []

* STRUCTURED MODULAR COURSES leading to an advanced academic qualification []

3. Please indicate which of the following SUBJECT AREAS, divided into three main THEMES, would contribute most to your professional development:

* PROFICIENCY:

- Brief Therapy []
- Integrative Approaches []
- Couples Therapy []
- Child Psychotherapy []
- Psychosexual therapy []
- Family Systems therapy []
- Hypnotherapy []
- Addictions/Eating Disorders []
- Expressive Therapies (Art, Dance & Music) []
- Cognitive Behavioural Therapy []
- Neo-Freudian Therapy []
- Jungian Psychology []
- Object Relations/ Self Psychology []
- Transpersonal Psychotherapy []
- Psychotherapy in Society []
- Working in Medical Settings []
- Practice Evaluation []

* LEADERSHIP

- Supervision of practice []
- Training for Trainers []
- Ethical Dilemmas []
- Setting up agencies []
- Practice Management []
- Organisational issues []
- Quality Assurance []

* RESEARCH

- Basic Research Methods for Practitioners []
- Philosophy of Research into Psychotherapy []
- Advanced Research Methods for the Reflective Practitioner []
- Research into Training []
- Research into Supervision []

* DOCTORATE OF PSYCHOTHERAPY PRACTICE:

- Writing a text book for practitioners []
- Producing an illustrated manual []
- Completing a biographical case study []
- Creating a visually orientated presentation (film or video) []
- Undertaking a relevant research project []

* Are there any other forms of professional development which you are seeking?

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS POSSIBLE - BY END JULY 1996 AT THE LATEST. [stamped addressed envelope enclosed]

Re: Psychotherapy Doctorate Concept Design

Results of the Questionnaire ^{July} ~~March~~ 1996 *Graduates outside Metanoia*

Total Number of Sample	70
Number of responses to sample	25
For this part of the questionnaire the response options were either Yes/No/other.	
* No. of people wanting Ad. Pract. training leading to Doctorate:	8
No. wanting to continue this at Metanoia:	3
No. wanting to continue but not at Metanoia:	5
*No. of people not interested in anything on the questionnaire:	6
*No. of people wanting some specific Ad. Pract. Training but <u>not</u> Doctorate:	11

Learning and Teaching Methods (For the remaining sections of the Survey - people had multiple options)

* Experiential workshops:	3 days	3
	5 days	1
	w/end	2
* Presentations of Theories/Methodologies (likely to include demonstrations)		6
* Taught courses:	1 day per week	4
	2 or 3 week blocs	-
* Structured Modular Courses - leading to an advanced academic qualification		8

2a

Subject Areas

C=Certificate Year D=Diploma Year

Proficiency

Brief Therapy	2
Integrative Approaches	1
Couples Therapy	2
Child Psychotherapy	-
Psychosexual Therapy	-
Family Systems Therapy	3
Hypnotherapy	-
Addictions/Eating Disorders	1
Expressive Therapies (Art, Dance, Music)	-
Cognitive Behavioural Therapy	-
Neo Freudian Therapy	-
Object Relations/Self Psychology	3
Transpersonal Psychotherapy	-
Psychotherapy in Society	-
Medical Settings	-
Practice Evaluations	-

Research

Basic Research Methods for Practitioners	6
Philosophy of Research into Psychotherapy	2
Advanced Research Methods for the Reflective Practitioner	2
Research into Training	-
Research into Supervision	-

Doctorate of Psychotherapy Practice

Writing a Textbook for Practitioners	2
Producing an Illustrated Manual	1
Completing a Biographical Case Study	3
Creating a Visually Orientated Presentation	-
Undertaking a Relevant Research Project	1

THE METANOIA INSTITUTE

QUESTIONNAIRE

As a holder of a qualification in psychotherapy gained at Metanoia, you are invited to share your views as to the professional development you now require:

1. If there was an Advanced Diploma training, which could lead on to qualification as a Doctor of Psychotherapy Practice, would you:
 - a) Explore this as professional development
[Yes] [No]
 - b) Pursue this training at Metanoia
[Yes] [No]
[please delete as relevant]

 2. Please indicate which of the following TYPES of professional development would be of interest to you. [tick relevant box]
- * EXPERIENTIAL WORKSHOPS:
- Three days []
 - Five days []
 - Weekend only []
- * PRESENTATIONS OF THEORIES/METHODOLOGIES:-
(likely to include demonstrations) []
- * TAUGHT COURSES:-
- One day per week (1 year) []
 - Two/three week intensives []
- * STRUCTURED MODULAR COURSES leading to an advanced academic qualification []

3. Please indicate which of the following SUBJECT AREAS, divided into three main THEMES, would contribute most to your professional development:

* PROFICIENCY:

Brief Therapy	[]
Integrative Approaches	[]
Couples Therapy	[]
Child Psychotherapy	[]
Psychosexual therapy	[]
Family Systems therapy	[]
Hypnotherapy	[]
Addictions/Eating Disorders	[]
Expressive Therapies (Art, Dance & Music)	[]
Cognitive Behavioural Therapy	[]
Neo-Freudian Therapy	[]
Jungian Psychology	[]
Object Relations/ Self Psychology	[]
Transpersonal Psychotherapy	[]
Psychotherapy in Society	[]
Working in Medical Settings	[]
Practice Evaluation	[]

* LEADERSHIP

Supervision of practice	[]
Training for Trainers	[]
Ethical Dilemmas	[]
Setting up agencies	[]
Practice Management	[]
Organisational issues	[]
Quality Assurance	[]

* RESEARCH

Basic Research Methods for Practitioners	[]
Philosophy of Research into Psychotherapy	[]
Advanced Research Methods for the Reflective Practitioner	[]
Research into Training	[]
Research into Supervision	[]

* DOCTORATE OF PSYCHOTHERAPY PRACTICE:

Writing a text book for practitioners	[]
Producing an illustrated manual	[]
Completing a biographical case study	[]
Creating a visually orientated presentation (film or video)	[]
Undertaking a relevant research project	[]

* Are there any other forms of professional development which you are seeking?

PLEASE RETURN THIS QUESTIONNAIRE BEFORE
WEDNESDAY, 10TH APRIL 1996.
[stamped addressed envelope enclosed]

e: Psychotherapy Doctorate Concept Design

Results of the Questionnaire (March 1996) *Metanoia Graduate*

Total Number of Sample	50
Number of responses to sample	32
For this part of the questionnaire the response options were either Yes/No/other.	
No. of people wanting Ad. Pract. training leading to Doctorate:	23
No. wanting to continue this at Metanoia:	22
No. wanting to continue but not at Metanoia:	1
No. Of people not interested in anything on the questionnaire:	5
No. Of people wanting some specific Ad. Pract. Training but <u>not</u> Doctorate:	4

Earning and Teaching Methods (For the remaining sections of the Survey - people had multiple options)

Experiential workshops:	3 days	17
	5 days	7
	w/end	15
Presentations of Theories/Methodologies (likely to include demonstrations)		
		12
Taught courses:	1 day per week	14
	2 or 3 week blocs	6
Structured Modular Courses - leading to an advanced academic qualification		
		15

Subject Areas

C= Certificate Year D = Diploma Year

Proficiency

Brief Therapy	15
Integrative Approaches	15
Couples Therapy	10
Child Psychotherapy	2
Psychosexual Therapy	8
Family Systems Therapy	8
Hypnotherapy	0
Addictions/Eating Disorders	8
Expressive Therapies (Art, Dance, Music)	5
Cognitive Behavioural Therapy	5
Neo Freudian Therapy	7
Object Relations/Self Psychology	15
Transpersonal Psychotherapy	8
Psychotherapy in Society	5
Medical Settings	2
Practice Evaluations	9

Research

Basic Research Methods for Practitioners	19
Philosophy of Research into Psychotherapy	17
Advanced Research Methods for the Reflective Practitioner	12
Research into Training	7
Research into Supervision	10

Doctorate of Psychotherapy Practice

Writing a Textbook for Practitioners	8
Producing an Illustrated Manual	5
Completing a Biographical Case Study	10
Creating a Visually Orientated Presentation	3
Undertaking a Relevant Research Project	14

Ni METANOIA
INSTITUTE



MASTERS/DOCTORATE IN PSYCHOTHERAPY
by **PROFESSIONAL STUDIES**

A Joint Programme Offered by
Middlesex University and the Metanoia Institute

PROGRAMME AND MODULES HANDBOOK

1999/2000

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FOREWORD

The Programme team of the Masters and Doctorate in Psychotherapy by Professional Studies warmly welcome you to the Programme. We are privileged that you have decided to undertake the Programme because we appreciate that we shall be working with you at the highest academic level and for a considerable time. Equally, we realise that the outcome of your study will have far-reaching consequences, not only for your personal interests and advancement, but also for the development of the profession. We expect to learn a great deal from your work and you may be assured of our full commitment to assisting you in every way we can.

The Programme is the first of its kind anywhere in the world because it combines professional knowledge and expertise in Psychotherapy with the most advanced knowledge and techniques in Work Based Learning. We believe that the combined resources of the Metanoia Institute and the National Centre for Work Based Learning Partnerships at Middlesex University make this a very special programme. However, we are also convinced that its aim to produce professional excellence will be achieved only if it exploits fully the rich resources of knowledge and experience of its candidates. We intend to do this through making collaboration and sharing central to all the Programme activities.

This Handbook is intended to reflect this philosophy, as well as give full details of all aspects of the Programme. Any suggestions for improving the document will be welcome by the joint Programme leaders, Jenifer Elton Wilson and myself. We wish you well in your studies.

Derek Portwood

GLOSSARY

Academic Adviser	Tutor contributing to Part 1 of the Programme, having general academic advisory role in relation to named candidates throughout their programme of study. Candidates must arrange contact with their academic adviser at least once a semester to discuss their progress.
Academic Consultant	Senior academic practitioner assigned to named candidates, and having a specialist supervisory and assessment role for those candidates' Part 2 project.
APWBL	Accreditation of Prior and Work Based Learning: a supplement to Part 1 of the Programme, by which you may receive academic credit for the learning you have gained through previous substantial work achievements (both certificated and uncertificated).
Candidate	Participant on the MProf/DPsych Programme.
CNPs	Candidates' Negotiated Pathways.
Capability	Within the MProf/DPsych Programme, the term 'capability' carries particular meanings related to major organisational and professional roles. It refers to high level, work based capabilities within which the Level 5 descriptors are subsumed. Examples of such capabilities are the management of major organisational change, systems development or published specialised knowledge.
DPsych	The award of Doctor in Psychotherapy by Professional Studies is one of the two awards offered on this Programme.
DPS Modules	Level 4 and 5 modules specific to the MProf/DPsych Programme.
MACS	Middlesex Academic Credit Scheme: the organisation of the Middlesex University academic programme as a credit accumulation and transfer scheme. It is based upon the principle that all learning which can be judged to be at higher education level can be quantified in terms of Academic Credit.
MProf	The award of Master in Professional Studies is one of the two awards offered on this Programme.
NCWBLP	The National Centre for Work Based Learning Partnerships acts as the managing agency for the MProf/DPsych Programme and carries responsibility for the administration of the Programme. All enquiries about the Programme should be directed to the Metanoia Institute.
Plenary	Group meeting with other candidates.
QAAS	Quality Assurance and Audit Service
SVPs	Specialisation Validated Pathways
Tutorials	One to one meeting with Academic Adviser or Academic Consultant.

PROGRAMME TEAM

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PROGRAMME OUTLINE

1. INTRODUCTION

This Handbook gives candidates important information on the Masters/Doctorate in Psychotherapy by Professional Studies. Detailed information about the Programme and the specific Modules are included. Each module section is concluded by a pro forma which provides a summary of the module. Further information on specific modules can be obtained from the module leader.

1.1. The MProf/DPsych (Prof) Programme: Description and Rationale A Doctorate for Practitioners

There has been an increasing level of demand for and interest in this programme from graduates of Metanoia's MSc programmes, Metanoia tutors and from senior qualified psychotherapists associated with Metanoia.

The doctoral programme has been designed to meet the demand for doctorate qualifications in the field of Psychotherapy. It will provide academic recognition of both scholarly and work-based research and project work undertaken by candidates. It is a natural extension of the development of the Metanoia MSc training programmes (validated by Middlesex).

The programme has been designed in close liaison with Middlesex University's National Centre for Work-Based Learning. It is to be launched as a joint programme with the new Middlesex Doctorate in Professional Studies. Candidates on the programme are registered as Middlesex University students.

The philosophy at the heart of this doctorate is the belief in the importance of the professional aspects of practice and what that means. Our belief is that engagement with clients, evaluation of practice and leadership in the training and provision of psychotherapy services provides an overview of what goes to make up "the excellent practitioner". This is what is meant by "proficiency in the practice of client work". The proficient practitioner seeks ever to update and expand their application of theory to practice, and to critique their own assumptions with particular attention to current developments within the wider field.

This doctorate is truly "work-based" in that it emerges from the client-work of professional practitioners and is viewed through the lens of:

- Professional experience developed continuously through active engagement with individuals and groups of clients in a wide range of contexts.
- Forms of evaluation research resulting in "products" (projects, dissertations, scholarly works) of interest and usefulness to practitioners.
- Leadership qualities and skills whereby professionals are able to set up training, consultancy, and organisations dedicated to psychotherapy provision.

Metanoia is committed to research at a distinctive level in the field of psychotherapy and counselling. This has proved a complex area in which to accomplish relevant research evidence of which the psychotherapy practitioner can make use. It requires an innovative and broad-based approach to research and evaluation which is congruent with the thrust of the proposed Middlesex University doctoral programme in Professional Studies.

Individuals joining the programme can opt to complete a Masters programme as an alternative to a Doctorate if they wish. The programme will appeal to practitioners from humanistic, psychodynamic, cognitive, systemic and behavioural backgrounds.

1.2 The MProf/DPsych Programme: Standards, Objectives and 'Level Descriptors'

For candidates undertaking the Masters/Doctorate in Psychotherapy by Professional Studies Programme the *aim* of the programme is to achieve the following standards:

Master of Professional Studies (Psychotherapy) (MProf)

'The standard of the MProf. is that expected of a candidate who has undertaken a major project relating to organisational change and/or professional development. The candidate must have demonstrated individually or collaboratively, advanced research capability and project management applicable to the professional areas of study and produced and orally presented a report to the satisfaction of the assessors'.

University regulations, Section K

Doctor of Psychotherapy by Professional Studies (DPsych)

'The standard of the DProf is that expected of a candidate who has engaged in advanced learning from taught and project sources which achieves major organisational change and/or excellence in professional practice resulting in original work worthy of publication in complete and abridged form.

The candidate must have shown evidence of ability to undertake self-managed and/or collaborative research and project development and have produced and orally defended the product of the study to the satisfaction of the assessors.'

University regulations, Section K

In the case of the DPsych, the candidate must not only have shown evidence of ability to undertake self managed and/or collaborative research and project development but also to have persuaded the assessors as to the value and usefulness of the product of the study within the professional context of Psychotherapy.

Both awards are unclassified (pass/fail only).

The *objectives* of the Masters/Doctorate in Psychotherapy by Professional Studies Programme are outlined in the Level 5 Descriptors (Figure 1). The descriptors state in generic terms what the candidates should be able to demonstrate on completion of the programme. They should also be understood as the assessment criteria against which the candidates' work will be judged. The candidates will be aiming to demonstrate their ability to meet these descriptors in specific pieces of original work which they undertake on the Programme. Consequently, a key outcome of the Programme will be their ability to transfer this learning to other contexts.

The Level 5 Descriptors relate to all modules. In Part I, which is assessed at Level 4, the Level 5 descriptors are used as guidelines to confirm the candidates' readiness to progress to Part 2 of the Programme. In Part II, which is assessed at Level 5, assessment will focus on the extent to which the candidates' work is a demonstration of their ability to satisfy these descriptors.

FIGURE 1: LEVEL 5 DESCRIPTORS

PROFESSIONAL CONTEXT

EXCELLENT PRACTITIONER:	Evidence that the candidate is working in their specified area to a level of excellence.
ETHICAL UNDERSTANDING:	Awareness of ethical dilemmas likely to arise in professional practice, work situations and evaluation contexts and the ability to make appropriate ethical decisions.
CONTEXT:	Understands and works with complex, unpredictable, specialised work contexts requiring innovative study which will involve exploring current limits of knowledge. Is aware of how individual differences (race, sexual orientation, gender) affect professional practice.
RESPONSIBILITY:	Autonomy within bounds of professional practice with high levels of responsibility for self, others and towards their profession as a whole.
COMMITMENT:	To ongoing personal and professional development within their area, to self-assessment and opening up of work for scrutiny by other experts.

PROFESSIONAL KNOWLEDGE

KNOWLEDGE:	Evidence that the candidate has in-depth knowledge of an inter-disciplinary nature in a complex area and is working at current limits of theoretical and/or research understanding
ACQUIRING KNOWLEDGE:	The candidate has the ability to access, critically evaluate and formulate knowledge on specific areas.
ANALYSIS OF KNOWLEDGE:	Can deal with complexity, lacunae and/or contradictions in the knowledge base
APPLICATION OF KNOWLEDGE:	Is able to translate and disseminate theoretical knowledge into workable frameworks and models for practice.
SYNTHESIS OF KNOWLEDGE:	Can autonomously synthesise information/ideas and create responses to problems that expand or redefine existing knowledge.
EVALUATION OF KNOWLEDGE:	Can independently evaluate/argue alternative approaches and accurately assess/report on own and others' work with justification.

PROFESSIONAL PRACTICE

COMPETENCY SKILLS:	Evidence that candidates have acquired, developed and built upon a high level of skills/competencies in their chosen field of practice.
SELF-APPRAISAL AND REFLECTION ON PRACTICE:	Evidence that the candidate can reflect on own and others' practice so that self-appraisal and reflexive inquiry become intertwined.
IN MANAGING CONTINUING AND ONGOING LEARNING:	Have acquired the skills of setting up and managing present and future learning for self and others. Is autonomous in study and use of resources: makes professional use of others in support of self-directed learning and is fully aware of political and ethical implications of the study.
PROBLEM-SOLVING:	Can isolate, assess and resolve problems of all degrees of predictability in work situations in an autonomous manner and can tackle unpredictable problems in novel ways.
COMMUNICATION/PRESENTATION:	Can engage in full professional and academic communication with others in their field and place of work and give papers/presentations to "critical communities" for developmental purposes.
EVALUATION/RESEARCH:	Can demonstrate effective selection, combination and use of research methods with full appreciation of their limitations and possibilities in achieving objectivity, reliability and validity appropriate to the area and subject of study in the work situation and can contribute to the development of applied evaluation/research.

For Level 4 Descriptors, refer to the University Catalogue (see page 44 of this Handbook).

2. STRUCTURE OF PROGRAMME

The MProf/DPsych Programme is a joint programme offered by the Metanoia Institute and Middlesex University structured according to the Middlesex Academic Credit Scheme (MACS). MACS is the organisation of the Middlesex University academic programme as a credit accumulation and transfer scheme. It is based upon the principle that all learning which can be judged to be at higher education level can be quantified in terms of academic credit.

Academic credit is recognition of learning expressed in terms of a number of credit points (4 credit points equals one week of full time study) at a particular level. On the MProf/DPsych Programme, the relevant levels of credit are the postgraduate Levels 4 and 5. The amount and level of credit required for the two qualifications is as follows:

Qualification	Level 4 Credit (Part 1)	Level 5 Credit (Part 2)	Total Credit
MProf	100	80	180
DPsych	100	260	360

You accumulate credit through passing the approved modules of the Programme to achieve the appropriate number of credit points at the appropriate level(s) for the MProf/DPsych Programme. In addition, Middlesex University is able to evaluate and accredit prior and work based learning you may already possess which is relevant to the qualification you are working towards. Part 1 of the programme must be completed before Part 2.

