Appendices

APPENDIX 1: Key terms and concepts

The following table clarifies terminology and concepts within the thesis:

EXPLANATION OF KEY TERMS AND CONCEPTS WITHIN THE THESIS	
Term/Concept	**Explanation**
Remit of research	The placement as part of the BACP pathway to counsellor qualification
BACP	British Association for Counselling and Psychotherapy
UWTSD	University of Wales, Trinity Saint David, formerly Swansea Metropolitan University [SMU]
Placement	The setting in which trainee counsellors undertake early client-work
Trainees/Students	The term 'trainee' and 'student' are used interchangeably to represent BACP pre-qualification counsellors/recently qualified counsellors, who have achieved fitness/readiness to practise and are undertaking placements to accrue practice hours
Placement provider	The co-ordinator, line manager or responsible person at the workplace
Course provider	The course contact point for placements, usually tutor/lecturer/programme director
Client	Recipients of counselling are referred to as 'clients', in line with terminology used within most placements, rather than the nomenclature 'patients'
Stakeholders	Personnel involved in early placement practice: Trainees; Course providers; Placement Providers, and Supervisors
Referencing and format	Referencing and format follow conventions of the Harvard Referencing System, Anglia Ruskin Guide [Fifth Edition]. September 2013
" "	Donates direct quotation
' '	Donates emphasis
( )	Indicates reference information
[ ]	Indicates information in parenthesis
Appendices	Where appendix numbers are indicated, appendices provide supplementary information

APPENDIX 2: Phase One QCA questionnaires: covering letter

Date:

Research into Counselling Placements

You are invited to take part in a research study to explore the counselling placement. Before you decide whether you wish to participate it is important that you understand why the research is being undertaken and what it entails. You should therefore read the attached information carefully and discuss it with others if you wish.

You are asked to complete the attached consent form and questionnaire and return these to me, either via email or post, whichever you prefer.

This PhD research is supervised by Professor Ann Edworthy [Swansea Metropolitan University] and Doctor Janek Dubowski [University of Roehampton] and has been approved by Swansea Metropolitan University's School of Psychology and Counselling Research Ethics Committee [SREC]. The SREC is bound by the ethical guidelines of the British Psychological Society and the British Association for Counselling and Psychology and it is hoped that this research will enhance understanding of the role of the counselling placement as a cornerstone of counsellor training.

Taking part in this study is voluntary and the attached information should clarify any questions you may have. If you still have any concerns, please feel free to contact me using the contact details provided within the information sheet.

Thank you for taking the time to read this information.

BEVERLY COLE *MPhil, MA, MBACP [Accred], UKRP*

APPENDIX 3: Phase One QCA questionnaires: information sheet

Researcher: Beverly Cole

You are invited to take part in a research study. Before you decide whether you wish to participate it is important that you understand why the research is being undertaken and what it entails. Please take the time to read the following information carefully and discuss it with others if you wish.

Part One

What is the purpose of the study?

➢ The aim of the study is to explore the experiences of those involved in the counselling placement. Counselling course providers, placement providers, supervisors and counsellors in training will take part.

Do I have to take part in the study?

➢ Taking part in the study is voluntary; it is up to you to decide whether to participate.

➢ If you take part you are free to withdraw at any time and without giving a reason.

➢ If you choose to take part by completing the attached questionnaire, it does not mean that you have to take part in any further part of the study; this is up to you.

What will happen if I take part in the study?

➢ If, after reading the information provided, you decide to take part you will need to:

1. Sign the consent form [your information will not be used without this signed form]
2. Complete the attached questionnaire
3. Return these to me by [dd/mm/yy]

➢ This should take about an hour of your time.

➢ Upon receipt of your consent form and your questionnaire, no further communication will be made with you except to acknowledge receipt of the forms, thank you for your contribution and ensure that you understand and are happy with all aspects of the research. However, you can consider whether you also wish to take part in email or face-to-face communication as explained in the accompanying correspondence

How do I return the questionnaire to you?

