



Course Information

Humanistic and Integrative Therapeutic Counselling

**Enabling Graduates To Work With Children, Teenagers, Young People,
Adults, Families and Communities**

“Be the change you want to see in the world”

Welcome to Oasis St Martins Village Therapeutic Counselling Training



Welcome to our Training in Therapeutic Counselling across the life course. This is an opportunity for you to consider becoming a student member of a teaching and learning community in London, which has been making a difference to the lives of adults, children, young people, families, organisations and communities for the last fifteen years.

This vision and approach, which was inspired by Camila Batmanghelidjh, is part of her enduring legacy in London. The Training is based on the principles and values she inspired including compassionate presence and enables students to develop the professional therapeutic knowledge, skills and experience for safe and effective practice.

Camila worked closely with the founders of Oasis, Steve Chalke and Joy Madeiros in the last years of her life to establish Nurture as a therapeutic provision and this is where her legacy continues through this training.

The course is situated in Tulse Hill at the St Martins Oasis Village which in an inspiring community context with over twenty charities making a difference to the lives of children, young people, families and communities.

<https://oasisstmartins.org/>

The course is delivered over four years with exit routes at the end of each stage of development. Professional recognition can only be awarded to those who have completed the full four years of the training.

Like the acorn, which can become an oak, with the right conditions, our approach to therapeutic counselling fosters creativity and human potential through human relationships. A consistent and reliable therapeutic counsellor can, over time, help establish the necessary 'ground' to enable a person to become more confident, to express their thoughts and feelings and to become more fully themselves.

This approach draws on a wealth of both classical and contemporary theories and research, to inspire your competencies to help others. This promotes self-awareness, reflexivity and mindfulness in therapeutic practice, which is adversity and trauma-informed, relational, developmental, integrative and systemic. The teaching team have been working together for many years and we have been growing from strength to strength ensuring widening access to culturally attuned quality and standards in therapeutic provision.

The website provides a glimpse of the four years of therapeutic training, including curriculum and course delivery, module information and assessments. Our tutors and supervisors are all qualified, experienced, and dedicated therapeutic professionals who can support you to fulfill your potential, and to explore your hopes, dreams and visions.

If you are interested in finding out more, please fill in an application form and come to visit us in person, so we can have a conversation about what matters most to you. This is where you may find the seeds of what is important for your vocational career and the first signs of what you could achieve and accomplish with and alongside us



Ten Reasons for Students to Train

“This is Preparation for Real-World Therapeutic Practice.”

1. Train to Work with All Ages and Stages of Life

This Training equips you to work with children, adolescents, young people, and adults, giving you a unique and comprehensive skillset which reflects real-world practice that makes a difference.

2. A Legacy of Innovation from Diverse Communities

Co-produced in schools, youth and community services in London, this training was born out of necessity in frontline experience, learning with and from those in need, not just in theory, but what truly works.

3. Blend of Classical and Contemporary Approaches

Designed for today's fast-moving, multicultural society, this has the best of both worlds with traditional therapeutic theories alongside modern, research informed, creative practice.

4. Develop Contextual Thinking and Understanding

Learn to understand clients in their own cultural context, rather than in isolation, understanding the relational, social and environmental factors that have shaped adults' mental health and children's emotional wellbeing.

5. Creative and Flexible Practice Skills

Go beyond traditional talking therapies to engage with creative and symbolic media, applying practical 'whole solutions' and 'whole intelligence' to working with a wide range of complex presenting issues.

6. Strong Focus on Assessment and Client Needs

Build confidence in assessment and collaborative formulation, tailoring creative and relational approaches to the needs of each individual and community, ensuring work is culturally attuned, safe, ethical, and effective.

7. Integrated Child, Teenager and Adult Perspectives

This course recognises you cannot separate out the 'inner child' or 'inner adolescent' from adult experiences. This works developmentally with all ages and stages through insight into long term impacts of family systems on wellbeing.

8. Hands-On Experience in Placements

Combining theory with meaningful, real-world placements across the age range, allows you to develop the vital practical knowledge, skills and competencies required to build professional confidence and expertise.