A University Assessment Board awards the appropriate academic credit and the corresponding qualification.

3. ADMISSION AND PROGRESSION THROUGH THE MPROF/DPSYCH (PROF) PROGRAMME

3.1. ADMISSION CRITERIA

The programme is aimed at re-vitalising and nourishing senior practitioners and offers an alternative to a traditional research based PhD or to an academic, taught Doctoral programme. It is designed for qualified, experienced psychotherapists, looking for an integrated professional and academic development programme which grows out of and relates directly to their practice. These are individuals who have already contributed in a major way to the field of psychological therapy through expertise in practice, developing training and educational programmes, providing organisation and health service consultancy, publishing papers and writing books.

The *entry requirements* are as follows:

- A. Formal training in psychotherapy or counselling, for example demonstrated by UKCP membership, BAC accreditation or equivalent.
- B. Substantial experience as a practitioner, for example demonstrated by work over a number of years and its setting.
- C. Ability to demonstrate academic competence, for example relevant degree (e.g. Masters), written work (published or presented to other professionals), research.

Further criteria: Candidates will need to demonstrate at interview that they are of a professional standard of competence suitable to design and carry out substantial work based doctoral projects. These should be enterprises which are unique, both relevant and useful to the field of psychotherapy, and designed for publication.

Preparing for the Doctorate

A prior knowledge of research methods and statistics is not a pre-requisite of this programme, but may in many cases prove invaluable to candidates who have not studied this subject at undergraduate level. As candidates Review their Previous Learning (Module 1) and prepare their Programme Plan (Module 3), some will need to update themselves in research methodology in order to carry out any project which they have in mind. This could be their Pilot Evaluation Project or their Doctoral Project(s). As a result, Metanoia will be offering a Level 3 Research Methods course outside of this programme for candidates who seek this additional knowledge.

3.2 PROGRESSION THROUGH THE PROGRAMME

All prospective candidates are offered a *Briefing Seminar*. This Seminar provides a presentation of the nature and form of this Doctorate Programme. It is an opportunity for prospective candidates to discuss in general the way in which psychotherapy has developed and of the likely future of the profession. Those attending the seminar will be able to use the group discussions to ask questions about specific modules. The Briefing Seminar will include information about Accreditation of Prior Work-Based Learning (APWBL) and the process whereby candidates with previous experience of work-based research may be able to accelerate their progress through the doctorate programme. By the conclusion of the seminar, interested participants will be able to explore their readiness to take part in this programme.

Application forms are sent to all interested candidates who have attended a Briefing Seminar and registered their interest in proceeding to a personal interview. Completed application forms are accompanied by a CV, and two written references.

Interviews are offered to those people whose application forms indicate that applicants meet the criteria indicated above.

All candidates accepted at interview will initially be registered for a Masters in Professional Studies by Psychotherapy. This registration will usually be converted to a Doctorate in Psychotherapy by Professional Studies on entry into the Level 5 Programme. The phasing of a candidate's transfer from a MProf (Psych) to a DPsych (Prof) is dependent on successful completion of the Programme Planning module culminating in a clearly delineated Learning Agreement. However, some candidates may have already chosen to limit their participation to an MProf (Psych) and others may, in discussion with their academic consultants, decide to settle for an MProf for the present. Please see Programme Flow Chart for clarification. The Programme Approval Panel gives approval for this transfer.

3.3. TIME DURATION OF THE PROGRAMME

Full time: Between 33 and 60 months. but can be reduced by up to 9 months where there is substantial APWBL.
Maximum credits per calendar year = 120

Part-time: Between 36 and 72 months, but can be reduced by up to 10 months where there is substantial APWBL.
Maximum credits per calendar year = 100

Each of the Level 4 modules in Part 1 should normally be completed within one semester. It is possible to do more than one module per semester, after consultation with your academic adviser.

The Learning Agreement is completed and presented to the Programme Approval Board only when all other Level 4 modules in Part 1 of the programme have been completed.

Doctoral Project(s) DPS 5081, DPS 5101, DPS 5121, DPS 5141, DPS 5221 220 credits in all

Completion of project(s) required for Award of Doctorate in Psychotherapy by Professional Studies.
Alternative routes as follows:

either 55,000 word equivalent project (220 credit points)

or 20,000 word equivalent project (80 credit points) plus 35,000 word equivalent project
(140 credit points)

or 25,000 word equivalent project (100 credit points) plus 30,000 word equivalent project
(120 credit points)

Note: Instructions and advice on undertaking Level 5 projects will be drawn from the Middlesex
University's MProf/DProf Modules Handbook

4. PROGRAMME CONTENTS: Part I

4.1 REVIEW OF PREVIOUS LEARNING DPS 4530

Module description: Section 1

Rationale Including Aims

The aim of this module is for candidates to produce a piece of sustained and persuasive argumentation which lays out their credentials for proceeding on to work at a Doctoral or Masters level 5. The module complements the two level 4 Research Modules by focusing, not only on research experience, but on how the candidates' professional experience as senior practitioners has equipped them for proceeding on to work at Masters and/or Doctoral Level 5. The emphasis of the single piece of writing (5000 words) which is the product of the module is on the *relevance* of the candidate's previous professional experience to the doctoral projects they plan to complete. This should take the form of a persuasive and holistic review which links past learning achievements to future intentions on the Programme.

Learning Outcomes

This module is an opportunity for candidates to demonstrate:

- The range and depth of their professional knowledge, clinical experience and leadership experience. This should include a description of their ethical understanding, awareness of context and commitment to personal and professional development.
- Their ability to critically review, analyse and evaluate their own professional practice, and to manage their own learning, solve problems and communicate with others.
- A convincing case for how work already undertaken is relevant both to the level and proposed focus of the masters/doctoral work to be undertaken on the Programme.

Credit Points

Module 4530 attracts 20 credit points at Level 4. The outcome of the module is a demonstration that the learning candidates have acquired to date in the professional field of psychotherapy is sufficient for them to undertake MProf/DPsych (Prof) work at Level 5. *No exemption is possible from this module.*

Teaching and Learning Strategies

The module will make use of:

- plenaries, for discussion, group work and peer support
- two individual tutorials with an Academic Adviser for comments and advice on drafts of work
- individual reflection

Exam - weight	None
Coursework - weight	100%
Detail	5,000 word written Review of Previous Learning
Assessment Scheme	Pass/Fail assessment of review by module tutor

Relationship with Core Modules DPS 4531 AND 4533: Introduction to Psychotherapy Research and Pilot Evaluation Project

The Review of Previous Learning module DPS 4530 is linked to the Introduction to Psychotherapy Research and Pilot Evaluation Project modules. These modules establish the candidate's research capabilities for Masters/Doctoral work. The aim of DPS 4530 is a complementary one of confirming the candidates *professional* capabilities for masters/doctoral work. It should include a focus upon the candidate's progression and development as practitioner and leader in the field of psychotherapy. It should evaluate the candidate's responsibilities and how the candidates have increased them. It should also identify the resources at the candidate's disposal to undertake project(s) at Level 5, in Part 2 of the Programme.

Relationship with Programme Planning DPS 4532

The completion of this module and the Programme Planning module DPS 4532 is fundamental to the successful participation of all candidates. These two modules ensure a coherent and relevant progression through the programme, whether this is to culminate in a Doctoral award or a post-graduate MProf award. They are *facilitated* in that close guidance is provided to candidates, usually in a supportive group setting, to enable them to plan in depth the manner in which their use of this programme will result in their being able to produce Doctoral projects which will contribute significantly to the field of psychotherapy practice. They link together and enable candidates to apply, where appropriate, for maximum Accreditation of Prior Work-Based Learning (APWBL) and to shape their **Learning Agreements** for presentation to the **Programme Approval Panel** and to plan their **Doctoral projects**.

Please note: The Review of Previous Learning should form a major resource for Candidates preparing APWBL Level 5 applications and in presenting their Learning Agreements.

Module description: Section 2

Module Code:	DPS 4530	Credit Points: 20
Module Title:	Review of Previous Learning	
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level: 4
Pre-Requisites:	None	
Co-Requisites:	None	
Barred Combinations:	None	
Starred Module:	None	
Cross Accredited Sets:	None	

Study Commitment

- (i) Contact hours/week for teaching activities (11 hours overall)
- | | | |
|----------------------------------|---------------------------------|-------------|
| Seminars: 0.5
(2 x 3.5 hours) | Tutorials: 0.25
(2 x 1 hour) | Total: 0.75 |
|----------------------------------|---------------------------------|-------------|
- (ii) Out of class study commitment
- | | |
|-----------------|-------------------|
| per week: 12.00 | per semester: 180 |
|-----------------|-------------------|
- (iii) Total study commitment
- | | |
|-----------------|-------------------|
| per week: 12.75 | per semester: 191 |
|-----------------|-------------------|

Syllabus

The knowledge base for this module is the individual candidate's own professional experience in the field of psychotherapy. This will be assessed, through a written review of previous learning, for its relevance to the candidate's whole programme of study.

Module Leader	Campus	Contact through:
Maja O'Brien	Metanoia	Kate Fromant, Metanoia, 0181 579 2505 e-mail: Kate@Metanoia.btinternet.com

4.2 PROGRAMME PLANNING AND RATIONALE DPS 4532

Module description: Section 1

Rationale Including Aims

This is a pivotal module in the MProf/DPsych programme. It includes a proposal for the Masters/ Doctoral project(s) to be undertaken. It involves candidates in designing, justifying, arguing for and negotiating agreement for their proposal with academic consultants and within their working environment. The proposal must give detailed coverage of the context of the project, the methodology, intentions for analysis and a feasible action plan. Where two projects, rather than one, are to be undertaken, the proposal must clearly state how they are complementary to one another. If the project(s) are collaborative, a rationale must be given which includes the roles of candidates.

This module follows on from candidates' critical assessment of their research and professional experience to date as evaluated in DPS 4530, Review of Previous Learning and the two Level 4 Research modules, DPS 4531 and DPS 4533. The aim of this module is to demonstrate ability to design and plan a practice-based doctoral programme focused on advancing professional learning. The candidate's choice of *Level 5 Specialist Seminars* should be justified, and linked to a doctoral project proposal intended to form a significant contribution to the field of psychotherapy practice. Where necessary the consideration and agreement of all interested parties should be demonstrated.

Learning Outcomes

The candidate should demonstrate the ability to:

- identify and justify the title of the award (MProf or DPsych)
- argue a case for maximum Accreditation of Prior Work-Based Learning (APWBL)
- select an original research and development topic likely to contribute significantly to the field of psychotherapy practice.
- plan realistic aims and objectives for the intended programme and project(s)
- write a feasible plan for Part 2 of the programme and an action plan for the project(s)
- give detailed coverage of the context of the project
- design, justify, argue for and negotiate agreement for their proposal with academic consultants and within their working environment
- justify the choice of methodology and intentions for analysis
- plan and secure necessary resources and facilities required for the intended project(s)
- persuasively and clearly make and present independent judgements
- write in a clear and logically argued way
- clarify the complementary nature of projects, where more than one project is to be undertaken
- give a clear rationale regarding the roles of any other candidates or persons involved in collaborative project(s)
- collaborate effectively with other colleagues and candidates

The candidate should increasingly demonstrate the following attitudes:

- concern for the usefulness, purpose and outcome of their project(s)
- concern for ethical, moral, social and political implications/context of the project(s)
- enthusiasm for research and belief in the significance of the project(s)

Teaching and Learning Strategies

The module will make use of:

- plenaries, for discussion, group work and peer support
- four individual tutorials with an Academic Adviser for comments and advice on drafts of work
- individual reflection
- candidate-led discussion groups

Credit Points

Module 4530 attracts 20 credit points at Level 4. The outcome of this module is the ability to design and present a doctoral programme in the form of a Learning Agreement.

Exam - weight	None
Coursework - weight	50%
Detail	Learning Agreement approximately 3000 words.
Presentation - weight	50%
Detail	Presentation to Programme Approval Panel of project(s) proposal
Assessment Scheme	<p>A Learning Agreement of doctoral programme intentions, mutually agreed by the candidate, the Metanoia Institute, Middlesex University and any other interested parties in the candidate's working environment.</p> <p>A presentation of the proposed doctoral project to the Programme Approval Board, leading <i>either</i> to a transfer from an MProf to a DPsych programme, or to a decision to limit participation at this time to achieving the MProf award.</p>

Core Learning Materials

Anderson G, Boud D, Sampson J, 1996, Learning Contracts: a practical guide, London: Kogan Page
Checkland P and Scholes J, 1990, Soft Systems Methodology in Action, Chichester: John Wiley
Laycock M and Stephenson J, 1993, Using Learning Contracts in Higher Education, London: Kogan Page

Relationship with Review of Previous Learning

These two modules are fundamental to the successful participation of all candidates. They ensure a coherent and relevant progression through the programme, whether this is to culminate in a Doctoral award or a post-graduate MProf award. They are *facilitated* in that close guidance is provided to candidates, usually in a supportive group setting, to enable them to plan in depth the manner in which their use of this programme will result in their being able to produce Doctoral projects which will contribute significantly to the field of psychotherapy practice. They link together and enable candidates to apply, where appropriate, for maximum Accreditation of Prior Work-Based Learning (APWBL) and to shape their Learning Agreements for presentation to the Programme Approval Panel and to plan their Doctoral projects.

Module description: Section 2

Module Code:	DPS 4532	Credit Points: 20
Module Title:	Programme Planning and Rationale	
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level: 4
Pre-Requisites:	None	
Co-Requisites:	None	
Barred Combinations:	None	
Starred Module:	None	
Cross Accredited Sets:	None	

Study Commitment

- (i) Contact hours/week for teaching activities (11.5 hours overall)
- | | | |
|----------------------------------|---------------------------------|-------------|
| Seminars: 0.5
(2 x 3.5 hours) | Tutorials: 0.25
(4 x 1 hour) | Total: 0.75 |
|----------------------------------|---------------------------------|-------------|
- (ii) Out of class study commitment
- | | |
|----------------|------------------|
| per week:13.00 | per semester:195 |
|----------------|------------------|
- (iii) Total study commitment
- | | |
|-----------------|---------------------|
| per week: 13.75 | per semester:206.25 |
|-----------------|---------------------|

Syllabus

This module develops the candidates' planning, design and conceptual capabilities through the construction of a Masters/Doctorate programme which argues for the satisfaction of the interests of the candidate, their working environment, the Metanoia Institute and Middlesex University through the production of a Learning Agreement and project proposals.

Module Leader	Campus	Contact through:
Jenifer Elton Wilson	Metanoia	e-mail: Jenifer@Metanoia.btinternet.com

4.3 INTRODUCTION TO PSYCHOTHERAPY RESEARCH DPS 4531 and PILOT EVALUATION PROJECT DPS 4533

Module description: Section 1

These two Core Modules are offered early on in the programme and are designed to support candidates to be able to carry out a substantial research project at the required post-graduate level. The two modules are related, in that the 'Introduction to Psychotherapy Research' focus (DPS 4531) takes place over seven half-days, and is then followed by a full day set aside primarily, but not exclusively, for those group members participating in the DPS 4533 module to present an outline of their proposed pilot projects.

Introduction to Psychotherapy Research DPS 4531

The overall aim of this module is to review the major philosophies and approaches in the field of psychotherapy research, and to facilitate an understanding of relevant methodologies for a range of research questions. A key objective is to enable participants to build on their existing knowledge, to hone their critical awareness of what research is all about, and to support a coherent strategy in the planning of their own projects. In the course of the module, participants will be expected to develop a 'portfolio' of research ideas, readings, plans and personal notes – these comprise a recorded set of supports for later project work.

While the module will be led by a facilitator who is knowledgeable about approaches to research, and experienced in the application of a number of these approaches, the style of the seminars will be participatory. The aim will be to use the full richness of experience in a group comprised of able professionals who are likely to be exploring possibilities at the growing edge of their field of practice. A full list of relevant references will be provided, many of which are available in the Metanoia library. Handouts and readings on particular topics will also be made available to participants in the course of the module.

While each seminar will focus on a broad topic area as outlined below, participants will also be invited to bring their own research needs into the discussions, and to explore the application of different approaches to their own areas of interest. Although we envisage that there will be a core group of participants who take part in the module as a whole, it will also be possible to select one or two seminars which cover specific areas of interest. Candidates interested in the latter option should contact the Metanoia office in the first instance.

RESEARCH SEMINARS

Seminar 1 (half day)

Beginnings: What do we mean by 'research'?

As this is our first meeting of the group, a key focus will be on introductions, and on specific needs of individual participants. There will also be some input from the module leader which provides an overview of seminar topics, as well as highlighting some of the 'language' of research, and its implications for practice. We will take a look at such issues as *truth*, *discovering facts*; we will ask the question '*who is the research for*', talk a bit about *subjectivity* and *objectivity*, and consider potential polarities such as *research* and *action*.

We will place markers against issues which are of particular interest in the group, and aim to schedule these into appropriate points during the seminar series. We will also discuss pilot evaluation projects and how to get these off the ground. Whether or not participants need to plan a pilot project as part of their doctoral programme, everyone will be encouraged to use their own practice as a context for potential research activity.

Seminar 2 (half day)

Historical Perspectives and Paradigms

In this seminar we shall review early developments in the rise of 'science' – the excitement which accompanied technological development from the 17th century on, and the belief that we might finally be able to 'predict' and 'control' our environment - laudable aims, and ones which have had a considerable impact on research activity. We shall consider how these ideas have been translated into research with human beings, both more generally, and within the field of psychotherapy. This will inevitably lead us into some discussion of terms such as *objectivity*, and *observation*, as well as into an exploration of *the role of the researcher*. We shall also consider how we might try out some of the ideas reviewed in the context of our own practice.

Seminar 3 (half day)

Research with Human Beings – Tensions, Dilemmas, Possibilities

We build here on what has been covered in seminar 2, with a consideration of later developments up to the 20th century. We consider, for example, the impact of *phenomenology* and *existentialism*, social and political change, the development of *action research* and its role in challenging *dualism*. All of these developments extend the possibilities in the domain of 'enquiry', offering researchers a change of paradigm on the one hand, and potentially more difficult choices on the other. We shall consider our own preferences, values, and preferred styles in the group and reflect on the implications for the development of research activities.

Seminars 4 and 5 (half day each)

An Overview of Research Methodologies

Having reviewed and discussed some important historical factors, and the ways in which these underpin the development of specific methodologies, we now consider the range of approaches to research which are available to us. We shall explore different settings and needs in research, the use of surveys, evaluations, and in-depth case studies, and reflect on the pros and cons of different approaches in the context of psychotherapy research. While one large dichotomy points to the *qualitative* versus the *quantitative*, we consider how not to get stuck in such an either/or approach. We also consider differences between *the research subject* and *the research participant*. Our overall aim will be to challenge and debate within the group, as a way of helping participants to develop their own research forms in line with the relevant questions and needs in a particular project.

Seminar 6 (half day)

Key Issues in Psychotherapy Research: Power, Politics, Ethics, Process

While it is likely that we will have named and discussed some of these key issues in earlier seminars, we take the opportunity here to focus more finely on these topics as they are so pertinent to the research endeavour. We will use case examples to illuminate our discussions, and consider the effects of these issues on each of us personally, as well as on the development of research activity within the psychotherapy field. We also consider some of the more radical challenges of *post-modern perspectives* to what might be viewed as more *traditional* thinking.