➢ You can return the questionnaire either by email or via the postal system, whichever you prefer. If you wish to use the postal system you can contact me and a stamped addressed envelope will be forwarded to you.

What are the benefits of taking part?

➢ There could be no direct benefit to you in taking part. However, you may find that reflecting upon the concept of the counselling placement could enhance your work, teaching and/or practice. Your input will also make an important contribution to understanding and enhancing this important part of counsellor training.

What are the possible disadvantages and risks of taking part?

➢ It is highly unlikely that anything should go wrong. However, if taking part in this study does raise any concerns you can contact the researcher or the project supervisor [see below].

Will my taking part be confidential?

➢ The fact that you are taking part and your contributions will be confidential. It is likely that some actual words used by you may be quoted in the presentation of the research, although these extracts and any other personal information will be made anonymous by altering any identifiable information. It will not be possible to link any data to any participant.

What will happen if I don't want to participate?

➢ Nothing. Just ignore this correspondence.

What if I take part and there is a problem?

➢ If you have a problem with any aspect of the research these can be addressed either to the researcher at email beverly.cole@smu.ac.uk, telephone 07786 332338 or to Professor Ann Edworthy at Swansea Metropolitan University, telephone 01792 482072, email: ann.edworthy@smu.ac.uk.

What will happen to the information I provide and the results of the study?

➢ Information you provide will be collated and stored securely. Data will immediately be made anonymous and destroyed once research is finalised.

➢ If you use email to communicate with me you need to be comfortable with the electronic exchange, storage and retrieval of information.

➢ The completed thesis will be presented to Swansea Metropolitan University and will be available in the libraries of this organisation. Findings will be used for journal articles/conference presentations and collected data could be used for training purposes.

➢ Should any malpractice become evident this will be addressed in accordance with BACP guidelines

Who has reviewed this study?

➢ This study has been approved by Swansea Metropolitan University's School of Psychology and Counselling Research Ethics Committee [SREC], bound by the ethical guidelines of the British Psychological

APPENDIX 4: Phase One QCA questionnaire: trainee counsellors

QUESTIONNAIRE ON COUNSELLING PLACEMENTS : TRAINEE COUNSELLORS

Q1   How did you select and secure your placement?

Q 2   How long did it take you to secure a placement?

Q 3   How were you introduced to the placement/organisation/staff by the agency?

Q 4   How might the induction process within your placement have been improved?

Q 5   How might working relationships within your placement have been improved?

Q 6   a)   What type of client issues does your placement encompass?

       b)   What are the three presenting issues you have encountered most often?

Q 7   What supervision arrangements do you have in place [i.e. personal or organisational]?

Q 8   What insurance do you have in place [i.e. own, organisational cover, or both]?

Q 9   How/where would you access help/what procedures are in place for an emergency situation?

Q 10   Who has clinical responsibility for client work?

Q 11   What policies/procedures are you aware of within your placement?

Q 12   Is your placement an organisational member of the BACP, or alternatively, what framework does it adhere to?

Q 13   What payment/expenses do you receive?

Q 14   What costs do you incur as the result of working at your placement?

Q 15   How did your course provider prepare you for your placement and how do you feel that this could this be improved?

Q 16   How much contact are you aware of between your placement and your course provider?

Q 17   How did you feel:

   a)   Just before seeing your first client

   b)   While seeing your first client

   c)   Just after you saw your first client?

Q 18 Describe how your placement experience has aided your personal and/or professional development, indicating any training provided

Q 19   How does/did your placement experience match up to your hopes and expectations?

Q 20   What do you know now that you wish you had known before starting your placement?

Q 21   Describe any ethical concerns you have experienced during, or as a result of, your counselling placement, including the outcome, if relevant.

Q 22   How did you manage time and stress during your work as a volunteer counsellor?

Q 23   What steps do you think that trainees could take to ensure that they make the most out of a counselling placement?