9. Designed for both Newcomers and Working Professionals

With just twelve weekends each year, the course is structured to fit around full-time work, making high-quality experiential, creative and academic training accessible and available, without putting your life on hold.

10. Join a Purpose-Driven Learning Community

Being part of a highly motivated, supportive, multicultural teaching and learning community is inspiring, working with and alongside people who are committed to improving mental health outcomes and creating lasting social impact.

OVERVIEW OF THE TRAINING



YEAR 1 INTRODUCTORY FOUNDATION Therapeutic Counselling Skills for Adults and Children (Equivalent Level 4)

This foundation stage of the training in therapeutic communication skills for adults and children enables students to commence learning about the basic principles of professional practice, knowledge, skills and ethical frameworks for therapeutic counselling. This introduces a wide range of key concepts and theoretical influences from the field of counselling and psychotherapy. Placements are for contextual familiarisation, and practice-based learning, being in a supportive role in a professional setting. Year one includes becoming familiar with the course philosophy, values and experiential learning. This enables awareness of the systems for safeguarding adults who are at risk and child protection.

YEAR 2: FOUNDATION INTERMEDIATE Therapeutic Counselling Skills in Professional Context (Equivalent Level 5)

In year two, students commence professional placements as trainees in therapeutic counselling, acquiring knowledge and skills, working in organisations and communities. The training evolves to include assessments which evaluate students' therapeutic work with clients in progress. This includes increased understanding of mental health systems, interdisciplinary and multiagency practice. Placements begin when the student evidences the personal readiness required for working therapeutically with the emotional intensity of clients who may have had painful life experiences.

Students can offer therapeutic mentoring, key-working or creative group work, applying therapeutic counselling skills through a range of activities within organisations and communities. Year two also enables students to start the process of commencing their own research through a formal written case study proposal and delivering a community wellbeing presentation. This curriculum is available on a creative health route for students who are not in counselling placements.

YEAR 3: PROFESSIONAL Therapeutic Counselling with Children and Young People (Equivalent Level 6/7)

Year three strengthens understanding of work with children and teenagers including a wide range of presenting issues and client needs in cultural context. This covers mental health challenges, with consideration of the wider systems of care in statutory, charity, voluntary and independent provision. It promotes creative leadership, increased understanding of the impacts of social injustice on mental health and integration of interdisciplinary relational skills in systemic context.

Year three placements can include offering psychoeducation for parents, carers or teachers, engaging in facilitating reflective practice and consultation with multi-disciplinary professionals and colleagues. This also includes working specifically with teenagers and young people with awareness of complex presenting issues, intersectionality and the challenges which they can face in contemporary context. Year three enables students to engage in more depth with the use of self in relational skills, relational ethics, creative facilitation and therapeutic presence, culminating in a substantial practice-based research case study, on therapeutic counselling and an advanced compassionate skills facilitation.

YEAR 4: ADVANCED PROFESSIONAL Humanistic and Integrative Therapeutic Counselling (Equivalent Level 7)

Year four consolidates the student's journey and enables heightened awareness of the principles, values and ethics required for professional independent practice. The course is designed to help trainees in setting up mental health provision in schools and organisations where therapeutic counselling is much needed. Students can facilitate cultural change in organisations towards increased emotional wellbeing, enhancing critical and compassionate self-reflexivity through personal therapy, autoethnographic research presentations, self-audit, and self-evaluation of their practice.

This consolidation phase as a humanistic and integrative therapeutic counsellor enables a thorough synthesis of knowledge and experience, and the integration of theory and practice. This includes preparation for practice management, working as an autonomous and self-responsible, independent professional therapeutic counsellor. This promotes commitment to the principles of transparency and accountability, lifelong learning and ongoing supervision. The final year also enables increased self-awareness, embedding respect for diversity, equity and understanding of the development of self in context. Students are supported to fulfill their human potential and explore autoethnographic themes in therapeutic counselling. This requires collaborative formulation through research forums, written work and supervision, demonstrating humanistic and integrative therapeutic counselling skills in action.