Seminar 7 (half day)

A Review of Research Paradigms and 'Where We Might Go From Here'

This seminar provides an opportunity to review the range of issues covered in the module, and to discuss further particular interests of participants. Participants might also wish to use the group setting to test out their own ideas and specific plans for their projects.

Seminar 8 (whole day)

Presentation of Pilot Evaluation Projects

This day is set aside for those participants who are preparing pilot projects to present an outline of the chosen project, and to get feedback from group members. While this day is primarily intended for those candidates registered for module DPS 4533, Pilot Evaluation Project, other participants may also be able to present outlines of their own pilot evaluation projects for their intended level 5 projects.

PILOT EVALUATION PROJECT, DPS 4533

This module enables participants to develop their understanding and skill by inviting them to plan and carry out a piece of research concerned ideally with their own area of practice. Individual support in carrying out such a project will be provided by the module leader of the research seminars who will be available for tutorials, discussion, and advice. Participants in this module are required to present an outline of their proposed project to members of the research group during the full day allocated to seminar 8.

Rationale for both modules DPS 4531 and DPS 4533, including aims

Candidates, whatever their previous level of knowledge, are taken systematically through the major philosophies and turning points in the development of research in the field. At each turning point, candidates will learn how to pursue research in that mode, in terms of that philosophy.

In general the modules will cover:

- Psychotherapy research methods.
- Exploring research approaches within psychotherapy.
- Collecting, analysing, evaluating and presenting data.
- Completing and presenting the participant's proposal.

Learning outcomes

Candidates will have sufficient knowledge and appreciation of what is involved to be able to make valid choices of method and approach. Candidates will be encouraged to apply their knowledge in such a way as to do good research which fulfils their aims. Candidates will know how to choose a project, how to investigate its background, how to create a research plan, how to carry it out and analyse it, and how to present it afterwards.

Teaching and Learning Strategies

These modules will make use of seminars for discussion, group work and peer support. There will be group and individual tutorials with the Academic Adviser responsible for this module for comments and advice on drafts of possible projects. Up to 4 hours of tutorial time can be utilised by each Candidate taking part in these two modules.

Credit Points

Introduction to Research and Evaluation, DPS 4531 attracts 20 credit points at Level 4.

Exam – weight	None
Coursework - weight	100%
Detail	Research Portfolio (learning diary, research notes, research proposal)
Presentation - weight	50%
Detail	Presentation of the proposed Pilot Evaluation Project
Assessment Scheme	Oral presentation (15-20 minutes) to peers/academic consultants

Credit Points

Pilot Evaluation Project, DPS 4533 attract 40 credit points at Level 4.

Exam – weight None

Coursework - weight 100%

Detail 7,500-8,000 research report on Pilot Evaluation Project.

Module description: Section 2

Introduction to Psychotherapy Research/Pilot Evaluation Project

Module Codes:	DPS 4531/DPS 4533	Credit Points: 20/40
Module Titles:	Introduction to Psychotherapy Research/Pilot Evaluation Project	
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level: 4
Pre-Requisites:	None	
Co-Requisites:	None	
Barred Combinations:	None	
Starred Module:	None	
Cross Accredited Sets:	None	

Study Commitment

- (i) Contact hours/week for teaching activities (24/25 hours overall)
- | | | |
|--------------------------------|-----------------------------------|-------------|
| Seminars: 1.4
(7 x 3 hours) | Tutorials: 0.25
(3 or 4 hours) | Total: 0.75 |
|--------------------------------|-----------------------------------|-------------|
- (ii) Out of class study commitment
- | | |
|--------------|-------------------|
| per week: 13 | per semester: 195 |
|--------------|-------------------|
- (iii) Total study commitment
- | | |
|-----------------|----------------------|
| per week: 14.75 | per semester: 219.75 |
|-----------------|----------------------|

Syllabus

Set of seven research seminars, presentation of research proposal, carrying out and delivering report on pilot evaluation project.

Module Leader	Campus	Contact through:
Vanja Orlans	Metanoia	e-mail: vanjaorlans@btinternet.com

4.4. ACCREDITATION OF PRIOR WORK BASED LEARNING (APWBL)

4.4.1. RELATIONSHIP OF “ACCREDITATION OF PRIOR AND WORK BASED LEARNING TO MPROF/DPROF PROGRAMME

The Masters/Doctorate in Professional Studies allows you to:

- make a claim for the accreditation of prior work based learning which is relevant to your Programme,
- and to put such credit towards your MProf or DPsych

This Section tells you whether or not you are eligible to make a claim for APWBL and how to go about doing so. Further detailed guidelines are available for those Candidates seeking APWBL accreditation at either Level 4 or Level 5.

(a) Academic Credit Gained Through APWBL

Middlesex University Programmes are organised around the principle of credit accumulation and transfer. In other words, the assessment of learning results in the award of credit points at a particular level. Such credit points are accumulated until the credit requirements of a particular award are reached.

In the case of APWBL, an individual is making a claim that major capabilities acquired through professional work, rather than through university study, are worthy of academic credit. If the University gives academic credit for such capabilities, this credit can be transferred into a candidate's MProf/DPsych programme of study and be used to fulfil some of the credit requirements of the award sought.

(b) Meaning of the term ‘Capability’

The term ‘capability’, as it is used in the MProf/DPsych Programme, carries a particular meaning – one which is related to senior organisational and professional roles. ‘Capability’ refers to high level, work based capabilities, such as managing organisational change, systems development and specialised knowledge, which can be evidenced in appropriate textual or non-textual products. The giving of academic credit will be related to the extent to which such capabilities demonstrate the Level 5 descriptors, (for example, ‘synthesis’, ‘problem solving’, ‘communication’). The Level 5 descriptors, therefore, are to be understood as underpinning the capabilities rather than being equivalent to them.

Part 2 of the MProf/DPsych Programme consists of a demonstration of your doctoral capabilities, either through undertaking Project module(s) alone, or through undertaking a Project module linked with APWBL credits at Level 5.

(c) APWBL Credit: Level and Amount

Middlesex University will only accept claims for APWBL on the MProf/DPsych programme which meet certain criteria for Level and amount. In order to decide whether you are eligible to make a claim for APWBL, you need to be aware of the total amount and level of credit required for the MProf and DPsych awards. These are as follows:

Qualification	Level 4 Credit	Level 5 Credit	Total Credit
MProf	100	80	180
DPsych	100	220 + 40	360

You also need to be aware of the relationship between the Level 4 and Level 5 requirements of the MProf/DPsych Programme, and APWBL. This is explained below:

Credit Level	Programme Requirements by Credit Level
Level 4	<p>You must obtain 100 credits at Level 4 through doing Part 1 of the MProf/DPsych Programme. Modules DPS 4530 'Review of Previous Learning' and DPS 4532 ' Programme Planning and Rationale' are compulsory, and give you a total of 40 credits.</p> <p>However, it is possible to get exemption from DPS 4531 'Introduction to Psychotherapy Research' (20 credits) and/or DPS 4533 'Pilot Evaluation Project (40 credits) but only under the following condition:</p> <p style="padding-left: 40px;">You have passed comparable masters level modules in work based research methods and/or project work.</p> <p>In this case you may make a claim for exemption, via the APWBL process, by submitting evidence that you have passed the relevant modules.</p>
Level 5	<p>In order to complete your Programme you must gain a further 80 credits at Level 5 for the MProf, or 260 credits at Level 5 for the DPsych. 220 credits are gained in Part 2 of the Programme, in which you undertake one or two Projects (DPS 5081,55101, 5121, 5141, 5221) in addition to providing evidence of attendance at 8 days of specialist seminars (40 credits at Level 5).</p> <p>If you are doing the MProf, it is not possible to make an APWBL claim. This is because your ability to undertake Level 5 work based projects must be assessed You must therefore take DPS 5081, the smallest Project on the Programme, and thus gain the 80 credits needed to complete the MProf.</p> <p>If you are doing the DPsych, you may make a Level 5 APWBL claim if you can meet the following criteria. You must:</p> <p style="padding-left: 40px;">claim for either a minimum of 80 or a maximum of 100 Level 5 credits, by making your claim against one of the existing Project modules; you must also take only one Project module, which must attract either 120 or 140 credits.</p>

(d) APWBL and Duration/Cost of the MProf/DPsych Programme

If you make an APWBL claim, the duration of your Programme can be reduced as follows:

- Full time: by up to 9 months
- Part time: by up to 10 months

APWBL credit is cheaper than standard credit, since it involves advice and assessment, but no teaching. Prices are given in separate documentation.

This process is similar to the APEL system applied to most Metanoia courses. It is a process whereby academic credit can be awarded to an individual for informal and formal learning and professional experiences gained through their professional work. The Doctorate Programme at Metanoia has been designed for senior psychotherapy practitioners who have been practising, supervising, training and managing in the complex field of psychotherapy. They will have been evaluating their own casework and that of their supervisees, trainees and colleagues. They will have been up-dating their knowledge through attending courses and exploring new theoretical and methodological approaches. They are likely to have written papers, chapters and books about psychotherapy and counselling. They may have set up agencies or training courses. All these activities may have encouraged the development of a research attitude to their work which has not been formally recognised.

The Metanoia MProf/DPsych is to be a joint programme with the Doctorate in Professional Studies programme at Middlesex University. All Middlesex University programmes are organised around the principle of credit accumulation and transfer. In other words, the assessment of learning results in the award of credit points at a particular level. Such credit points are accumulated until the credit requirements of a particular award are reached. In the case of APWBL at Level 5 the individual is able to make a claim that major capabilities acquired through professional work, rather than university study, are worthy of academic credit. Once academic credit is awarded for such capabilities, this credit can be transferred into a candidate's doctoral programme of study and be used to fulfil some of the credit requirements of the award sought.

CRITERIA FOR APWBL APPLICATION AT LEVELS 4 AND 5:

The possibility of candidates successfully applying for APWBL at Levels 4 and 5 may be discussed informally, and in principle only, at the candidate's Interview. However, candidates will be able to consider whether to proceed with their formal applications during their Review of Previous Learning and Programme Planning and Rationale seminars and tutorials, as well as in consultation with their Academic Advisor.

Level 4:

On this programme, only Modules 4531 and 4533, Introduction to Psychotherapy Research and Pilot Evaluation Project are eligible for matched APWBL credits at Level 4. Module 4530, Review of Previous Learning, and Module 4532, Programme Planning and Rationale, are core modules and compulsory for all candidates.

Level 4 APWBL Applications would normally be formally submitted to the MProf/DPsych Accreditation Panel while candidates prepare their written Review of Previous Learning for assessment by the MProf/DPsych Approval Panel before the end of the first semester. Fees are charged for all APWBL appraisals and candidates are advised to consult with their Academic Advisor before submitting an APWBL application.

To gain exemption from Module 4531, candidates must provide certificated evidence of having undertaken and gained academic credits for a similar module at Masters level. Such a course of study should be manifestly as rich in content as the Metanoia MProf/DPsych, Introduction to Psychotherapy Research. Evidence can take the form of a handbook describing the course accompanied by a written description of the candidates learning experience, and its relevance to the MProf/DPsych project(s) which the candidate has in view.

To gain exemption from Module 4533, candidates must provide evidence of having carried out, and evaluated formally, a work-based project relating to the field of psychotherapy. Evidence should be provided in the form of a structured document, which reports upon the evaluation undertaken, refers to the relevant literature or context of the enterprise, describes the relevant research methodology, and discusses the outcome of the project. This evidence should be accompanied by a written description of what the candidate has learnt from this experience and its relevance to the doctoral projects the candidate now has in view.

Please Note:

- Detailed guidelines are available to Candidates seeking APWBL accreditation at Level 4.
- It is essential that these previous research modules at Masters level should have focused upon research theory and methodology in the field of Psychotherapy.
- Applications for APWBL can be made for these Level 4 research modules either separately or together. If exemption is being sought from both modules, the written description can be submitted as one paper.

Level 5:

As candidates conduct reviews of their professional history, write their reviews of their previous learning and plan the Learning Agreements for their personal programmes, they are likely to become aware of substantial work projects already completed, for which no previous educational credit has been awarded, and which might be eligible for accreditation of prior work based learning at Level 5.

APWBL credits of either 80 or 100 credits may be claimed for previously completed and substantial high level professional project(s) work matched to Level 5 by candidates aiming for the DPsych (Prof) award. All candidates must in any case undertake a Doctoral Project of at least 120 credits. Candidates who elect to do the MProf (Psych) cannot claim any Level 5 APWBL credits since they must demonstrate their ability to undertake Level 5 work through carrying out and being assessed for a single Doctoral Project which carries a minimum of 80 credits.

Level 5 APWBL Applications would normally be submitted to the MProf/DPsych Accreditation Panel before candidates submit their written Learning Agreement for assessment by the MProf/DPsych Approval Panel, and not before the end of the second semester of the programme. Fees are charged for all APWBL appraisals and candidates are advised to consult with their Academic Advisor before submitting an APWBL application. Detailed guidelines are available to Candidates seeking APWBL accreditation at Level 5.

To gain APWBL credits for Level 5 Projects, candidates must provide evidence of having carried out substantial work-based projects relating to the field of psychotherapy. Evidence should be provided in the form of a documentation either published or worthy of publication. The project work should be of high level and relevant to the specific focus of the project work the candidates wish to undertake in Part 2 of the MProf/DPsych programme (for example a collection of published papers or the establishment of a major organisational system). This evidence should be accompanied by a written description of what the candidate has learnt from this experience and its relevance to the doctoral project(s) the candidate now has in view.

1. *Small Projects (80-100 credits)*

The candidate will usually be the principal researcher/developer. Working with others will be primarily in a consultative capacity. Where the small project is a component of a larger project, issues of collaboration will need special attention. The use of relevant literature will be highly focused and typically a single research method will be used. The projects will impact primarily within the candidate's immediate field of practice. Possible publications arising from the project will usually be one or two articles in professional journals.

2. *Medium Projects (120-140 credits)*

The candidate is likely to be engaged with others in the project activity. These others may not be formally registered for an award but the candidate must clarify all the roles and the contributions of the various participants, with particular attention to his or her own role. The style of working with others should be co-operative with the candidate assuming leadership responsibilities unless his or her contribution is a component of a very large project where the emphasis may be on joint management or leadership. These projects will impact on organisational/professional development and understanding beyond the confines of the immediate context. Possible publications may include articles in professional journals but usually will be publications of interest and relevance to the wider field of psychotherapy practice and delivery.

3. *Large Projects (160-220 credits)*

The candidate is very likely to undertake the project in full collaboration with others who will often themselves be registered for an appropriate award. The role of the candidate must be fully analysed and critically evaluated. The candidate will have major leadership responsibilities within the project. Typically multiple research methodologies will be used and one outcome will be an appraisal of the value and contribution of this approach to research and development understanding and practice. The use of literature will be extensive and subject to critical review of its applicability to the type and focus of the project being undertaken. While of high value to the candidate's immediate operational context, the impact of the project will be far reaching for related professional colleagues. Possible publications will include academic articles and may take the form of a book or comparable product.

Please Note:

- It is essential that these doctoral level projects should have focused upon professional work in and contributions to the field of Psychotherapy.
- Applications for Level 5 APWBL is only given for work-based learning for which no previous credit has yet been received

4.4.2. MAKING A CLAIM FOR APWBL

On the basis of this information and from discussion with your academic consultant, you should decide whether you are eligible to make a claim for APWBL. If you make a claim, you should proceed using the following points to guide you.

(a) Guidelines for Claiming Recognition for Level 4 Research Methodology Modules

Please Note: Supplementary detailed guidelines are available to Candidates applying for accreditation at Level 4.

If you require recognition of Level 4 credit already obtained for modules on research methodology, you should include:

- a copy of each module certificate.
- a transcript of the marks obtained
- a brief outline of the contents of each module

(b) Guidelines for Making a Claim for Level 5 APWBL

Please Note: Supplementary detailed guidelines are available to Candidates applying for accreditation at Level 5.

The main resource for making a claim for APWBL is your 'Review of Previous Learning' in DPS 4530, where you will have defined your professional achievements to date.

The task of claiming for Level 5 APWBL credit is identical to that required in undertaking your Part 2 Project module. In both cases, the Level 5 descriptors are the learning outcomes against which your achievements must be evidenced, in the form of some major developmental product.

In the APWBL case, these products will have been completed prior to your entry onto the DPsych Programme. However, you must claim against a particular size of Project, just as you do when you actually undertake your Project in Part 2 of the MProf/DPsych Programme.

You should map the Level 5 descriptors onto the major developmental product you are using as evidence, thereby exposing the doctoral level capability or capabilities for which you wish to claim.

Your aim is to make a case for how a particular product evidences or demonstrates a specific capability or capabilities. Your APWBL claim should therefore contain:

- the product
- a written commentary, in which you argue your case for credit and supply contextual and methodological information about the product
- a standard cover page and first page, as follows:

Cover Page: write as follows:

*Application for Accreditation of
Prior and Work based Learning*

*Your full name
Date of submission*

First Page: write as follows:

Your work address/telephone number

*I wish to apply to Middlesex University for
accreditation of my prior and work based learning
in respect of the following capabilities*

(List the names of the capabilities)

Print your name and sign, with date.

Your academic advisor will make a recommendation for academic credit on the basis of the claim you submit to the Accreditation Panel of the MProf/DPsych Assessment Board.

PROGRAMME CONTENTS: PART II

5.1 SPECIALIST SEMINARS

Module Description Section 1

Rationale Including Aims

The aim of this module is to demonstrate ability to be part of “conversation based learning” using discussion, dialogue, critical discovery and community based scholarly activity to probe specialist areas of psychotherapy research and practice.

These seminars contribute to a self-directed doctoral programme of study which aims towards originality of thought, understanding and practical application shared by a **community of scholarly practitioners**. Modules at this Doctoral level, take the form of led seminar discussion and presentations demonstrating preparatory reading of specific texts. These specialist seminars will feature the inspiration of authorities who combine academic insights with professional experience as practitioners. Candidates will be encouraged to think about and share ideas, review them systematically and present new paradigms that contain the best of up-to-date knowledge and skills with insights for future work.

Teaching/learning and assessment at Doctoral Level (Level 5) is and should be qualitatively different from the same at other levels. Masters level courses (Level 4) still retain a strong emphasis on didactic teaching where tutors synthesise research, literature and practice in a specific field and present this to their students. However, it is expected that, at Level 5, the emphasis will move from didactic teaching to action-based and collaborative learning facilitated by an academic consultant. This "conversation based learning" highlights elements of discussion, dialogue, critical discovery and community based scholarly activity. Specialist Seminars are likely to take the form of a community of scholars who will pursue learning in a specialised area systematically and as a team. The emphasis will be on pooling resources and contribution from within the groups and using the group as a fulcrum for contributions to the field. Critical areas of discussion will emerge from the candidates' own work and the work of others in that field. This new learning will be tested in the field through their own professional practice and will aim towards Doctoral Project(s) which are a true contribution to the field of psychotherapy practice.

This approach to education at Doctoral Level will result in frameworks that affect professional practice and balance clinical exploration with academic insights.

In preparation for this practitioner doctorate, specialist seminar modules **relevant** to the chosen subject area will be included in the Doctoral student's **Portfolio** in accordance with the **Learning Agreement** progressively negotiated through the Programme Planning core module of the doctoral programme which describes the manner in which their final contribution to the field of psychotherapy practice is to be expressed.