Q 24   How do you think that the placement experience will impact upon your future career?

Q 25   Are you aware of any volunteer who has gained paid employment within their placement?

Q 26 How do you think that a placement organised by your course provider and running alongside your training course would benefit trainees?

Q 27 What do you think the drawbacks of a placement organised by your course provider and running alongside your training course would be?

Q 28 How do you feel about the recent changes made by the BACP in dropping the number of trainee/client contact hours to 100 and removing the requirement for 50 contextual hours?

Q 29 How has the consideration of these questions or the research process impacted upon you?

Q 30 Are there any issues regarding counselling placements that you feel have not been addressed within this research?

Thank you for the time and effort involved in taking part

This questionnaire can be returned [ensure that you have also returned the consent form], via email. Alternatively, if you wish to use the postal system please contact the researcher who will forward a stamped addressed envelope for your use.

APPENDIX 5: Phase One QCA questionnaire: course providers

QUESTIONNAIRE ON COUNSELLING PLACEMENTS : COURSE PROVIDERS
Q1 Is your course accredited by the BACP and what ethical framework do you adhere to?
Q2 How do you prepare students for their counselling placement experience?
Q3 How do your students select and secure counselling placements?
Q4 How long, on average, does it take for a student to acquire a suitable placement?
Q5 a) Explain how you assess your students' readiness to practice before they start a counselling placement: b) How is this monitored?
Q6 What documentation has to be in place before students start to see clients at a counselling placement?

Q7 What mechanisms are in place to monitor that placements are providing trainees with the opportunity to practice a range of counselling skills and are providing an ethical and safe training environment/client service?

Q8 Who has duty of care/clinical responsibility for client work?

Q9 How might you, as a course provider, improve the placement experience for your students?

Q10 How much and what level of contact do you have with placement providers?

Q11 How might counselling placement providers make the placement experience better for students?

Q12 How do you ensure that the student has appropriate and timely supervision?

Q13 How much and what level of contact do you have with your student's supervisors?

Q**14** How might your student's supervisors make the placement experience better for students?

Q15 In what way do you think that trainees could ensure that they get the best out of their placement experience?

Q16 From feedback from your students, what are the most common presenting issues your trainees are likely to encounter within their placement?

Q17 How is the student's learning from the placement process assessed?

Q18 Describe how trainees are encouraged to reflect upon their placement experience

Q19 How do you think that a placement organised by you as a course provider and running alongside your training course would benefit trainees?

Q20 What do you think that the drawbacks of a placement organised by you as a course provider and running alongside your training course would be?

Q21 How do you feel that the recent changes made by the BACP in dropping the number of trainee/client contact hours to 100 and removing the requirement for 50 contextual hours impact upon counsellor training?

Q22 From your perspective as a counsellor trainer, how common do you feel that it is for trainees   to be offered permanent posts within their placement?

Q23 How might the consideration of these issues inform or change the way you prepare students for their placement experience and integrate this part of their training into your course?

419

Q24 Are there any issues regarding counsellor training and counselling placements that you feel have not been addressed within this research?

Thank you for the time and effort involved in taking part

This questionnaire can be returned [ensure that you have also returned the consent form], via email. Alternatively, if you wish to use the postal system please contact the researcher who will forward a stamped addressed envelope for your use.

APPENDIX 6: Phase One QCA questionnaire: placement providers

QUESTIONNAIRE ON COUNSELLING PLACEMENTS PLACEMENT PROVIDERS
Q1. What are the aims and values [mission statement] of the organisation?
Q2. How is the organisation funded?
Q3. a) Is the organisation accredited by the BACP or any other organisation? b) What ethical framework do you adhere to?
Q4. How would you describe your client base?

Q5. Describe your referral routes and where most of your referrals come from:

Q6. What organisational insurance policies are in place?

Q7. What policies and procedures do you have in place for the running of the organisation?