CERTIFICATE IN THERAPEUTIC COUNSELLING SKILLS FOR ADULTS AND CHILDREN

(24 TEACHING AND ASSESSMENT DAYS OVER 12 WEEKENDS)

YEAR ONE MODULES

Module	1	Holistic Approaches to the Client in Context
Module	2	Applied Therapeutic Thinking
Module	3	Creative and Relational Therapeutic Counselling Skills
Module	4	Safeguarding Human Development and Wellbeing

CURRICULUM COVERS:

- Introducing a holistic, integrative and relational approach to therapeutic counselling.
- Discovering the core conditions for relational therapeutic counselling practice.
- Fundamental values, principles and core competencies for therapeutic counseling.
- Learning therapeutic counselling skills for all ages and stages, across the life course.
- Introducing theories, key concepts and influential ideas from the field of counselling.
- Awareness of the contexts and settings for service delivery of therapeutic counseling.
- Introducing ethical frameworks, practice guidance, safeguarding and child protection.
- Understanding impacts of relationships and challenging experiences across a lifespan.
- Awareness of Adverse Childhood Experiences and implications for lifelong wellbeing.
- Understanding the importance of attachment, child development and neurobiology.
- Recognizing risk, assessment, acting to keep children, young people and adults safe.
- Ability to communicate and offer support to adults, children and young people.
- Awareness of difference, inequalities, and understanding of diversity and inclusivity.
- Listening skills, play, creative expression facilitation through the language of the client.
- Awareness of the Team Around the Child, inter-disciplinary and multi-agency working.
- Understanding legal, policy and ethical frameworks as well as professional supervision.

HOW YOU WILL BE ASSESSED

Students complete eight journals over the course of the year to support you in the consolidation of your learning. These are opportunities for you to link theory, creativity, and lived experience in the development of your own practice.

- A Holistic and Multi-dimensional Approach
- Children's Wellbeing and Multi-disciplinary Practice
- Attachment, Emotional Regulation and Resilience
- Application of Key Concepts to Practice
- Creative and Relational Approaches to Wellbeing
- Relational Play and Child Development
- Adverse Childhood Experiences and Trauma-informed Care
- Relational Developmental Perspectives

You also undertake one assessment per module. Assessments are designed to support and facilitate your learning Journey, consolidating your knowledge, skills and personal development over the course of the training.

Assessment 1. Principles of Professional Practice Viva

Assessment 2. Vignette Presentation

Assessment 3. Creative and Relational Skills Facilitation

Assessment 4 Safeguarding and Wellbeing Interview

DIPLOMA IN THERAPEUTIC COUNSELLING SKILLS IN PROFESSIONAL CONTEXT

(24 DAYS TEACHING, LEARNING AND ASSESSMENT DAYS OVER 12 WEEKENDS)

YEAR TWO MODULES

Module	5	MULTI-DISCIPLINARY PERSPECTIVES
Module	6	CREATIVITY, HUMAN POTENTIAL AND WELLBEING
Module	7	RESEARCH AND EVALUATION
Module	8	CREATIVE APPROACHES TO COMMUNITY WELLBEING

CURRICULUM COVERS:

- Contracting and assessment skills for working ethically, evaluating client needs in practice
- Developing an effective working alliance for all ages and stages in therapeutic relationships
- Maintaining professional boundaries in relationships: clients, colleagues and organisations
- Researching and evaluating multi-factorial influences on adult and child emotional wellbeing
- Presenting issues and associated risks for adults and children in therapeutic counselling
- Research and communication about the challenges and opportunities in therapeutic practice
- Identifying client needs in context and making appropriate assessments and referrals
- Maintaining therapeutic relationships with adults or children working with rupture and repair
- Consulting with parents, carers and multi-disciplinary professionals making use of supervision
- Facilitating relational play, reflecting on clients lived experiences at all ages and stages of life
- Advocating and mediating in rights-informed approaches to therapeutic counselling in action
- Facilitating community wellbeing based on creative and relational therapeutic approaches
- Reporting on work in progress and maintaining notes in accordance with organizational policies

HOW YOU WILL BE ASSESSED

Students complete eight journals over the course of the year to support you in the consolidation of your learning. These are opportunities for you to link theory, creativity, personal development and lived experience in practice.