The contents of this portfolio are likely to contribute to the written material accompanying the candidates' Doctoral Project(s) work. Candidates have a choice as to which Specialist Seminars they attend in accordance with the specific interest areas relevant to their proposed doctoral project(s). A minimum of 8 days attendance at Specialist Seminars is required in order to gain the 40 credit points at Level 5 awarded for this part of the programme.

Learning Outcomes

The candidate should demonstrate the ability to:

- prepare for specialist seminars through focused reading
- participate actively in seminars
- write up their reflections and thoughts in a focused and critical manner reflecting their awareness of the issues on the specific topics and their ability to capture critical points and reflect on them.
- work with others in pooling resources and harnessing discussion towards contributions in the field of study.

The candidate should increasingly demonstrate the following attitudes:

- willingness to participate in specialist subjects in an active and proactive manner
- enthusiasm for working with others in the pursuit of knowledge
- keenness for pooling their own resources and examining the resources brought by others

Teaching and Learning Strategies

Consultant-led discussion groups; community focused learning sets; communal projects, portfolio

Credit Points

Module DPS 5071 attracts 40 credit points at Level 5. Its purpose is to expose candidates to a series of specialist seminars (a minimum of 8 days/56 hours) in the area of psychotherapy.

APWBL credits are not awarded for this distinctive part of the Metanoia Doctorate programme.

Exam - weight: None

Coursework - weight: 100%

Detail: Portfolio

Presentation - weight: None

Assessment Scheme: Delivery of a Portfolio demonstrating preparation for attendance, participation during the seminars and reflection upon the learning experience.

Core Learning Materials: Provided by specialists in the area being considered.

Module Description: Section 2

Module Code:	DPS 5071	Credit Points:	40
Module Title:	Specialist Seminars		
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level:	5
Pre-Requisites:	Core Modules (Level 4)		
Co-Requisites:	None		
Barred Combinations:	None		
Starred Module:	None		
Cross Accredited Sets:	None		

Study Commitment (normally over 2 calendar years)

(i) Contact hours/week for teaching activities

Lectures:	Seminars:	Tutorials:	Workshops: 56 hours overall
Labs:	Rehearsals:	Other:	Total: 56 hours overall

(ii) Out of class study commitment

Overall number of hours: 112 hours

(iii) Total study commitment

per week: 2.8 hours

per semester: 42 hours

Other Restrictions or Requirements: None

Syllabus

These seminars are self-directed courses aimed towards originality of thought, understanding and practical application shared by a community of scholarly practitioners. The module takes the form of led seminar discussions and presentations demonstrating preparatory reading of specific texts. These specialist seminars will feature the inspiration of authorities who combine academic insights with professional experience as practitioners. Candidates will be encouraged to think about and share ideas, review them systematically and present new paradigms that contain the best of up-to-date knowledge and skills with insights for future work.

Module Leaders	Campus	Contact through:
Jenifer Elton Wilson	Metanoia	e-mail: Jenifer@Metanoia.btinternet.com

5.2 THE DOCTORAL PROJECTS DPS 5081, 5101, 5121, 5141, 5221

General Description

Part II of this programme consists of either one or two Project modules. This provides an unusual opportunity for experienced and qualified psychotherapists to make a contribution to the distinctive discipline of psychological therapy. Candidates will use their personal experience to explore intensively the terrain of psychotherapeutic application.

The doctoral candidate must carry out and complete at least one major work or practice-based project under the supervision of a named academic consultant. This could be split into two related significant projects provided neither is less than 80 credit points and they are fully complementary. In this programme, 220 credit points are allocated for doctoral projects. Even with full accreditation for work-based learning (APWBL), the final project carries a minimum of 120 credit points.

Projects can take many forms and use a variety of media but all would involve substantial effort measured in part by their *equivalence* in length to written material. The norm is likely to be 5000 words per 20 credit points. So, measured in equivalence to the written word, doctoral projects for the DPsych(Prof) could range from 20,000 words (80 credits) to 55,000 words (220 credits). Even with full APWBL, a single final project must be equivalent to at least 30,000 words in order to achieve 120 credit points.

Where the outcome of the candidate's project is non-textual, it should be accompanied by a written critique giving methodological and contextual information. The length of the critique will have been negotiated with the candidate's academic consultant.

The outcome of this doctoral work may take any of the following forms: a written textbook; an illustrated manual; the establishment or exploration of a psychotherapy service/agency; a biographical case-study; a visually orientated presentation (film or video); or the more traditional research dissertation. *Evidence will be required to show that this final product has been tested and evaluated for its usefulness within the field of psychotherapy practice.* Some candidates may enter into collaborative projects with others in an organisational or agency context.

Doctoral candidates receive individual and specialised supervision from a named Academic Consultant once their practitioner work-based Doctoral Learning Agreement has been approved by the MProf/DPsych Approval Panel. The specific content of the Project module(s) undertaken will have been negotiated in the Project proposal developed during Module DPS 4532, Programme Planning and Rationale.

Project Structure and Assessment:

The doctoral project(s) are assessed by the candidate's academic consultant and an external assessor. There is also an oral presentation. This Doctoral Viva will not take the form of a defence of the project but a *persuasion as to its usefulness*. Where the candidate has undertaken two projects, the Viva forms 20% of the assessment of the *second* project only. Where a team of candidates have undertaken a project, the length of the coursework, which must be collaboratively produced, should be increased by 50%. The viva then takes the form of a group presentation. The magnitude of the product, its complexity and its impact upon the profession of psychotherapy will vary according to the size of the Doctoral project.

1. *Small Projects (80-100 credits)*

The candidate will usually be the principal researcher/developer. Working with others will be primarily in a consultative capacity. Where the small project is a component of a larger project, issues of collaboration will need special attention. The use of relevant literature will be highly focused and typically a single research method will be used. The projects will impact primarily within the candidate's immediate field of practice. Possible publications arising from the project will usually be one or two articles in professional journals.

2. *Medium Projects (120-140 credits)*

The candidate is likely to be engaged with others in the project activity. These others may not be formally registered for an award but the candidate must clarify all the roles and the contributions of the various participants, with particular attention to his or her own role. The style of working with others should be co-operative with the candidate assuming leadership responsibilities unless his or her contribution is a component of a very large project where the emphasis may be on joint management or leadership. These projects will impact on organisational/professional development and understanding beyond the confines of the immediate context. Possible publications may include articles in professional journals but usually will be publications of interest and relevance to the wider field of psychotherapy practice and delivery.

3. *Large Projects (160-220 credits)*

The candidate is very likely to undertake the project in full collaboration with others who will often themselves be registered for an appropriate award. The role of the candidate must be fully analysed and critically evaluated. The candidate will have major leadership responsibilities within the project. Typically multiple research methodologies will be used and one outcome will be an appraisal of the value and contribution of this approach to research and development understanding and practice. The use of literature will be extensive and subject to critical review of its applicability to the type and focus of the project being undertaken. While of high value to the candidate's immediate operational context, the impact of the project will be far reaching for related professional colleagues. Possible publications will include academic articles and may take the form of a book or comparable product.

The MProf Project:

All candidates accepted on to this Doctoral programme are initially registered for an MProf (Psych) with conversion to a DPsych (Prof) dependent upon the acceptance of their Learning Agreement by the MProf/DPsych Programme Approval Panel. However, having completed the four core modules (100 credits at Level 4), a participant in this advanced programme of study could opt to undertake the MProf (Psych) in its own right. Like the doctoral dissertation, an MProf project (80 credits at Level 5) could take many forms and use a variety of media: client work; leadership activity; evaluation through new models; novel applications and particular products in the field. See Section describing Module DPS 5081 for further information.

Attendance at Specialist Seminars is not required of candidates opting to undertake an MProf programme.

Rationale Including Aims

The rationale underpinning each project module is that it should advance the interests of both the candidate, their organisational setting and the profession of psychotherapy. It follows that each project will have unique specific aims. However, each project will also have the following *general* aims: firstly, to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes; and secondly, to demonstrate this through the candidate's production of original and useful contributions to the professional field of psychotherapy.

Learning Outcomes

For all project modules, candidates should be able to demonstrate the following capabilities:

- knowledge, research and analysis: knowledge outcomes will be specific to the focus of the project but must include critical analysis of both relevant interdisciplinary issues and advanced theoretical and/or research issues; and justification of methods used
- synthesis/evaluation: design of new responses to new situations and comprehensive evaluation of them
- problem solving: ability to construct and assess problem solving strategies in a wide range of situations
- self appraisal and management of learning: ability to strategically plan and implement development of own professional learning, and critically reflect on outcomes
- communication: evidence of engagement with 'critical communities' through whom new or modified paradigms are being established; ability to present their work orally
- responsibility and ethical understanding: evidence of responsibility for self and others and ethical understanding, including in complex, unpredictable and/or specialised work contexts

Teaching and Learning Strategies

All project modules are likely to make use of:

- some form of collaborative activity, due to the significance of the project within the profession of psychotherapy. This may be of several types: a team of masters/doctoral candidates who engage together on a project; a single candidate on the masters/doctoral programme who leads a group of project workers who are not themselves registered for university qualifications; the participation of clients or other "users" of the psychotherapy services provided by the candidate. There is, in addition, the provision of collegial debate through participation in Specialist Seminars.
- individual tutorials with an academic consultant for comments and advice on drafts of work.

5.2.1. Doctoral Project

Module Description: Section 1

Module Code: DPS 5081

Rationale Including Aims

The rationale underpinning each project module is that it should advance the interests of both the candidate, their organisational setting and the profession of psychotherapy. It follows that each project will have unique specific aims. However, each project will also have the following *general* aims: firstly, to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes; and secondly, to demonstrate this through the candidate's production of original and useful contributions to the professional field of psychotherapy.

DPS 5081 forms the *entire* project component of the MProf (Psychotherapy) Programme. On the DPsych Programme, DPS 5081 can be taken as one of two projects. In this case, it is the minimum size of project that can be taken and must be fully complementary with a second project. The undertaking of DPS 5081, whether alone or in conjunction with another project module, must be negotiated in the Learning Agreement completed in DPS 4532.

Learning Outcomes

For all project modules, candidates should be able to demonstrate the following capabilities:

- knowledge, research and analysis: knowledge outcomes will be specific to the focus of the project but must include critical analysis of both relevant interdisciplinary issues and advanced theoretical and/or research issues; and justification of methods used
- synthesis/evaluation: design of new responses to new situations and comprehensive evaluation of them
- problem solving: ability to construct and assess problem solving strategies in a wide range of situations
- self appraisal and management of learning: ability to strategically plan and implement development of own professional learning, and critically reflect on outcomes
- communication: evidence of engagement with 'critical communities' through whom new or modified paradigms are being established; ability to present their work orally
- responsibility and ethical understanding: evidence of responsibility for self and others and ethical understanding, including in complex, unpredictable and/or specialised work contexts

Teaching and Learning Strategies

All project modules will make use of:

- collaborative activity, due to the organisational significance of the project. This may be of several types: a team of masters/doctoral candidates who engage together on a project; a single candidate on the masters/doctoral programme who leads a group of project workers who are not themselves registered for university qualifications. There is, in addition, the provision of collegial debate through plenary sessions.
- individual tutorials with an academic consultant for comments and advice on drafts of work.

Four hours of consultancy are available in Module DPS 5081, whether in the form of face-to-face meetings or in the form of reading, listening or viewing time.

Exam - weight:	None
Coursework - weight:	100% (except when this module is the final project, where coursework accounts for 80% of assessment and viva voce for 20%)
Detail:	Research and development product of 20,000 words, or equivalent
Assessment Scheme:	Pass/fail assessment of product by academic consultant and (for final project) external assessor.

Core Learning Materials

- McLeod, J (1999) *Practitioner Research in Counselling*. London: Sage
- Reason, P. & Rowan J. (eds) (1981) *Human Inquiry: a Sourcebook of New Paradigm Research*. New York: John Wiley
- Schon, D.A. (1987) *Educating the Reflective Practitioner*
- Howard, G.S. (1986) The scientist-practitioner in counselling psychology: toward a deeper integration of theory, research and practice, *The Counselling Psychologist* 14: 61-105.

Module Description:	Section 2	
Module Code:	DPS 5081	Credit Points: 80
Module Title:	Doctoral Project	
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level: 5
Pre-Requisites:	Level 4 Core Modules and Specialist Seminars	
Co-Requisites:	None	
Barred Combinations:	None	
Starred Module:	None	
Cross Accredited Sets:	None	

Study Commitment

(i) Contact hours/week for teaching activities

Lectures:	Seminars:	Tutorials: 0.3 (4 hours)	Workshops:
Labs:	Rehearsals:	Other:	Total: 0.5

(ii) Out of class study commitment

per week: 37.70	per semester: 565.5
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(iii) Total study commitment

per week: 38	per semester: 570
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Other Restrictions or Requirements: None

Syllabus

All project modules are based on the candidate's professional work. The specific content of this module will have been negotiated by the candidate through the project proposal drawn up as part of the 'learning agreement' in module DPS 4532. This module will involve the candidate in the research and development work agreed in the project proposal. It will result in a product which will advance the interests of the candidate's organisation and profession.

Module Leaders	Campus	Contact through:
Jenifer Elton-Wilson/	Metanoia	e-mail: Jenifer@Metanoia.btinternet.com
Derek Portwood	Middlesex	e-mail: D.Portwood@mdx.ac.uk

5.2.2 Doctoral Project

Module Description: Section 1

Module Code: DPS 5101

Rationale Including Aims

The rationale underpinning each project module is that it should advance the interests of both the candidate, their organisational setting and the profession of psychotherapy. It follows that each project will have unique specific aims. However, each project will also have the following *general* aims: firstly, to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes; and secondly, to demonstrate this through the candidate's production of original and useful contributions to the professional field of psychotherapy.

DPS 5101 is only available on the *Doctorate in Psychotherapy by Professional Studies Programme*. It can only be taken as one of two projects but must be fully complementary with a second project. The taking of DPS 5101, whether alone or in conjunction with another project, must be negotiated in the Learning Agreement completed in DPS 4532.

Learning Outcomes

For all project modules, candidates should be able to demonstrate the following capabilities:

- knowledge, research and analysis: knowledge outcomes will be specific to the focus of the project but must include critical analysis of both relevant interdisciplinary issues and advanced theoretical and/or research issues; and justification of methods used
- synthesis/evaluation: design of new responses to new situations and comprehensive evaluation of them
- problem solving: ability to construct and assess problem solving strategies in a wide range of situations
- self appraisal and management of learning: ability to strategically plan and implement development of own professional learning, and critically reflect on outcomes
- communication: evidence of engagement with 'critical communities' through whom new or modified paradigms are being established; ability to present their work orally
- responsibility and ethical understanding: evidence of responsibility for self and others and ethical understanding, including in complex, unpredictable and/or specialised work contexts

Teaching and Learning Strategies

All project modules will make use of:

- collaborative activity, due to the organisational significance of the project. This may be of several types: a team of masters/doctoral candidates who engage together on a project; a single candidate on the masters/doctoral programme who leads a group of project workers who are not themselves registered for university qualifications. There is, in addition, the provision of collegial debate through plenary sessions at Specialist Seminars.
- individual tutorials with an academic consultant for comments and advice on drafts of work

Five hours of consultancy are available in Module DPS 5101, whether in the form of face-to-face meetings or in the form of reading, listening or viewing time.

Exam - weight:	None
Coursework - weight:	100% (except when this module is the final project, where coursework accounts for 80% of assessment and viva voce for 20%)
Detail:	Research and development product of 25,000 words, or equivalent
Assessment Scheme:	Pass/fail assessment of product by academic consultant and (for final project) external assessor.

Core Learning Materials:

- McLeod, J (1999) *Practitioner Research in Counselling*. London: Sage
- Reason, P. & Rowan J. (eds) (1981) *Human Inquiry: a Sourcebook of New Paradigm Research*. New York: John Wiley
- Schon, D.A. (1987) *Educating the Reflective Practitioner*. San Francisco & London: Jossey-Bass
- Howard, G.S. (1986) The scientist-practitioner in counselling psychology: toward a deeper integration of theory, research and practice, *The Counselling Psychologist* 14: 61-105.

Module Description:	Section 2	
Module Code:	DPS 5101	Credit Points: 100
Module Title:	Doctoral Project	
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level: 5
Pre-Requisites:	Level 4 Core Modules and Specialist Seminars	
Co-Requisites:	None	
Barred Combinations:	None	
Starred Module:	None	
Cross Accredited Sets:	None	

Study Commitment

(i) Contact hours/week for teaching activities

Lectures:	Seminars:	Tutorials: 0.3 (5 hours)	Workshops:
Labs:	Rehearsals:	Other:	Total: 0.5

(ii) Out of class study commitment

per week: 37.70	per semester: *565.5
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(iii) Total study commitment

per week: 38	per semester: 570
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*** Normally this would be completed within 1 calendar year**

Other Restrictions or Requirements: None

Syllabus

All project modules are based on the candidate's professional work. The specific content of this module will have been negotiated by the candidate through the project proposal drawn up as part of the 'learning agreement' in module DPS 4532. This module will involve the candidate in the research and development work agreed in the project proposal. It will result in a product which will advance the interests of the candidate's organisation and profession.

Module Leaders	Campus	Contact through:
Jenifer Elton-Wilson/	Metanoia	e-mail: Jenifer@Metanoia.btinternet.com
Derek Portwood	Middlesex	e-mail: D.Portwood@mdx.ac.uk

5.2.3 Doctoral Project

Module Description: Section 1

Module Code: DPS 5121

Rationale Including Aims

The rationale underpinning each project module is that it should advance the interests of both the candidate, their organisational setting and the profession of psychotherapy. It follows that each project will have unique specific aims. However, each project will also have the following *general* aims: firstly, to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes; and secondly, to demonstrate this through the candidate's production of original and useful contributions to the professional field of psychotherapy.

DPS 5121 is only available on the Doctorate in Psychotherapy by Professional Studies Programme. It can be taken as one of two projects, but must be fully complementary with a second project. It can only be taken alone if the candidate has maximum accreditation of prior and work based learning at Level 5 (100 credits). The taking of DPS 5121, whether alone or in conjunction with another project, must be negotiated in the Learning Agreement completed in DPS 4532.

Learning Outcomes

For all project modules, candidates should be able to demonstrate the following capabilities:

- knowledge, research and analysis: knowledge outcomes will be specific to the focus of the project but must include critical analysis of both relevant interdisciplinary issues and advanced theoretical and/or research issues; and justification of methods used
- synthesis/evaluation: design of new responses to new situations and comprehensive evaluation of them
- problem solving: ability to construct and assess problem solving strategies in a wide range of situations
- self appraisal and management of learning: ability to strategically plan and implement development of own professional learning, and critically reflect on outcomes
- communication: evidence of engagement with 'critical communities' through whom new or modified paradigms are being established; ability to present their work orally
- responsibility and ethical understanding: evidence of responsibility for self and others and ethical understanding, including in complex, unpredictable and/or specialised work contexts

Teaching and Learning Strategies

All project modules will make use of:

- collaborative activity, due to the organisational significance of the project. This may be of several types: a team of masters/doctoral candidates who engage together on a project; a single candidate on the masters/doctoral programme who leads a group of project workers who are not themselves registered for university qualifications. There is, in addition, the provision of collegial debate through plenary sessions at Specialist Seminars.
- individual tutorials with an academic consultant for comments and advice on drafts of work.

Six hours of consultancy are available in Module DPS 5121, whether in the form of face-to-face meetings or in the form of reading, listening or viewing time.

Exam - weight:	None
Coursework - weight:	100% (except when this module is the final project, where coursework accounts for 80% of assessment and viva voce for 20%)
Detail:	Research and development product of 30,000 words, or equivalent
Assessment Scheme:	Pass/fail assessment of product by academic consultant and (for final project) external assessor.

Core Learning Materials

- McLeod, J (1999) *Practitioner Research in Counselling*. London: Sage
- Reason, P. & Rowan J. (eds) (1981) *Human Inquiry: a Sourcebook of New Paradigm Research*. New York: John Wiley
- Schon, D.A. (1987) *Educating the Reflective Practitioner*
- Howard, G.S. (1986) The scientist-practitioner in counselling psychology: toward a deeper integration of theory, research and practice, *The Counselling Psychologist* 14: 61-105.

5.2.4 Doctoral Project

Module Description: Section 1

Module Code: DPS 5141

Rationale Including Aims

The rationale underpinning each project module is that it should advance the interests of both the candidate, their organisational setting and the profession of psychotherapy. It follows that each project will have unique specific aims. However, each project will also have the following general aims: firstly, to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes; and secondly, to demonstrate this through the candidate's production of original and useful contributions to the professional field of psychotherapy.

DPS 5141 *is only available on the Doctorate in Psychotherapy by Professional Studies Programme.* It can be taken as one of two projects, but must be fully complementary with a second project. It can only be taken alone if the candidate has accreditation of prior and work based learning at Level 5 (80 credits). The taking of DPS 5141, whether alone or in conjunction with another project, must be negotiated in the Learning Agreement completed in DPS 4532.

Learning Outcomes

For all project modules, candidates should be able to demonstrate the following capabilities:

- knowledge, research and analysis: knowledge outcomes will be specific to the focus of the project but must include critical analysis of both relevant interdisciplinary issues and advanced theoretical and/or research issues; and justification of methods used
- synthesis/evaluation: design of new responses to new situations and comprehensive evaluation of them
- problem solving: ability to construct and assess problem solving strategies in a wide range of situations
- self appraisal and management of learning: ability to strategically plan and implement development of own professional learning, and critically reflect on outcomes
- communication: evidence of engagement with 'critical communities' through whom new or modified paradigms are being established; ability to present their work orally
- responsibility and ethical understanding: evidence of responsibility for self and others and ethical understanding, including in complex, unpredictable and/or specialised work contexts

Teaching and Learning Strategies

All project modules will make use of:

- collaborative activity, due to the organisational significance of the project. This may be of several types: a team of masters/doctoral candidates who engage together on a project; a single candidate on the masters/doctoral programme who leads a group of project workers who are not themselves registered for university qualifications. There is, in addition, the provision of collegial debate through plenary sessions at Specialist Seminars.
- individual tutorials with an academic consultant for comments and advice on drafts of work

Seven hours of consultancy are available in Module DPS 5141, whether in the form of face-to-face meetings or in the form of reading, listening or viewing time.

Exam - weight:	None
Coursework - weight:	100% (except when this module is the final project, where coursework accounts for 80% of assessment and viva voce for 20%)
Detail:	Research and development product of 35,000 words, or equivalent
Assessment Scheme:	Pass/fail assessment of product by academic consultant and (for final project) external assessor.

Core Learning Materials

- McLeod, J (1999) *Practitioner Research in Counselling*. London: Sage
- Reason, P. & Rowan J. (eds) (1981) *Human Inquiry: a Sourcebook of New Paradigm Research*. New York: John Wiley
- Schon, D.A. (1987) *Educating the Reflective Practitioner*
- Howard, G.S. (1986) The scientist-practitioner in counselling psychology: toward a deeper integration of theory, research and practice, *The Counselling Psychologist* 14: 61-105.

Module Description: Section 2

Module Code:	DPS 5141	Credit Points:	140
Module Title:	Doctoral Project		
Owning Set:	Doctorate in Psychotherapy by Professional Studies	Level:	5
Pre-Requisites:	Level 4 Core Modules and Specialist Seminars		
Co-Requisites:	None		
Barred Combinations:	None		
Starred Module:	None		
Cross Accredited Sets:	None		

Study Commitment

(i) Contact hours/week for teaching activities

Lectures:	Seminars:	Tutorials: 0.3 (7 hours)	Workshops:
Labs:	Rehearsals:	Other:	Total: 0.5

(ii) Out of class study commitment

per week: 37.70	per semester: *565.5
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(iii) Total study commitment

per week: 38	per semester: 570
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* Normally this would be completed within 1 calendar year

Other Restrictions or Requirements None

Syllabus

All project modules are based on the candidate's professional work. The specific content of this module will have been negotiated by the candidate through the project proposal drawn up as part of the 'learning agreement' in module DPS 4532. This module will involve the candidate in the research and development work agreed in the project proposal. It will result in a product which will advance the interests of the candidate's organisation and profession.

Module Leaders	Campus	Contact through:
Jenifer Elton-Wilson/	Metanoia	e-mail: Jenifer@Metanoia.btinternet.com
Derek Portwood	Middlesex	e-mail: D.Portwood@mdx.ac.uk

5.2.5 Doctoral Project

Module Description: Section 1

Module Code: DPS 5221

Rationale Including Aims

The rationale underpinning each project module is that it should advance the interests of both the candidate, their organisational setting and the profession of psychotherapy. It follows that each project will have unique specific aims. However, each project will also have the following *general* aims: firstly, to confirm that the candidate possesses the set of generic capabilities specified in the learning outcomes; and secondly, to demonstrate this through the candidate's production of original and useful contributions to the professional field of psychotherapy.

DPS 5221 is the largest project module on this doctoral programme and is only available on the Doctorate in Psychotherapy by Professional Studies (DPsych) programme. It can only be taken alone. The taking of DPS 5221 must be negotiated in the Learning Agreement completed in DPS 4532.

Learning Outcomes

For all project modules, candidates should be able to demonstrate the following capabilities:

- knowledge, research and analysis: knowledge outcomes will be specific to the focus of the project but must include critical analysis of both relevant interdisciplinary issues and advanced theoretical and/or research issues; and justification of methods used
- synthesis/evaluation: design of new responses to new situations and comprehensive evaluation of them
- problem solving: ability to construct and assess problem solving strategies in a wide range of situations
- self appraisal and management of learning: ability to strategically plan and implement development of own professional learning, and critically reflect on outcomes
- communication: evidence of engagement with 'critical communities' through whom new or modified paradigms are being established; ability to present their work orally
- responsibility and ethical understanding: evidence of responsibility for self and others and ethical understanding, including in complex, unpredictable and/or specialised work contexts

Teaching and Learning Strategies

All project modules will make use of:

- collaborative activity, due to the organisational significance of the project. This may be of several types: a team of masters/doctoral candidates who engage together on a project; a single candidate on the masters/doctoral programme who leads a group of project workers who are not themselves registered for university qualifications. There is, in addition, the provision of collegial debate through plenary sessions at Specialist Seminars.
- individual tutorials with an academic consultant for comments and advice on drafts of work

Eleven hours of consultancy are available in Module DPS 5121, whether in the form of face-to-face meetings or in the form of reading, listening or viewing time.

Exam - weight:	None
Coursework - weight:	100% (except when this module is the final project, where coursework accounts for 80% of assessment and viva voce for 20%)
Detail:	Research and development product of 55,000 words, or equivalent
Assessment Scheme:	Pass/fail assessment of product by academic consultant and (for final project) external assessor.

Core Learning Materials

- McLeod, J (1999) *Practitioner Research in Counselling*. London: Sage
- Reason, P. & Rowan J. (eds) (1981) *Human Inquiry: a Sourcebook of New Paradigm Research*. New York: John Wiley
- Schon, D.A. (1987) *Educating the Reflective Practitioner*
- Howard, G.S. (1986) The scientist-practitioner in counselling psychology: toward a deeper integration of theory, research and practice, *The Counselling Psychologist* 14: 61-105.

CANDIDATE SUPPORT AND LEARNING RESOURCES

1. CANDIDATE SUPPORT

- *Academic adviser* - Candidates will be allocated an academic adviser for the duration of their studies on the Programme. He or she will be drawn from the tutors contributing to Part 1 of the Programme. Candidates will arrange a personal tutorial with their academic adviser at least once a semester to discuss progress. In addition, the academic adviser is available to answer queries through the Programme, as required.
- *Module leader* - Each module candidates undertake has a module leader. It is this person's responsibility to ensure that they receive the teaching materials for the module and to teach and facilitate any group sessions. Module leaders are also responsible for assessment of the module they lead. You should direct any queries about specific modules to the relevant module leader.
- *Academic Consultant* - a senior academic will be assigned to candidates and will have a specialist supervisory and assessment role for their Part 2 project work.
- *Peer support* - The Specialist Seminars organised by Metanoia each academic year on topics of general interest and relevance will give candidates the opportunity to make informal contact with other candidates. Candidates will also be expected to enter into dialogue with other candidates and engage in group learning relevant to their own programme. This will be initiated and facilitated during candidates' Induction Programme.

2 CANDIDATE PARTICIPATION IN QUALITY ASSURANCE PROCEDURES

Candidate views on both the MProf/DPsych Programme and on the DPS modules within it are vital to their operation, monitoring and development. Views are sought by means of questionnaires and representation on the DPS Board of Studies.

The MProf/DPsych programme will be steered by a Board of Studies with the following terms of reference :-

- To advise the Board of Studies for the Middlesex University MProf/DProf programme on the development of the joint MProf/DPsych programme.
- To advise the Board of Studies for the Middlesex University MProf/DProf programme on the interaction of the joint MProf/DPsych programme with the university's MProf/DProf programme.
- To oversee the delivery of the best quality of provision of the Programme and its modules.
- To monitor and evaluate the effectiveness of the Programme in achieving its aims and objectives, including agreement of annual reports, progress review documentation and action schedules.
- To contribute both to the ongoing development of the Programme and, especially, to effective teaching, learning and assessment strategies.
- To secure and respond to feedback and evaluations of the programme from students, professional associations and employers.
- To ensure effective joint operation of the Programme by Middlesex University and the Metanoia Institute including advising both institutions regarding resource and staff development needs of the Programme

MPROF/DPSYCH BOARD OF STUDIES

Terms of Reference

The MProf/DPsych programme will be steered by a Board of Studies with the following terms of reference:-

- To advise the Board of Studies for the Middlesex University MProf/DProf programme on the development of the joint MProf/DPsych programme.
- To advise the Board of Studies for the Middlesex University MProf/DProf programme on the interaction of the joint MProf/DPsych programme with the university's MProf/DProf programme.
- To oversee the delivery of the best quality of provision of the Programme and its modules.
- To monitor and evaluate the effectiveness of the Programme in achieving its aims and objectives, including agreement of annual reports, progress review documentation and action schedules.
- To contribute both to the ongoing development of the Programme and, especially, to effective teaching, learning and assessment strategies.
- To secure and respond to feedback and evaluations of the programme from students, professional associations and employers.
- To ensure effective joint operation of the Programme by Middlesex University and the Metanoia Institute including advising both institutions regarding resource and staff development needs of the Programme

Membership of the Board of Studies

The membership of the MProf/DPsych Board of Studies will consist of :-

- Middlesex University Joint Programme Leader
- Metanoia Institute Joint Programme Leader
- Link tutor
- One academic consultant
- One DPS module leader
- One external representative of professional association
- Two candidates

Meetings will be held once per academic year.

MPROF/DPSYCH ASSESSMENT BOARD

Sub-Groups

The MProf/DPsych Assessment Board will have two sub-groups :-

- The MProf/DPsych Approval Panel (see below).
- The MProf/DPsych Accreditation Panel (see below)

Terms of Reference

The MProf/DPsych Assessment Board will meet at least once per semester to :-

- Consider the results of candidates and make recommendations to the Middlesex University MProf/DProf Assessment Board.
- Receive the reports and recommendations from these two Panels, consider and decide upon them and pass them to the Middlesex University MProf/DProf Assessment Board for final consideration and approval.

Membership

Membership of the MProf/DPsych Assessment Board will consist of :-

- Middlesex Joint Programme Leader
- Metanoia Joint Programme Leader
- Link Tutor
- Module Leaders
- Academic Consultants
- External Examiner(s) (where doctoral projects are being assessed).

Module Assessment

Details of modules and their assessment regime are given in the main document.

Whatever their learning outcomes, all modules are subject to either Level 4 or Level 5 Descriptors and are graded either pass or fail.

MPROF/DPSYCH PROGRAMME APPROVAL PANEL

The MProf/DPsych Approval Panel is a sub-group of the MProf/DPsych Assessment Board and submits reports to it.

Responsibilities

The MProf/DPsych Programme Approval Panel is responsible for:-

- Approval of all individual candidates' Learning Agreements.
- Approval of major revisions to individual candidates Learning Agreements (Minor revisions may be approved by the Chair of the Panel).
- Monitoring of progress on individual Learning Agreements.
- Transfer of individual candidates from MProf to DPsych.

Membership of the Panel

The membership of the Panel will consist of :-

- Middlesex Joint Programme Leader (or Representative)
- Metanoia Institute Joint Programme Leader (Chair of Panel)
- The Module Leader for the Introduction to Research and Evaluation Module
- Academic Consultants
- The Module Leaders for the Programme Planning and Review Module.
- External Examiner(s)

The external examiners attached to the DPS Assessment Board have the right to attend any meeting of the Panel and will receive the Minutes of Panel meetings.

Terms of Reference

The terms of reference for the Panel are:

- To consider candidates' written and oral presentation of Learning Agreements.
- To determine whether each proposed Learning Agreement constitutes an approved pathway to MProf., MProf/DPsych or DPsych.

The decisions open to the Panel are :-

- That the programme does not constitute an approved pathway and should be reworked and re-presented to a subsequent meeting of the Panel (i.e. progression to Part 2 of the programme is not allowed at this point. Normally, only one such re-submission is allowed as of right).
- That the programme constitutes an approved pathway subject to minor amendment (progression to Part 2 allowed subject to appropriate amendments gaining approval by the Chair within a specified period of time).
- That the programme constitutes an approved pathway (i.e. progression to Part 2 allowed).
- To make general recommendations about programme structure, approval and development to the Board of Studies.

Approval Criteria

When considering Learning Agreements the Panel shall take into account :-

- The potential of the programme to satisfy level 5 assessment criteria (see Level 5 Descriptors).
- The coherence of the proposed programme, including the rationale for inclusion of any accredited learning.
- The views of one or more appropriate professional referees or the agreement of employer/sponsor as appropriate.
- The appropriateness of the level of award sought and the proposed title.
- The rationale for candidates' collaborative programmes.

Approval Procedures

Candidates are responsible for submitting written and signed learning agreements and attending for oral questioning by specified dates. The approval panel will normally meet once a semester. More frequent meetings may be arranged at the discretion of the Chair. The candidate will be informed in writing of the outcome of consideration of their programme by the Panel.

MProf/DPSYCH ACCREDITATION PANEL

The MProf/DPsych Accreditation Panel is a sub-group of the MProf/DPsych Assessment Board and submits reports to it.

Responsibilities

The MProf/DPsych Accreditation Panel is responsible for accreditation of prior and work based learning of individual candidates. The types of claim, limits on claims and outline procedures for claiming APWBL credit at Level 4 and 5 are laid down in the main document.

The MProf/DPsych Accreditation Panel will meet once per semester to consider claims made by individual candidates and will submit their recommendations to the MProf/DPsych Assessment Board.

Membership

The membership of the MProf/DPsych Accreditation Panel will consist of:-

- Metanoia Joint Programme Leader
- DProf Accreditation Consultant
- The Module Leader for the Review of Previous Learning Module
- An internal Assessor
- One or more External Examiners

3. LEARNING RESOURCES

3.1. METANOIA AND MIDDLESEX UNIVERSITY LEARNING RESOURCE CENTRES

Each campus of Middlesex University has a Learning Resource Centre, which you may use as a registered student of Middlesex University.

Learning Resource Centres comprise:

Computing Services - which provide and support computing facilities on each campus of the University for teaching and research. Any member of the University, staff, graduate student or undergraduate may use the Computing Services to help with their studies or research. The staff provide a range of advisory and support services including a Helpdesk.

Libraries - which hold a range of resources including books, journals, videos and multimedia. All have facilities for using CDROM and each campus offers specialised collections and services relevant to the programmes taught there. Libraries offer study sessions on information retrieval to enable you to make the best use of the range of resources available. Subject librarians are also available to assist you and offer advice and support. Available in each Campus library are a variety of fact sheets designed to help with particular skills

Media Services - which supplies, operates and maintains equipment for general teaching support. An equipment loan service is available to students in connection with their studies. for example, camcorders, cameras, cassette recorders. Equipment must be booked 48 hours in advance; booking forms are available from Media Services personnel. Before borrowing equipment, staff will ensure that students are trained in their use.

In addition, the National Centre for Work Based Learning Partnerships holds a specialised learning resource on the subject of work based learning on the Tottenham Campus. Access can be arranged by appointment: Use of the Internet and other electronic means of communication will be encouraged and the NCWBLP is developing facilities and expertise in this area.

For more information on London Plus (access to all London University libraries) contact the Learning Resources Centre - Tottenham campus. Access to other London university libraries is subject to negotiation with the individual university.

3.2. RESEARCH SUPPORT SERVICES AT METANOIA

Over the last 3 years Metanoia have been engaged in a programme of research on the use of computer based, digital video facilities in training. Our current view is that these facilities are likely to have a profound impact on the effectiveness of training of psychotherapists and counsellors over the next decade.

Candidates will have access to a software package called IGOR which our research has generated. It has considerable potential in discourse analysis, grounded theory research and process research generally. It is currently being used experimentally at Yale Medical School amongst others.

Candidates will also have access to a software package called META which our research has generated. It has considerable potential for the "authoring" of self study material on CD-ROM which links theory to clinical practice in an almost uniquely powerful way. It will be of particular value for candidates wishing to produce their project in the form of video based self study material rather than written form. Internal "studio" facilities for making role played video material together with help from members of the research team will help candidates enter this new domain.

Members of the research team are also able to provide help with statistical methods (and, of course, the inevitable help with hardware and software problems which seems inseparable from the use of computers).

3.3. INFORMATION TECHNOLOGY RESOURCES AT METANOIA

Pentium PC's running under Windows 95 are available in the library and elsewhere in the Metanoia building for candidates to use. They offer access to word processing, statistical analysis packages and a wide range of other software packages as well as CD-ROM facilities and Internet access.

Because of our belief in the potential impact on training effectiveness of the combination of video and computer facilities we have invested in a very high speed network linked to a Windows NT Server which allows digital video to be delivered to every training room in the building.

The installation of the internal high-speed network and server also allows us to move from using an e-mail provider (BT) to an internal e-mail service. Candidates will be able to use this e-mail service at no charge both from within the building and, more importantly, via dial up. The in-house system also makes it a good deal easier for candidates to set up list servers and similar facilities where they are working on co-operative projects.

We are currently in the early stages of creating an Intranet (MetNet) which will provide candidates (along with students on other programmes) access to a wide range of information services.

Alongside the IT developments we are steadily increasing the range of video facilities available whilst paying careful attention to the impact that the introduction of video playback has on the interpersonal dynamics in a training room.

3.4 CANDIDATES

It is anticipated that mutual sharing and dissemination of your collective knowledge, experience and expertise to one another will be important. This may occur, arranged by you, through seminars and/or visits to each other's workplaces.

GENERAL GUIDELINES ON ASSESSMENT

INFORMATION ON ASSESSMENT

Specific details about tasks and methods of assessment for a particular module can be found in the relevant module handbook. The following information gives general guidelines and should be read in conjunction with the corresponding sections of the University Catalogue.