- What is Wellbeing?
- Nurture: Mental Health and Emotional Wellbeing
- Child Therapeutic Practice: Key-working, Mentoring, Creative Group Work / Counselling
- The Role of Creativity in Human Potential and Wellbeing
- Research and Evaluation in Systemic and Ecological Context
- Research Informed and Evidence Based Therapeutic Practice
- Creative Leadership and Referral Pathways
- Enabling Community Wellbeing: Facilitating Cultural Change

You also undertake one assessment per module. Assessments are designed to support and facilitate your learning journey and skills development over the course of the training.

Assessment 5. Multi-disciplinary Consultation

Assessment 6. Case Presentation

Assessment 7 Case Study Proposal

Assessment 8 Community Wellbeing Project

DIPLOMA IN THERAPEUTIC COUNSELLING FOR CHILDREN AND YOUNG PEOPLE

(21 DAYS TEACHING, ASSESSMENTS OVER WEEKENDS AND 30 HOURS ONLINE)

YEAR THREE MODULES

Module	9	INTEGRATIVE AND RELATIONAL SKILLS
Module	10A	THERAPEUTIC COUNSELLING: TEENAGERS AND YOUNG PEOPLE
Module	10B	CHILD THERAPEUTIC COUNSELLING CASE STUDY SUPPORT
Module	10C	SITE OF INTEGRATION: PERSONAL GROWTH AND COMMUNITY

CURRICULUM COVERS

- Delivering therapeutic counselling effectively for children, teenagers and young people.
- Managing professional boundaries, ethical decision-making with congruence and skill.
- Embedding whole intelligence and whole solutions including context, identity and equity.
- Ongoing review, including risk factors and protective factors in therapeutic counselling.
- Undertaking assessments and risk assessments in accordance with effective safeguarding.
- Working in depth with unconscious process, active imagination, dreams in counselling.
- Documenting and tracking the client's process over time through the case study research.
- Researching the impacts of therapeutic counselling working with children and young people.
- Assessment and collaborative formulation: reflecting in dialogue with clients of all ages.
- Mindful engagement with outcome measurement tools to evaluate diverse client needs.
- Researching and evaluating the impacts of social injustice on mental health and wellbeing.
- Delivering psychoeducation for parents, carers and professionals in interdisciplinary practice.
- Providing creative leadership, offering reflective practice in teams for community wellbeing.
- Articulating core therapeutic model, integrate theory with practice and manage self-audit.
- Presenting, discussing and evaluating professional therapeutic work, including aims and visions
- Enabling self-responsibility, belonging, agency, self-awareness, confidence and wellbeing.

HOW YOU WILL BE ASSESSED

Students complete eight journals over the course of the year to support you in the consolidation of your learning. These are opportunities for you to link theory, creativity and personal development in your own practice.

- Consolidating the Integrative-Systemic Model
- Personal and Professional Development: Ethical Standards, Endings

You also undertake one assessment per module. Assessments are designed to support and facilitate your learning journey and skills development over the course of the training.

Assessment 9 Professional Profile and Presentation Interview

Assessment 10 Advanced Therapeutic Counselling Skills

Assessment 11 Case Study Child Therapeutic Counselling

Assessment 12 Social Injustice Presentation

Placement hours with children include a minimum of 100 hrs. 3-6, (20 hrs,) 6-9, (20 hrs,) 9-12 (hrs.) and 13+ (20 hrs.)

DIPLOMA IN HUMANISTIC AND INTEGRATIVE THERAPEUTIC COUNSELLING

21 DAYS TEACHING AND ASSESSMENTS (30 HOURS ONLINE)

YEAR FOUR MODULES

Module	10C	SITE OF INTEGRATION: PERSONAL GROWTH AND COMMUNITY
Module	10D	THERAPEUTIC COUNSELLING: PRINCIPLES, VALUES AND ETHICS
Module	10E	THERAPEUTIC COUNSELLING: WORKING WITH ADULTS
Module	10F	THERAPEUTIC COUNSELLING: PROFESSIONAL PRACTICE

CURRICULUM COVERS:

- Critical reflection, inquiry, analysis and evaluation of theory, philosophy and practice
- Providing safe and effective humanistic and integrative, therapeutic counselling practice.
- Facilitating therapeutic counselling both in person and online with ethical decision making.
- Underlining the core therapeutic conditions for personal growth and self-development.
- Integrating knowledge and experience of therapeutic counselling across the life course.
- Exploring narrative and relational, enquiry-based research in therapeutic counselling.
- Considering impacts of childhood, social and cultural contexts and the origins of mental health.
- Considering physical, cognitive, social, emotional, spiritual domains of human development.
- Understanding the contextual influences on human development and personal growth
- Managing assessments and risk assessments with all ages and stages in person and online.
- Applying the Equality Act and work with an embedded approach to equity, culture and identity.
- Building trusting working alliances for assessment, collaborative formulation and review.
- Working professionally with a wide range of diverse presenting issues in therapeutic practice.
- Facilitating meaningful contact and life changes in therapeutic relationships over time.
- Applying knowledge of research and theory to support complex mental health conditions.
- Working with unconscious relational dynamics with empathy and compassionate presence.
- Demonstrating autonomous and accountable professional practice management in action
- Commitment to professional standards, supervision and lifelong personal growth and learning.
- Self-audit, evaluation, self-appraisal, ongoing personal and professional development.

HOW YOU WILL BE ASSESSED

Assessment 13 Autoethnographic Research and Presentation

Assessment 14 Essay: Humanistic and Integrative Therapeutic Counselling (2500 words)

Assessment 15 Case Formulation: Practice-Based Research (4,000 words)

Assessment 16 Professional Self-Audit, Interview and Review (90 mins 1,500 words)

Placements are completed including a minimum ratio of 1:8 ratio of supervision. This includes a placement log, placement manager and supervisors report, therapists' letter and personal readiness reference

Twenty Distinctive Features on Training in Therapeutic Counselling

- This training is the legacy of Camila Batmanghelidjh. This was commissioned by her and emerged in the heart of London alongside diverse communities. This included many years of collective effort, endeavour, co-production, research and evaluation. This was Camila's inspiration to enable quality and standards in a therapeutic training based on compassionate presence.
- The course educates students in holistic, relational and developmental approaches to therapeutic counselling across the life course for adults, children, young people, families, organisations and communities. Embedded in autoethnographic research, informed by analytical psychology, diversity, equity, identity and contextual understanding of mental health.
- The theory philosophy and values are grounded in the humanistic and integrative therapeutic tradition, which includes awareness of physiological, cognitive, behavioural, affective, contextual and transpersonal dimensions in a person-centred and process-oriented approach to human potential. This includes Lucy Johnstone and the Power Threat Meaning Framework. (PTFM)
- This draws from humanistic, person-centred, traditions with the core conditions for enabling therapeutic counselling, formulated by Carl Rogers, including unconditional positive regard, congruence and empathy as well as Leslie Greenberg's emotion-focused therapeutic practice.
- The course has embedded within it The New Introduction to Counselling and Psychotherapy including Mamood Ahmad's Whole Solutions, The Anti-Discriminatory Focus (TADF) competencies framework, including World Views, Identity, Context, Knowledge, Embodiment and Time (WICKET)
- Dan Hughes PACE model (playfulness, acceptance, curiosity and empathy), as well as the research findings from Dan Siegel in Mindsight, the Whole Brainchild and Intra-connected, including Peter Slade's approach to child play and Garry Landreth's relational play therapy.
- Virginia Axline's play principles are fundamental to supporting agency in children's recovery, underlined and supported by Graham Music's biopsychosocial approach to nurturing children. Margaret Lowenfeld's work at the Institute of Child Psychology, small world technique, which introduced sandplay therapy, which was further developed analytically by Dora Kalff.
- Training is informed by Malcolm Parlett's Future Sense, Whole Intelligence approach, grounded in Gestalt theory and philosophy, including the five intelligences or explorations, including responding to the situation, interconnecting, self-recognising, embodiment and experimenting.
- Linda Finlay's core values from phenomenology for therapists, relational-centred research values, ethics and principles inspired by Linda Finlay, including owning oneself, integrity, reflexivity, acceptance, agency, empathic inquiry, mutuality, openness, impact and humility.
- Nadine Burke Harris' insights into Adverse Childhood Experiences (ACEs), building on contemporary research, highlight the need to address the context as much as the inner life of the individual, targeted interventions for preventative work and recovery from 'toxic' childhoods.
- Pluralistic perspectives, defined by Mick Cooper and Windy Dryden, which celebrate clients' diversity, difference and uniqueness, openness to multiple sources of knowledge, strength-based and asset-based approaches and critical enquiry and perspectives on theory and practice.
- Urie Bronfenbrenner's ecosystemic model, Judy Ryde and Peter Hawkins 'systemic turn', where subjective lived experience is part of the field. This links to the evolving climate psychology movement, eco-anxiety and climate trauma informed by the work of Judith Anderson etc