- *Standard assessment criteria* - Work on the MProf/DPsych Programme is assessed against the Level 4 and 5 descriptors. Part 1 of the Programme is assessed at Level 4 and Part 2, which comprises Specialist Seminars and project work, at Level 5.
- *Production of Work for assessment* - The candidate has sole responsibility both for the production of work, including any costs, and for the submission of work on appropriate delivery dates as specified for assessment. Candidates will submit two copies of their work to the appropriate module leader. Work should be delivered by hand, or sent by recorded delivery to the Metanoia Institute. In all cases a receipt must be obtained and it is vital that you retain it as proof of submission.
- *Extenuating circumstances* - If there are any circumstances beyond your control which are likely to prevent your agreed progression through the programme or are likely to detract from your performance, you must notify the Programme Leader and your academic adviser at the earliest possible opportunity (see section on extenuating circumstances in the University Catalogue).
- *The assessment process* - All Level 5 work will be marked by two assessors and formally agreed at the Doctorate in Psychotherapy by Professional Studies Assessment Board of the University. All marking is subject to moderation by an external examiner, who is appointed by the University to **safeguard the quality and fairness of the assessment decisions of the University**. The second marker for all Projects will be an external. The award of the MProf/DPsych qualification is made by the Inter School Assessment Board.
- *Feedback on performance* - Feedback on performance will be given on a module by module basis by the appropriate consultant or module tutor. General academic queries should be addressed to **your academic adviser**.
- *Reassessment* - All candidates are allowed reassessment in failed modules once as of right. Tuition for reassessed modules is at the discretion of the Programme Assessment Board and a fee will normally be required. Full details on reassessment are given in the University Catalogue.
- *Appeal against Assessment Board decisions* - All candidates have the right to appeal against Assessment Board decisions. It should be noted that the academic judgement of assessors cannot be the grounds for appeal. If you believe that you may have grounds for appeal you should discuss them at once with your academic adviser and obtain the formal appeal literature from the Academic Registry based at the Tottenham Campus.

STANDARD FORMAT FOR WRITTEN WORK

Specific advice on the presentation of Project work will be given by Academic Consultants and Advisers. However, the following general points refer to all written work you produce.

- *Titles, headings and numberings* - If chapters are used, each should be given a title and number. Headings within chapters may help the reader perceive the structure and flow of the analysis and argument. You may number principal sections within a chapter e.g. 1.1 1.9 etc. but do not go beyond this. If within a section you need to number lists use (i), (ii) etc. Avoid elaborate number systems.
- *Tables, diagrams, graphs* - Their use is encouraged because they can present information clearly and economically. They should be placed as close as possible to the relevant point in the text. If they are numerous they should be collated and included in the Appendices. Tables should be numbered sequentially as Table 1. 7. 3 etc. and diagrams, graphs etc. as Figure 1, 2, 3 etc. and each should be given a descriptive heading to help the reader.
- *References and footnotes* - References are necessary to help the reader understand the basis of a statement or assertion. 'Footnotes' give additional information or comment on statements in the text. References in the text should follow the Harvard system of referencing, i.e. surname of author(s) followed by year of publication e.g. (Charles 1993) or (Charles and Hayes 1994). If there are more than 2 authors name the first author and add 'et. al.' (Charles et.al.1995). Number each reference in the text and 'footnote' sequentially 1, 2, 3, 4 etc. The Notes and References section at the end of the text then give full details/information against each of these numbers. Where an author has already been referred to in references simply repeat the text details and write 'ibid'.
- *Appendices* - Use for illustrative and supportive material referred to in the text. A brief annotation may be appropriate to indicate its significance and relevance to points being made in the main text.
- *Typing and paper size* - Use good quality A4 paper. The text must be typewritten on one side. Use single spacing within paragraphs and double spacing between paragraphs and sections. Chapters should start on a new page. Leave margins - left hand. 40mm and right hand margin 25mm. Also approximately 40mm at top of page (which should be numbered in the centre) and 25mm at the bottom.
- *Word count* - The length of your written work will have been agreed in advance. Include a word count at the end of your text.
- *Identification and binding* - Your written work must be bound by any appropriate means e.g. ring binder. clip file. etc. but a plastic envelope with loose sheets is not acceptable. The front cover must carry your name, student number, module code number, title of report and date of submission.
- *Submission of written work* - For completed project work, you are required to submit 3 copies, which will not be returned. One of these will be for archival purposes. Instructions regarding binding will be issued separately. For Part 1 written work, you are required to submit 2 copies. You should obtain a receipt for all submitted work either when handing it in or by sending it recorded delivery to the Metanoia Institute.

UNIVERSITY REGULATIONS AND SERVICES

The University Catalogue contains the following essential information for candidates as students of the University and should be read in conjunction with this Programme Handbook:

- University Regulations, including: assessment, reassessment, extenuating circumstances and appeals against Assessment Board decisions
- Student responsibilities and rights
- University Equal Opportunities policy
- Rules of student conduct and discipline
- Student complaints and grievance procedure
- Support Services
- Students Union

The University Catalogue also provides information about the range of services available to candidates as members of the University, for example, computing, languages, library, Health Centre, special needs.

If you do not have a copy of the University Catalogue please contact the Programme Administrator at Metanoia.

ADMINISTRATION

OFFICE HOURS

The Administration Office is open from Monday to Friday, 8am to 5pm. The administration team all answer the phones and are happy to answer any questions concerning administration and course payments. For questions concerning your training you should contact your Programme Leader..

Outside office hours there is an answerphone on the office telephone line, 0181 579 2505 and messages are collected daily – Monday to Friday. At weekends messages can be left on 0181 566 4349 these messages are collected by the tutors attending the institute during the weekend. This line, 0181 566 4349 is also the fax machine. There is a payphone in the hall on the first floor for student use.

The Trustees of the Metanoia Institute are:

Dr Graham Curtis Jenkins
Hetty Einzig
Gai Evans
Richard Evans
Leo Goodman

The Management Committee oversees the running of the organisation. It comprises:-

Richard Evans	Chair
Jenifer Elton Wilson	Head of Doctoral Programme
Kate Fromant	General Manager
Maria Gilbert	Head of Supervision and Integrative Department
Susan Gould	Financial Controller
Hannah Greenwood	Head of Person Centred Counselling Department
Charlotte Sills	Head of Transactional Analysis Department
Lynda Osborne	Head of Gestalt Department

The Administration Department comprises:

Kate Fromant	General Manager
Angela Murray	Assistant to the General Manger
Jemma Davidson	Course Administrator (Person-Centred Counselling)
Amandeep Mann	Assistant Course Administrator
Cathy Simeon	Course Administrator (TA, Integrative, Gestalt & Supervision)
Suneeta Misra	Assistant Course Administrator
Stephanie Holland	Housekeeper

DATA PROTECTION ACT

The Institute is registered under the Data Protection Act, although at present the only details kept on the computer database are name, address and course attended.

COURSE PAYMENTS

Module fees are due in full at the prior to the start of each module.

METANOIA NEWS

A newsletter is published about four times a year with articles and news. Please also check the noticeboards for workshop information.

LIBRARY (Metanoia)

Metanoia is the process of building a specialised reference library to cater for the specific needs of our training courses. We have focused, therefore, on collecting the key books, journals and articles which relate to TA, Gestalt and Integrative Psychotherapy. There is also a selection of texts addressing the wider field of psychotherapy generally.

This process of establishing a reference library for the students began in April 1994 when the present administration took over. Since that time we have acquired some 2000 books and journals, and have budgeted for the coming years in order to continue to update our stocks.

Photocopy facilities are available in the library, as well as a computerised catalogue of all texts in stock and a Procite database containing abstracts of all Primary Healthcare publications.

We do not intend to attempt to provide a library that covers the whole field of psychotherapy. Students who wish to consult more general texts are encouraged to use existing resources, for example the Senate House Library of London University and Swiss Cottage Library that are available to the public.

The Library is open during office hours, and at weekends from 12 noon to 4pm. We do not have a lending library.

N.B. Doctoral Candidates are registered as Middlesex university students and can make use of the University's library facilities.

CLINICAL SERVICES

Metanoia offers a **Metanoia Referral Directory**, which allows for the option of both an assessed and a non-assessed referral and a **Metanoia Counselling and Psychotherapy Service**, which provides a confidential service for the community with a quality assessment and support at a low cost. If you wish to know more about the service, please contact the Joint Managers; Biljana Harling and John Ward on 0181 567 0713.

Notes:

- a) This Handbook must be read in conjunction with the University Catalogue (this contains the University Regulations) and the University Handbook/Diary, both of which should be given to you at Induction.
- b) The material in this Handbook is as accurate as possible at the date of production.
- c) Your comments on any improvements to this Handbook are welcome – please put them in writing (with the name of the handbook) to the Curriculum Leader.

RESEARCH SEMINARS

Seminar 1

Alienated research. Two main forms: the laboratory experiment and the social survey. Positivist philosophy - the truth is out there and we only have to discover it. Truth is contained in the facts, and the facts can be measured. Experiments can be carefully designed to eliminate all possibility of error. Grand theory could then bring together all the detailed researches and create a truthful model of how things actually are, behind all the appearances.

Campbell, D T & Stanley, J C (1966) Experimental and quasi-experimental designs for research New York: Rand McNally

Martens, Donna M (1998) Research Methods in Education and Psychology Thousand Oaks: Sage

Seminar 2

The first alternatives. Two main forms - the depth interview and the group discussion - now often called the focus group. This is still alienated, because we are firmly with the voice from nowhere - the researcher is absent from the text. And the participants are not involved at any point except where they are used. The philosophy is still positivist: we are there to find out the truth, which is independent of us. Still, there is much greater attention paid to the point of view of the other, and the way of talking of the other.

Sampson, Peter (1978) 'Qualitative research and motivation research' in R M Worcester & J Downham (eds) Consumer market research handbook (2nd ed) Van Nostrand Reinhold, New York

Van Maanen, John, Dabbs, James M & Faulkner, Robert R (1982) Varieties of qualitative research Sage, Beverly Hills

Walker, Robert (1985) 'An introduction to applied qualitative research' in R Walker (ed)(1985) Applied qualitative research Gower Press, Aldershot

Seminar 3

New philosophies. Symbolic Interactionism brings about new ways of working in research, including the idea of participant observation. The idea of grounded theory emerges. Instead of fieldwork being done to test a theory, it is used to create theory. Hermeneutics begins to take the stage, and so does phenomenology. We are now more concerned with meanings, and these are seen as jointly constructed. We are now more interested in thick descriptions. It is all getting more pluralistic, interpretative, open-ended, perspectival. We are now interested in what culture means to those who live in it. This is postpositivism in action.

Glaser, B G & Strauss, A L (1967) The discovery of grounded theory Chicago: Aldine

Geertz, C (1973) The interpretation of culture New York: Basic Books

Simmons, J L & McCall, G J (1966) Identities and interactions New York: Collier-Macmillan

Seminar 4

Deeper involvement. Moving away still further from alienation, we are now thinking about action research, where the participants are involved in the planning and in the final writing up of the report. We are now more concerned with representation (questions of truth as against competing narratives) and legitimation - questions of what right we have to write at all about other people. This is the realm of critical theory - a new philosophy which takes into account the ethics and politics of research.

Kemmis, S (ed) (1982) The action research reader Geelong: Deakin University Press

Devereaux, G (1967) From anxiety to method in the behavioural sciences The Hague: Mouton

Seminar 5

Greater sophistication. Raising questions now about power and ethics. Many dialogues going on, not only now within disciplines, but also between disciplines. Computer models for analysing qualitative research have arrived, and their underlying theory needs to be understood. What happens if we take postmodernism and constructivism seriously? How might sheer technology begin to shape what we do in research - for example camcorders? How should we place concerns like ecology and spirituality? We shall look at examples where such things are taken seriously.

Reinharz, S (1992) Feminist methods in social research Oxford: OUP

Gergen, K J (1991) The saturated self: Dilemmas of identity in contemporary life New York: Basic Books

Seminar 6

Where are we now? This has to do with issues like the politics of research. We are still going on fighting about whether research is or has to be objective. It has to do with issues like spirituality and the sacred. We are now in the realm of participatory inquiry, of which there are now many variants. A problem little studied is about authorship and intellectual property. If someone is studied and quoted at length, who owns the quotes? And then there is the question of the backlash - the culture wars - the way in which some people are now saying that we should go back to objectivism.

Denzin, N & Lincoln, Y (eds) (1994) Handbook of qualitative research New York: Sage

Heron, John (1997) Co-operative inquiry London: Sage

Seminar 7

Where are we going? Where we perhaps set aside our wedded bliss to paradigms. We perhaps question our belief that if we do naturalistic inquiry, somehow that will be better than what someone else does. In the seventh moment the purpose of research becomes to move towards social justice. We perhaps quit debating about method and move to an action arena guided by ethics. In this seminar we shall look back over the whole course and answer specific questions raised by participants.

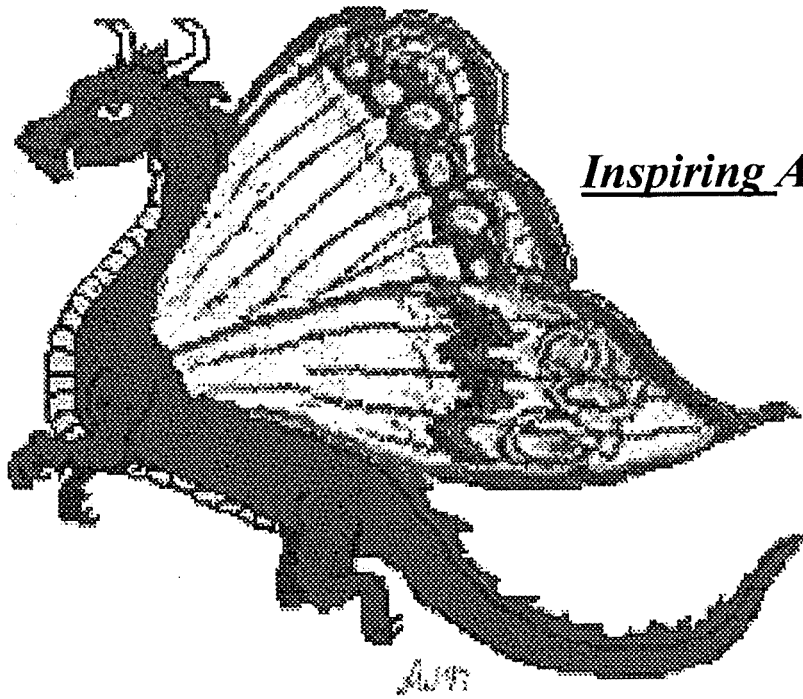
Final Project Presentation

**A Professional Doctorate For Psychotherapists:
Creating A Community Of Scholarly Practitioners
In Order To Serve A Community Of Professional
Practice - The Challenge Of The First Year.**

[Title of Doctoral Project by Jenifer Elton Wilson]

But the *Research question* is:

?Can A Doctoral Programme In Psychotherapy Be



Inspiring And Enjoyable

As Well As

Usefully

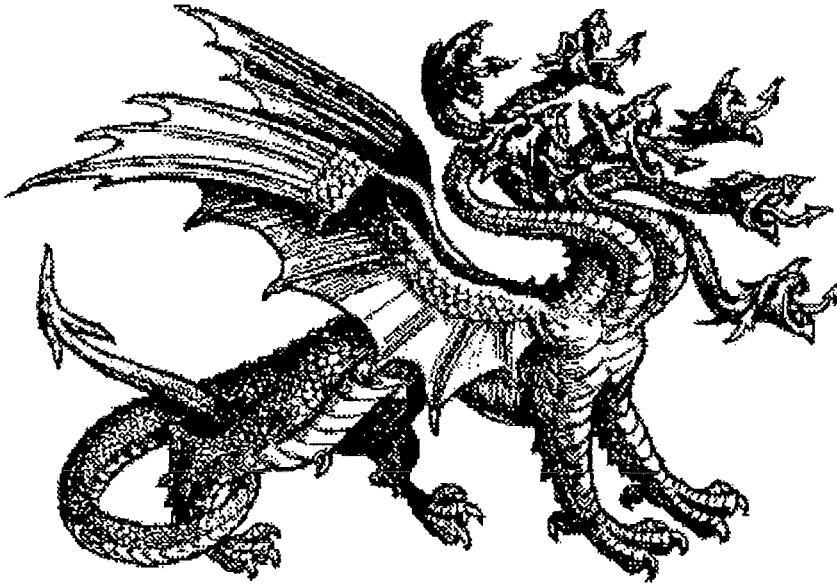
Contributing To

The Professional Community?

n.b.

Faerie Dragons are the rarest of all the dragons - only a few have ever been reported.

THEMES:



- **My professional career and the Metanoia doctoral programme**
- **A Doctorate for Practitioners - the Adventure**
- **Psychotherapy as a Profession - the Territory**
- **Choosing an Appreciative Inquiry approach to research - the Armoury**
- **The Inquiry itself**
- **There be Dragons - within/without - East and West.**
- **Usefulness to the professional field**
- **First Person Outcomes**
- **Relationships between Personal Qualities and Professional Abilities**

n.b. A **HYDRA** is a dragon that has many heads. (Jennifer Walker 1999)

My professional CAREER and its main themes -

- *Search for EFFECTIVENESS and EXCELLENCE through practice, reflection, discussion, publication*
 - *Professional PRAGMATISM - setting up agencies, workshops, related literature*
- *Need for REFLECTION - leading to CHANGE (personal and public)*
- *The Metanoia doctoral programme - History and stages - design, implementation, validation, recruitment, operation - Links to Middlesex DPROF programme*
- *My role as designer, consultant, joint leader, academic adviser, presenter, colleague, researcher, participant observer*



n.b.

Amphisbaena: A dragon that has two heads. It's name means "one that goes in both directions".

(Jennifer Walker 1999)

THE ADVENTURE

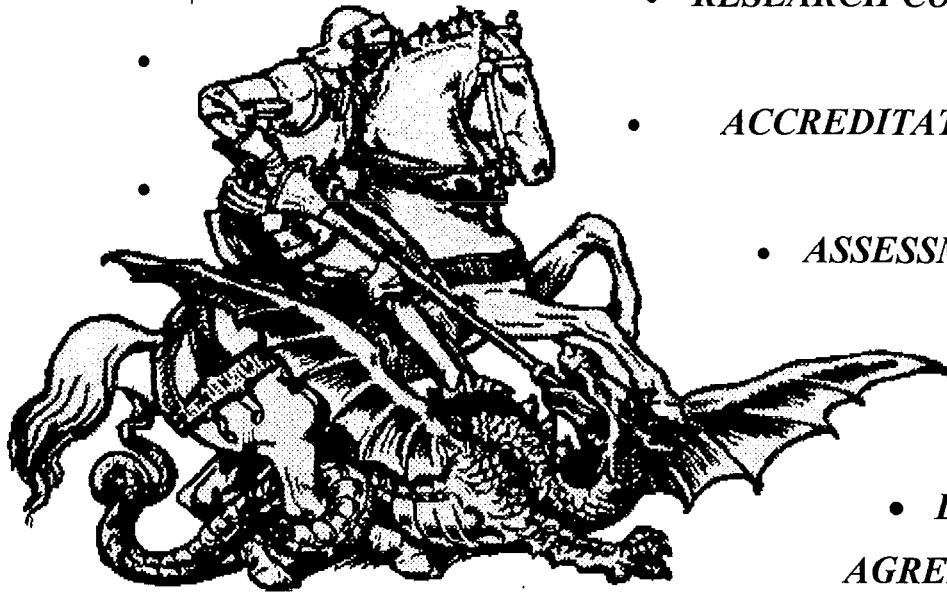
- *THE FIRST COHORT*

- *INDUCTION*

- *RESEARCH COMPONENTS*

- *ACCREDITATION ISSUES*

- *ASSESSMENT ISSUES*



- *LEARNING AGREEMENTS*

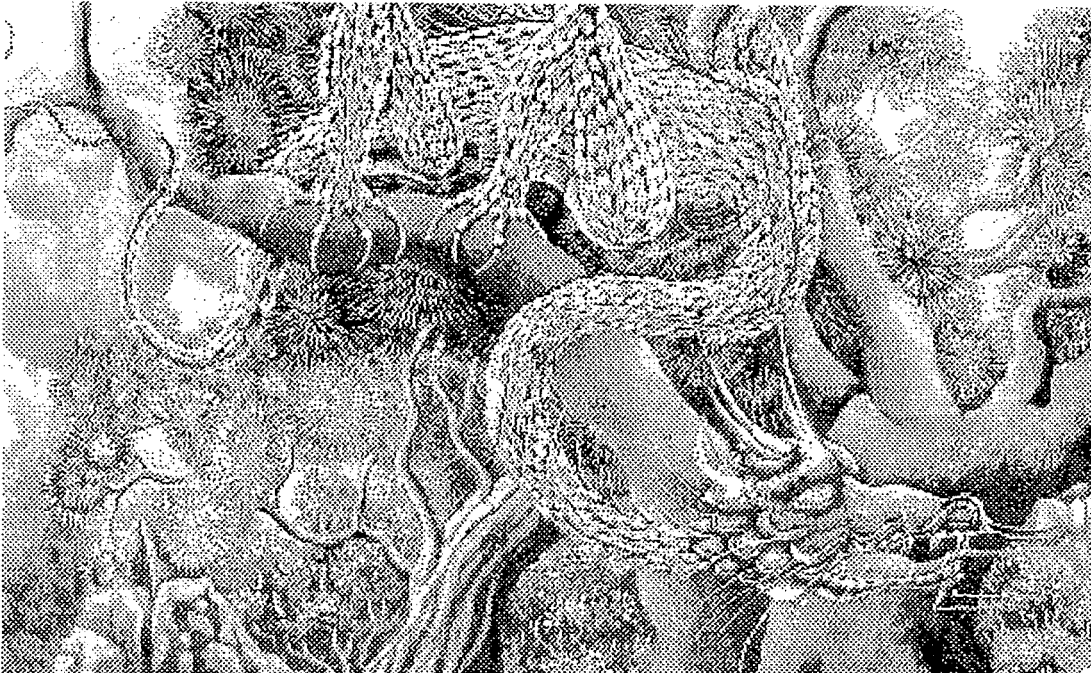
- *PERSONAL CONFLICT AND RESOLUTION*

n.b. St. George and the dragon -

“knights quickly discovered that dragon-hunting was very profitable”

(Jennifer Walker 1999)

Psychotherapy as a Profession - the Territory



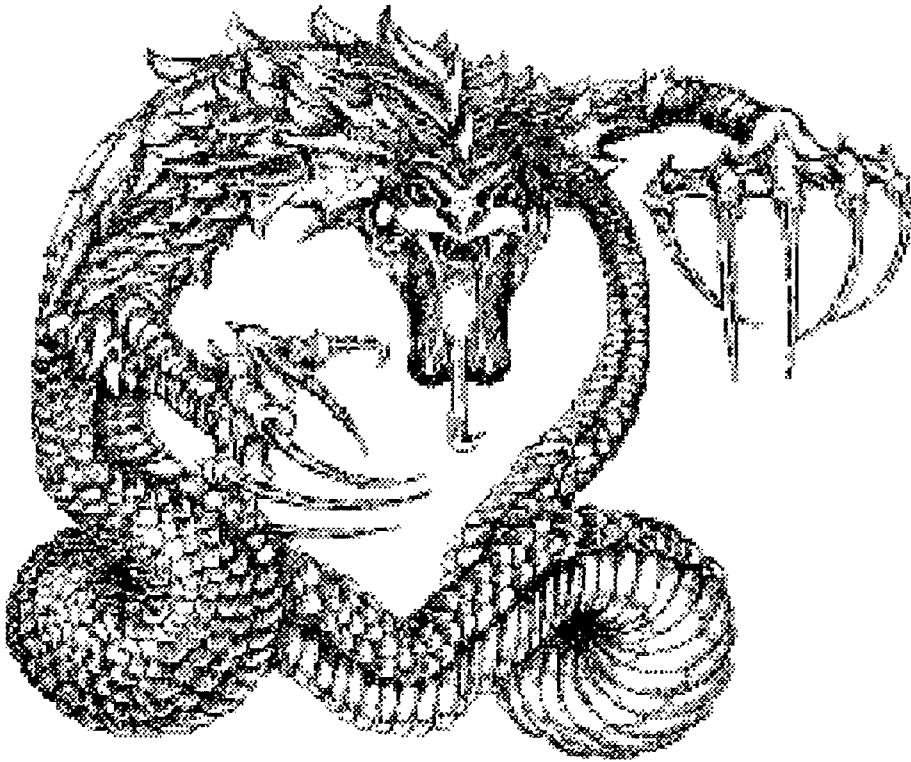
- *Has psychotherapy got a professional home?*
- *Validating psychotherapy as an effective professional practice*
- *Psychotherapy and research*
- *Proficiency, Evaluation and Leadership*
- *Psychotherapy and Academia*

n.b.

There are lots of myths and legends about Dragons... and therapists!

THE ARMOURY

Choosing an Appreciative Inquiry approach to research



DENIAL ?

OPTIMISM ?

*PROBLEM
SOLVING?*

HELIOTROPIC COLLABORATIVE INQUIRY

Lindworm These types of dragons (along with the Oroboros) are frequently represented as "prima materia" in the first stage of the Alchelmy process.

(Jennifer Walker 1999)

THE INQUIRY ITSELF

CYCLES OF

ACTION RESEARCH

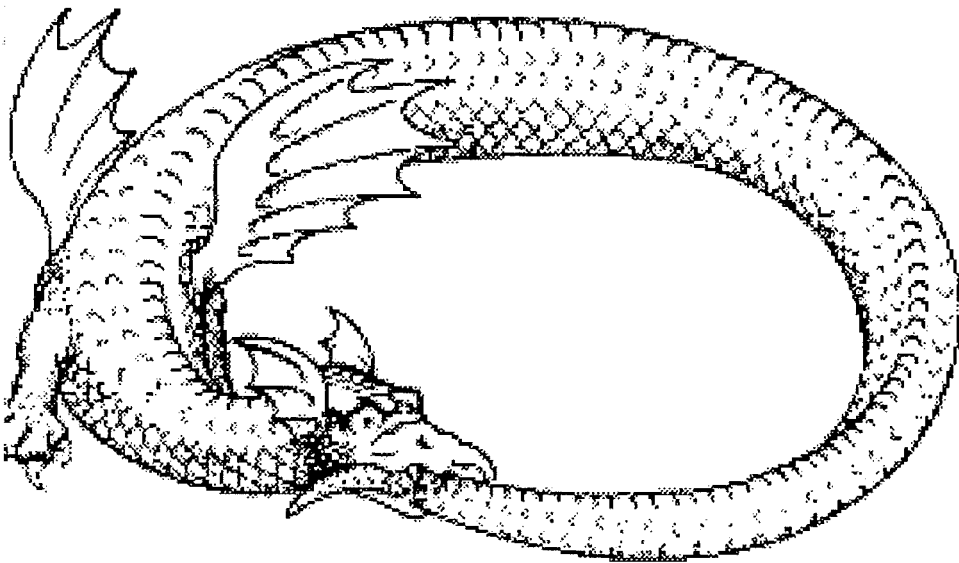
exploration and discovery

Identifying GOALS

*provocative
propositions*

**devising
STRATEGY**

*collaborative
open-ended*



carrying out PLAN

from focus group to survey

assessing OUTCOMES

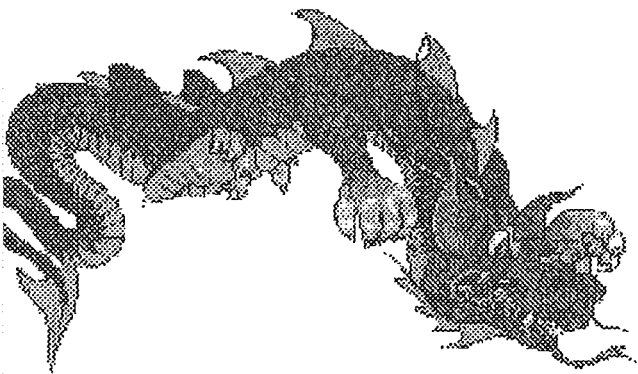
more provocative propositions

REVISING plan

choosing NEW GOAL

Ouroboros : is a dragon who holds its tail in its mouth. It also is sometimes referred to being the symbol of "eternity" or "never ending". (Jennifer Walker 1999)

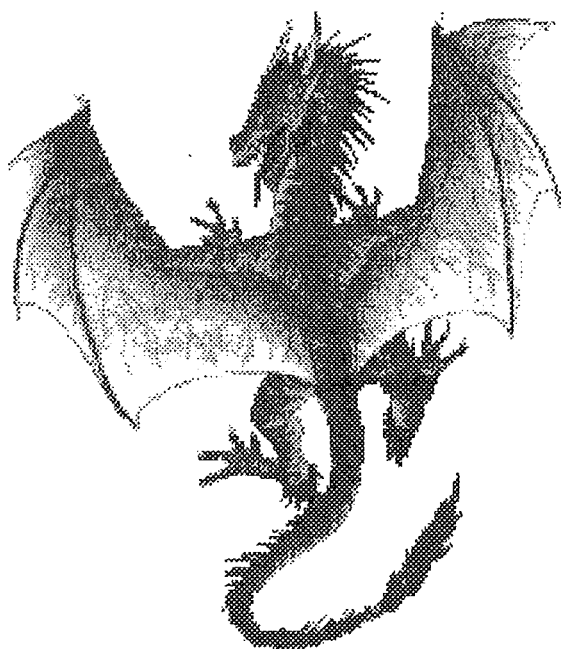
THERE BE DRAGONS



Dragons of the EAST

Ancient, wise and beneficial

And



Dragons of the WEST

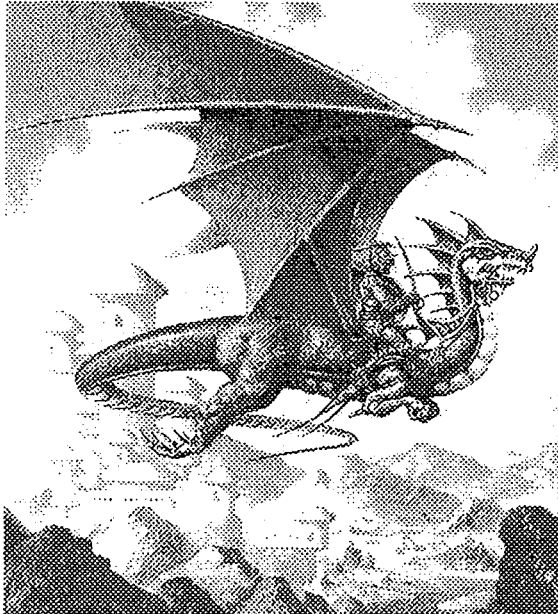
fierce aggressive treasure hoarders



within
and without



IMPACT UPON THE PROFESSIONAL FIELD



practice-based doctorate

senior practitioner focus

meaningful research

social welfare promoted

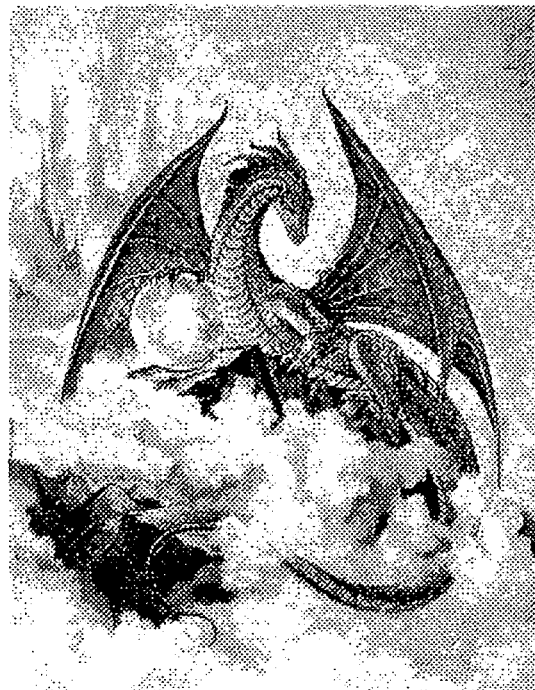
bridge to academia

?scepticism and hostility

*a community of
scholarly
practitioners*

*personal and
professional
development*

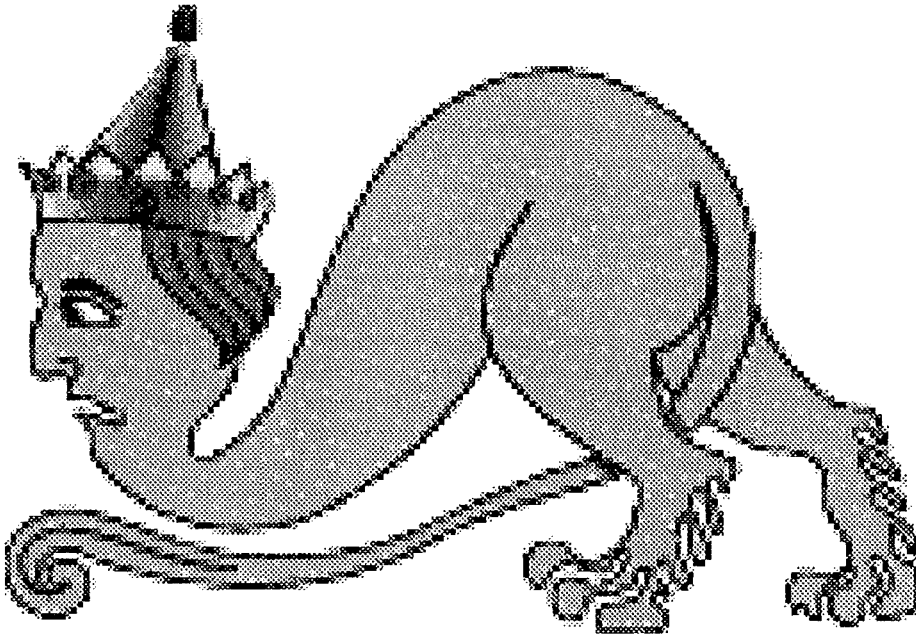
*relating personal qualities
to professional ability*



n.b. dragons can be helpful, strong, wise, scholarly and even beautiful
(www.Kristindragonpictures.htm)

First Person Outcomes

- *The value of personal commentary and keeping a journal*



- *The “objectivity” of first person research*

- *The ethics of first person research*

- *The pitfalls of first person research*

- *Personal Outcomes - Being Maturity*

“which is the outcome of a high level of *being* tested through a quality of *doing*, which has been fully examined in a public setting”

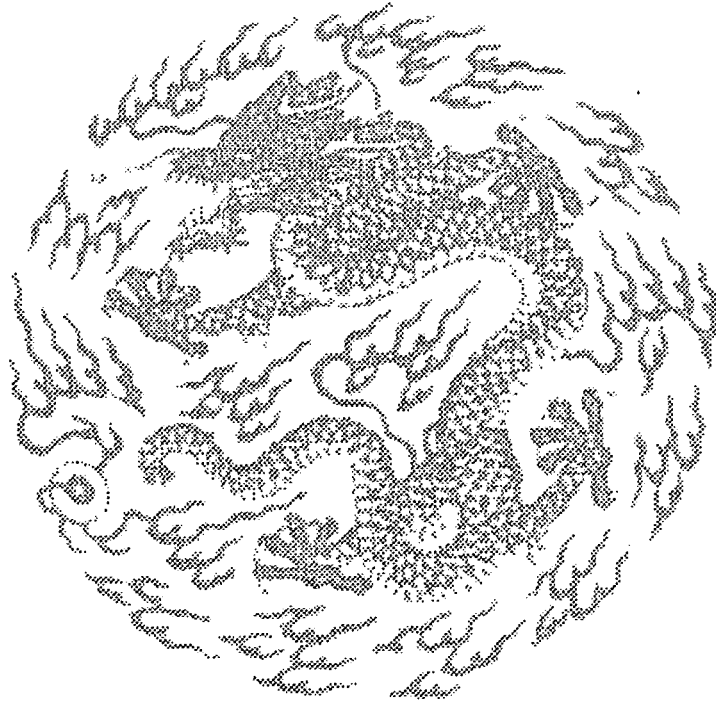
n.b.

NAGAS are pseudo-dragons of whom it has been told that their race was very magical and were scholars to those who met their interests.

(Jennifer Walker 1999)

RELATIONSHIPS BETWEEN PERSONAL QUALITIES AND PROFESSIONAL ABILITIES

- Love of learning is related to willingness to fulfil the demands of the programme
- Increased self esteem arising from engagement in the programme fuels commitment
- Ability to take feedback as constructive can lead to enhanced professional knowledge and understanding
- Tolerance of difference in orientation and in personality types within the group enables the individual to use the collaborative nature of this programme beneficially
- An open attitude towards challenging and novel concepts broadens the perspective of the inquiry and can lead to more original and meaningful developments within the field.
- Willingness to question one's own assumptions guards against dogmatic and flawed inquiries.



Themes and Propositions arising from Collaborative Learning/Appreciative Inquiry Process
 [Carried out as part of Doctoral Project - Jenifer Elton Wilson, 1999]

Table 2: Individual Interviews

DPSYCH Programme	INDIVIDUAL INTERVIEW 1	INDIVIDUAL INTERVIEW 2	INDIVIDUAL INTERVIEW 3	INDIVIDUAL INTERVIEW 4
Ideal Features A	<i>Collaborative research</i> Making a difference <i>Psychotherapy research</i> made powerful Relevant research Human research Developing <i>reflexivity</i> in practitioners	<i>Structure and flexibility</i> <i>Linking academia and professional practice</i>	Challenging Work based doctorate <i>Linking academia and professional practice</i> <i>Structured</i>	
Attractions B	I could do the dates! Reclaiming <i>past doctoral experience</i> Facilitating learning for others	<i>Acad. Drte qualification</i> Work based Opportunity to link planned project to high level acad. process <i>Collaborative research projects</i>	<i>Acad. Drte qualification</i> Challenging, new step forward, stretching Engaged interest Supportive/encouraging External motivation	<i>Metanoia programme</i> and context Likely strong first cohort <i>Past doctoral ambitions</i>
Highlights C	Here and now nature of seminars <i>Work based projects</i>	<i>Briefing seminars</i> Collaborative learning <i>Interview empowering, celebratory, enabling</i> Induction congruent Early <i>research seminars</i> <i>Small group dynamics</i>	Writing <i>Review of P.L.</i> Beginning research pilot project Turning point in 4th <i>research seminar</i> Doing research in <i>work place</i> Acad. Advisor's help	<i>Interview felt wanted</i> <i>Review of Previous Learning</i> enjoyed Own <i>small peer group dynamics</i>
GAPS D	<i>Psychoth. effectiveness</i> issue missing - 'work-based' emphasis Not enough on quantitative research	<i>Ambivalence about early research seminars</i> Metanoia factor - in or out 1st yr steep learning curve Review difficult to write - Tension between personal and professional Gap between advisors and candidates in research experience - academic power issue <i>Part 2 - lack of plenaries</i>	<i>Ambivalence re early research seminars</i> Difficulty with using programme resource if living at a distance from London <i>Paperwork</i> confusing	<i>Paperwork</i> not helpful Middx/Met differences <i>Early research seminars</i> boring Research seminars disappointing standard Not challenged enough Allowed to coast Too flexible, no pressure to complete(1) <i>Variable info from staff</i>
Provocative Propositions E	Revise <i>paperwork</i> (re 'work-based' emphasis) Encourage evaluation of own practice Include more on quantitative research	Induction into Metanoia for "outsiders" Increased contact through encouraging <i>peer support groups</i> <i>Facilitated consultative days during Part 2</i> Contact between cohorts	Special on programme tutorials for distance learning candidates More clarity about <i>tutorial availability</i> Options <i>re distance learning</i> clarified	Revise <i>paperwork</i> High calibre research seminar presenters Early <i>tutorials</i> re indiv progress with prog. leader Indiv. guidance and deadlines agreed early Academic advisors more demanding Interviewers inquire re match to DPpsych

Middlesex University and Metanoia Institute: MProf/DPsych Programme

INVITATION TO A CONSULTATIVE PROCESS

As a participant in this programme, you are invited to consider some of the ways in which the programme can be developed, by giving your views on some of the “provocative propositions” (Bushe 1995) outlined in the attached questionnaire.