- Creativity and self-expression are central to the approach, including listening to the inner life in dreams and active imagination, inspired by Carl Jung, highlighting the value of play, stories, metaphors, and image making in the process of self-discovery and orientation to the world
- Petruska Clarkson's multiplicity of therapeutic relationships, including the working alliance, transference and countertransference, developmentally needed, person-to-person and transpersonal dimensions. Additionally, the representational relationship from Maria Gilbert and Vanya Orans, who underlined one hundred of the key techniques from Integrative Therapy.
- Margot Sunderland's passion for reaching the emotional depths of human suffering is to find the meaning and value of each individual life through engagement with the arts. This includes in-depth integration of cognitive, social and affective neuroscience in human development.
- Eugene Ellis' The Race Conversation and Transforming Race Conversations supports the approach to engaging with difficult conversations, increasing dialogue about painful and complex issues: colonialism, discrimination, intergenerational trauma, moral injury and legacy burdens.
- Irene Champernowne's arts-based therapeutic community in Devon, creative and relational approaches whose work was supported by Carl and Emma Jung, Antonia Wolff and Peter Helton Godwin Baynes, who was one of the founders of the Analytical Psychology Club, London, 1922
- The Sesame approach to working with drama and movement in therapy, attending to the symbolic language of the psyche, listening to dreams, inspired by Marian Lindvist's pioneering work combined with Joseph Campbell's work on world mythology and the hero's journey.
- Kirsten Neff's self-compassion, values, beliefs, spirituality, depth perspectives, post-traumatic growth, and respect for the transcendent aspects of human experience. This embraces all religions, and secular perspectives in an 'all faiths and none' approach to therapeutic counselling
- James Hillman's image from 'The Acorn Theory'. The Soul's Code: In Search of Character and Calling, placing the image of the acorn both at the centre and circumference of the training. Steven Hermann's approach to spiritual democracy is inspired by William James and the varieties of religious experience; the archetype of the shaman, dreams, and active imagination

In addition to these major influences on the training, there are many more in the wellspring the course draws upon including multiple and diverse ideas from the field of practice including the old school classics like Freud, Erikson, Perls, Berne, Winnicott, Maslow, Klein, Seligman, Bowen, Bowlby, Aisworth, Main, Stern, Yalom, as well as contemporary influences like: Fernando, Cozzolino, Erskine, Music, Fonagy, Golding, Bomber, Kirkbride, Geldard, Booth, Fisher, Mate, Van der Kolk, Lapworth, Sills, Fish, Desmond, Landreth, Tudor, Schwartz, North, Menakem, Porges, Elliott, Greenberg and those who have contributed to humanistic and integrative research, Norcross, Hubble, Duncan, Miller, McLeod and other relevant influences.



“There is something amazing about choosing to train to make a difference to people, being confronted with a situation and knowing that you have the skillset from your training to be able to effectively work with it and support others to navigate it through it.

It might be that’s you doing the therapeutic work with somebody, or supporting a family or an organization to think things through towards a positive outcome.

The work can be hard at times but is, without a doubt, the most rewarding work I have ever done.”



“Graduates are well trained, well informed and well equipped to make a significant and lasting impact on the lives of people and organisations and communities where they work.”