These propositions were developed through a process of collaborative inquiry with an emphasis on three “appreciative inquiry” principles (Cooperrider & Srivastva 1987, Bushe 1995). These propose a form of action research which consists of:

- Discovery of what are the finest characteristics of the context in which the inquiry is taking place, through appreciating what is best.
- Understanding applied to the process which contributes to this quality (and what are the gaps in this process), in order to understand together what might be better.
- Amplification, through provocative propositions, of the processes which best exemplify this quality and which are practical and applicable to the context explored.

The participants in the early stages of this collaborative inquiry have all taken part in the first year of this new doctoral programme, either as candidates or as members of the programme team. Three collaborative learning groups were held, with between six and eight participants including a facilitator. One of these groups was for the programme team and the other two were for candidates. The facilitator and the researcher were present at all groups. All participants were invited to take part in these groups. Of those who could not take part, four individuals, including a member of the programme team, agreed to an individual interview. All interviews and groups were audio-recorded and the following three questions made focal:

1. Reviewing your participation in the first year of the Metanoia Doctoral programme: what do you consider the ideal features/ attractions of this kind of doctorate?
2. What have been the highlights and best experiences for you in your experience of the programme to date?
3. What do you consider to be the gaps in the direction of the programme in the light of the above questions and what might now be needed to go forward?

Transcripts were made of all audio-tapes and they were analyzed, as participant observers, by the researcher and by the group facilitator. Attached you will find two charts, Tables 1 and 4. Table 1 displays, in the form of a matrix, the themes and propositions which arose from this collaborative inquiry. Concepts shared across groups are italicized. This chart was considered by the programme team in a further group collaborative inquiry. Table 2 displays the four areas of interest into which the propositions were grouped.

As a result of this final collaborative inquiry, a refined set of “provocative propositions” was shaped into the attached questionnaire. You will find that there is ample opportunity to comment on the accuracy of this summary, particularly if you took part in any of the groups or interviews. There is also space to contribute further “provocative propositions”.

The outcomes from this further collaborative process will be disseminated to all participants in the doctoral programme. If the response shows a reasonable consensus of agreement, the programme team, in consultation with Middlesex University and the Metanoia Institute, will carry forward any practicable propositions.

Themes and Propositions arising from Collaborative Learning/Appreciative Inquiry

TABLE 1: Groups: three collaborative learning focus groups and synthesis of four focused interviews

DPSYCH Programme	GROUP 1 CANDIDATES	GROUP 2 CANDIDATES	GROUP 3 Programme TEAM	GROUP 4 INDIVIDUALS
Ideal Features A	<i>Collaborative Learning Flexibility and choice Practice based Drte Linking academia and professional practice Specialist Seminars Academic probity Individuality respected</i>	<i>Collaborative Learning Community aspect Recognition for practice Psychotherapy research base increased Innovative Reflective</i>	<i>Collaborative learning Professionalisation of psychotherapy practice Linking academia and professional practice Psychotherapy research base increased Useful & enjoyable</i>	<i>Collaborative Linking academia and professional practice Challenging Developing reflexivity Structured & Flexible Psychotherapy research increased / empowered</i>
Attractions B	<i>Practice based opportunity Acad.Drte qualification [professional recognition /finances improved / personal valuing process] Flexible access Innovative/maverick Collaborative research Grounded structure Metanoia's reputation</i>	<i>Practice based opportunity Acad.Drte qualification [professional credibility increased externally] Time to reflect Flexibility Reputation (of indivs.) Collaboration Past doctoral ambitions Timing</i>	<i>Drte for practitioners Reflection as central Enthusiastic,bright participants Flexibility Innovative philosophy of learning Knowledge linked with growth For excellence</i>	<i>Practice/work based Acad.Drte qualification Past doctoral ambitions Metanoia's reputation Collaborative research Structured/ supportive (1) Challenge/motivating(1) Strong 1st cohort (1)</i>
Highlights C	<i>Interview empowering Briefing helpful Validation meeting Collaborative learning Views valued - action taken re research intro 2nd research presenter Learning Agt. process Structure/components of Part 1: Review(esp), APWBL, Pilot, L.A.)</i>	<i>Interview empowering Past work validated Process of Review of PL Collaborative Learning Views valued - action taken re research intro. 2nd research presenter Flexible / open to change Quality of candidates Non-hierarchical Learning Agreement</i>	<i>Collaboration and equality central - non-hierarchical Integrating academic with professional Colleagues dedication Reading Reviews of Previous Learning</i>	<i>Interview empowering Review of PL experience Collaborative learning Small group dynamics Briefing helpful(1) Research seminars Induction congruent (1) Doing work based pilot project (1) Acad. Advisor's help (1)</i>
GAPS D	<i>Early research seminars Pressure of Part 1 Privacy issue re Review Pressure re access to Rev. Part 2 - lack of plenaries Cultural (UK) rigidity -Prog. too expensive for some (cultural issue) Distance learning gap</i>	<i>Early research seminars - unhelpful dialoguing and infantilising process. Part 1 process delaying or steep learning curve Complex dual relationships (especially Met.based) Cultural (UK) rigidity Uninformed interviewers Variable info. from team</i>	<i>Tension between support and equality Socially relevant? Distance learning gap Narrow professionalism Psychoth. effectiveness research - No psychoth critique Faulty admin.liaison with Middlesex</i>	<i>Effectiveness research Early research seminars Distance learning gap Part 2 - lack of plenaries Variable info. from team Metanoia/Middx gap (1) Metanoia in/out issue (1) Academic power issue(1) Review of PL difficulties Standard of research (1) Too flexible/ no pressure to complete (1)</i>
Provocative Propositions E	<i>Clarity re Review of P.L as personal and public doc. [Review as public doc. or Review only available to known person with confidentiality agmt.] Facilitated consultative days during Part 2 (1x 4 months) Improve multi-cultural and distance learning access and support - Learning Agreement presentation more frequent</i>	<i>Interviews/selection to match ideals of DPsych Candidate quality to be maintained - ensure experienced and senior candidates Encourage collaborative projects Time taken to explore ucs processes of programme relationships More small groupwork</i>	<i>Selection/interviews to match ideals of DPsych Continue collaborative learning groupwork Re-visit vision of Drte Make Drte more relevant to society at large - Broader selection beyond psychotherapy More links to DProf More Collaborative projects Encourage research re effective psychotherapy</i>	<i>Interviews check re match to DPsych ideals Facilitated consultative days during Part 1 Clarity re Review as personal/public doc. Options re distance learning clarified - More tutorial availability (clear firm individual guidance from Advisors) Induction to Metanoia (1) More small groupwork Contact between cohorts</i>

TABLE 2:**Propositions arising from Collaborative Learning/Appreciative Inquiry Process**

Provocative Propositions regarding:	(a)	(b)	(c)	(d)	(e)
1. Interview	Selection to match ideals of DPsych	Quality to be maintained - ensure experienced and senior candidates	Options re distance learning clarified at interview	Broader selection beyond psychotherapy	
2. Programme	More tutorial availability	Clear Individual guidance from Advisors	Clarity regarding Review of P.L. as personal / public document	Learning Agreement Presentation to be more frequent	Encourage research re effectiveness of psychotherapy
3. Collaboration	Facilitated consultative days during Part 2	Encourage collaborative projects	Time taken to explore ucs processes of programme relationships	More small groupwork	Contact between cohorts
4. General	Improve multi-cultural and distance learning access and support	Make Doctorate more relevant to society	More links to D.Prof (Middlesex) Programme		

REGARDING THE QUESTIONNAIRE

It will be much appreciated if you, as a participant in the first year of this new MProf/DPsych doctoral programme at Metanoia would return the attached questionnaire in the reply paid envelope provided. Efforts have been made to make this process interesting, flexible, and reasonably brief.

If you decide to participate in this part of the inquiry, please return your questionnaire by Saturday, 23rd October. Strict confidentiality will be maintained and questionnaires are intended to remain anonymous. Thank you for participating.

Jenifer Elton Wilson

QUESTIONNAIRE based on Provocative Propositions regarding DOCTORAL PROGRAMME as a whole:

Section 1 - PROPOSITIONS REGARDING INTERVIEWS

1(a) Candidate selection to match ideals of D.Psych programme

Some participants in the collaborative inquiry were concerned that the interview process should ensure that candidates registering for the programme should aspire to its "ideal features" as described in Table 1. It was the shared opinion of participants that among the ideal and attractive features of this programme is its innovative and flexible nature. The programme team wondered if the DPsych programme attracts a particular type of person - perhaps an exploratory or aspirational type. They wondered if this was a doctorate for people who are prepared to take risks and expose themselves and were concerned as to how the team could facilitate them doing this safely.

Provocative Proposition Question: What, in your view, are the ideal qualities needed for a candidate enrolled onto this programme?

1(b) Quality to be maintained - ensure experienced and senior candidates

Following on from the previous proposition, some participants were particularly concerned that candidates taking part in this programme should continue to be drawn from a population of experienced practitioners. The programme team endorsed this proposition while noting that well qualified and senior candidates may be particularly likely to encounter role and boundary issues and to feel more exposed by assessment issues.

Provocative Proposition Question: Have you any suggestions as to how interviewers might maintain the quality of the candidate cohort?

1(c) Options re distance learning clarified at interview

Some collaborative group discussions focused on the problems in participating in this London Metanoia-based doctoral programme for those candidates who live at a substantial distance from Metanoia, or who are based in another country and another professional culture. Further discussion involved the possibility of this doctorate programme being delivered in other countries in the future. The importance of personal contact as a keynote of the programme delivery was emphasised. It was suggested that there might be a need, for these candidates to be offered extra tutorial time on plenary days. The importance of having an experienced person to hold the centre for all distance learners was noted.

Provocative Proposition Question: What, in your view are the specific issues that need to be clarified at interview for candidates who live at a substantial distance from Metanoia?

(d) Broader selection beyond Psychotherapy

Some participants in the collaborative inquiry were concerned that the programme, as it is presented at present, might exclude some senior psychotherapy practitioners from a different cultural and professional background. It was suggested that the programme might be considered too expensive or too narrowly professional by some potential candidates.

Provocative Proposition Question: What rationale could you, or would you, offer for the doctoral programme accepting candidates outside the traditional field of psychotherapy?

Section 2. PROPOSITIONS REGARDING THE PROGRAMME:

2a) More Tutorial Availability

Some participants in the collaborative inquiry process suggested that they might have benefited from more tutorial time with their Academic Advisors and Consultants during Part 1 of the programme. However, it is notable that some candidates have not taken up the tutorial time available to them, either with regard to the Review of Previous Learning component of the programme (2 hours), the Programme Planning component (4 hours) or the Pilot Evaluation Project (4 hours). Other candidates have used this availability to the full. At present, these tutorial arrangements have been left to candidates to arrange with their advisors, as needed. The programme team have considered this contradiction and considered whether tutorials are complicated by issues of personal exposure and dual relationship. Perhaps they would be valued more if they were 'compulsory' with scheduled times, or were paid for directly by candidates.

Provocative Proposition Question:

How do you respond to the fact that some people want more tutorial time while, in reality, much tutorial time has not been used by candidates?

2b) re Clearer individual guidance from Advisors?

Some candidates have expressed the view that more clear individual guidance from Academic Advisors and Programme Leaders would have benefited their experience during the first year of the programme. This would enable each candidate's progression through the programme to be monitored closely and progression pursued where necessary.

Provocative Proposition Question:

Some candidates have asked for more explicit individual guidance from Advisors - what is your view about how this might be achieved?

2c) More clarity re status of Review of Previous Learning as personal/public document.

This issue was debated at length by one of the collaborative learning groups. The programme team wondered whether the Review was a particular example of the issue of professional and personal exposure endemic in this programme. It was also notable that writing (and reading) these Reviews was given by most participants in this inquiry as a particular highlight of the programme experience.

Provocative Proposition Question: Considering the personal and professional exposure implicit in this part of the programme, what explicit guidelines should be offered to future candidates regarding public/private status and availability of the Review of Previous Learning?

2(d) Learning Agreement Presentation to be more frequent

Some candidates have suggested that more Programme Approval Boards are needed each year so as to allow more flexibility regarding individual progression through Part 1. Learning Agreements are presented and considered for formal acceptance at these Boards. Programme Approval Boards have to be staffed by the Programme Team and Academic Consultants and are open to all candidates to attend. At present boards are scheduled for May and September each year.

Provocative Proposition Question: Given that Learning Agreement presentations require the setting up of a fully staffed and formal Programme Approval Board, how often do you personally consider that these Boards should be held during an academic year?

2(e) Encourage Research re Effectiveness of Psychotherapy

An ideal outcome of this programme (see Table !) is agreed by participant to be the increased research base provided to the professional field of psychotherapy. Nevertheless, it is notable that very few of this first cohort of candidates are planning to carry out research into the effectiveness of psychotherapy practice. It seems as though there is still not enough reflective research going back into the actual practice of psychotherapy. Possible explanations might be:

- that the somewhat organisational language adopted from the Middlesex MProf/DProf programme
- that researching the effectiveness of their own practice is experienced as a risky exposure by individual practitioners

Provocative Proposition Questions: Given that the issue of the effectiveness or otherwise of psychotherapy does not seem to be a subject for overt research by the first cohort of candidates, would it have been helpful to you to have used some component of Part 1 of the programme to evaluate your own psychotherapy practice?

Section 3: PROPOSITIONS REGARDING COLLABORATION:

3(a) Facilitated consultative days during Part 2

There was general agreement amongst those taking part in the inquiry that the ideal of *Collaboration* was a main attraction of the doctoral programme. Collaborative learning had been a highlight of many participants' experience of their first year. However it was notable that, after the Induction day, there had been absentees from all plenary meetings during Part 1 of the programme. Clearly, pressure of work and other professional priorities played a major part in this particular context. Nevertheless, further opportunities for collaboration, in the form of facilitated consultative plenaries during the second year of the programme, were requested by some candidates.

Provocative Proposition Questionnaire: Given your own experience of attending plenaries during Part 1 of the programme, what, realistically, might be the advantage to you of further group consultative days during Part 2?

3(b) Encourage collaborative projects.

Candidates taking part in the inquiry were, on the whole, interested and enthusiastic about the prospect of carrying out collaborative projects. The programme team wish to encourage more of these shared endeavours as a keynote feature of this programme. At present, only one collaborative project has been formally discussed with Academic Advisors.

Provocative Proposition Question: Given that collaborative projects are in principle encouraged on the DProf and DPsych programmes, what you recommend as needed to encourage more of these collaborative projects?

3(c) Time taken to explore unconscious processes of programme relationships

Given the nature of the profession of psychotherapy, it was suggested by some participants that the programme would benefit by more structured and deliberate examination of the unconscious processes underlying relationships between participants on the programme. Given that this doctorate is likely to attract people prepared to expose themselves, the programme team wondered if this could benefit participants by unblocking learning processes and clearing previous role relationships. Some of the research seminar discussions had been both creative and uncomfortable in this manner.

Provocative Proposition Question: What do you consider would have been the effects for you if more group time had been taken in Part 1 to explore unconscious processes?

3(d) More Small Groupwork

It became clear from some discussions during the inquiry that those candidates who had formed into informal peer groups had benefited considerably in their learning process. They had co-operated in their progression through the programme. Other candidates had not been able, for a variety of reasons, to meet up regularly with their peers, and regretted this fact. Time and motivation seems to be a major factor working against a more open, unconventional use of the programme.

Provocative Proposition Question: If more peer group time had been scheduled into the programme (eg after half day seminars), would you have been able to use this beneficially?

3(e) Contact between cohorts

Some participants in the inquiry were interested in encouraging contact between candidates from different year cohorts. An obvious opportunity for such contact is offered by the Specialist Seminars and Programme Approval Boards to which all candidates registered for the programme are welcome. While remarking on the possible need for a very large meeting space as years go by, the programme team were generally supportive of this proposition. However, the possibility of candidates attending occasional Part 1 seminars alongside candidates from another cohort might be a more complex proposition to explore.

Provocative Proposition Question: How might candidates from different cohorts benefit from contact with each other?

Section 4 GENERAL PROPOSITIONS

4(a) Improve multi-cultural and distance learning access and support

Some participants in the inquiry were concerned that the doctoral programme had an element of exclusivity and was not accessible enough for prospective candidates from a different cultural background or who lived at a distance from London and Metanoia. The present focus upon UK based professional qualifications and accreditation could be perceived as a deterrent to senior practitioners qualified in other countries or through other routes.

Provocative Proposition Question: How could this doctoral programme improve access and support to candidates from a variety of cultural backgrounds?

4 (b) Make Doctorate more relevant to Society in general

There was some discussion and concern expressed by participants in the inquiry regarding the relevance of this doctoral programme beyond the field of psychotherapy and counselling. Participants wondered how this programme could be useful to those who had little access to formal psychotherapy and who were, in some cases, seen as social outcasts in our society.

Provocative Proposition Question: How could the work of this Doctoral programme be made more relevant to society in general?

4(c) More links to the D.Prof Middlesex programme.

It has been suggested that the candidates experience of the doctoral programme would be expanded and enhanced by more collaborative learning alongside the candidates on the Middlesex MProf/DProf programme. It was thought that this involvement with of people from different professional fields might enrich the critical mass of the programme experience for all.

Provocative Proposition Question: In what ways might you personally benefit from taking extra time for facilitated peer group contact with the Middlesex D.Prof candidates?

Section 5 - PERSONAL COMMENTARY

The aspiration of an appreciative inquiry is that individuals, as well as the community investigated, will take part in a “heliotropic” process whereby the natural movement of all social forms “towards images that are affirming and life-giving” is fulfilled (Cooperrider 1990). At times an individual or an organization can become stuck in affirmative projections which are no longer adequate. Through the collaborative nature of this inquiry, it is hoped that pools of information are likely to emerge which will expose these limitations and enable forward movement. You are invited to conclude this questionnaire by answering the three following **Provocative Proposition Questions**:

What positive learning about yourself has emerged from being involved with the first year of this programme?

What other provocative proposition(s) do you think could add value to this programme in the future?

What have you found interesting and/or useful about this questionnaire, and how would you like to improve it?

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