Q8. How are volunteer counsellors made aware of your policies and procedures?

Q9. Explain the mechanisms in place to ensure that the placement is providing trainee volunteer counsellors with the opportunity to practice a range of counselling skills:

Q10. Describe what mechanisms are in place to ensure that the placement is providing safe, professional and ethical counselling for clients:

Q11. Who has duty of care/clinical responsibility for client work?

Q12. Describe how you feel that as a placement provider you might further enhance the placement experience for volunteers:

Q13. How do you feel that the recent changes made by the BACP in dropping the number of trainee/client contact hours to 100 and removing the requirement for 50 contextual hours will impact upon your placement in particular and upon counsellor training in general?

Q14. How do you recruit volunteer counsellors?

Q15. What payment and/or expenses do you pay volunteer counsellors?

Q.16 What training and/or personal development opportunities do you offer volunteer counsellors**?**

Q.17. What insurance policies do you ask trainees to personally have in place?

Q18. How are volunteers inducted into the organisation, e.g., made aware of the placement policies, etc?

Q19. How do you evaluate competence before referring trainee volunteer counsellors their first Client?

Q20. Describe what you consider to be your clients' most common presenting issues:

Q21. How is assessment of clients undertaken and client volunteer counsellor 'match' managed?

Q22. How is a trainee volunteer counsellor's competence and progress monitored?

Q23. What procedures or provision to you have in place for an emergency client situation?

Q24. How would a volunteer counsellor access advice or help if they needed it?

Q25. In what way do you think that trainees could enhance and make the most of their Placement experience?

Q26. How common is it for volunteers at your placement to eventually gain a permanent position within the agency?

Q27. How much and what level of contact do you have with the trainee counsellor's course providers?

Q28. In what way do you think that course providers could enhance the placement experience for trainee volunteer counsellors?

Q29. What supervision arrangements do you have in place?

Q30. How much and what level of contact do you have with the volunteer counsellor's supervisors?

Q31. In what way do you think that supervisors could enhance the placement experience for trainee volunteer counsellors?

Q32. What do you think the benefits of a placement organised by the course provider and running alongside that training course might be?

Q33. What do you think that the drawbacks of a placement organised by the course provider and running alongside the training course would be?

Q34. How might the consideration of these issues inform or change your work within your organisation?

427

Q35. Are there any issues regarding counsellor training and counselling placements that you feel   have not been addressed within this research?

Thank you for the time and effort involved in taking part

This questionnaire can be returned [ensure that you have also returned the consent form], via email. Alternatively, if you wish to use the postal system please contact the researcher who will forward a stamped addressed envelope for your use.

APPENDIX 7: Phase One QCA questionnaire: placement supervisors

QUESTIONNAIRE ON COUNSELLING PLACEMENTS : PLACMENT SUPERVISORS

Q1. What supervision arrangements do you provide for trainees at counsellor placements?

[Please tick box as appropriate]

Individual ☐   roup ☐   Both ☐

Any supplementary information:

Q2. What professional organisation do you belong to/what ethical framework guides your work?

Q3. What insurance do you have in place?

Q4. What mechanisms do you feel need to be in place to ensure that a placement is providing your supervisees with the opportunity to practice a range of counselling skills?

Q5. What mechanisms do you feel need to be in place to ensure that a placement is providing safe, professional and ethical counselling for clients?

Q6. What policies/procedures do you feel that it is important for a placement to have in place?

Q7. Who has duty of care/clinical responsibility for the client work undertaken by your supervisees at counselling placements?

Q8. From feedback from your supervisees, what are the most common presenting issues you feel that your supervisees are likely to encounter within their placement?

Q9. How is supervisee competence and progress monitored?

Q10. What procedures or provision do you have in place for an emergency client situation?

Q11. How would a supervisee access advice or help if needed?

Q12. In what way do you think that supervisees could enhance and make the most of their placement experience?

Q13. How much and what level of contact do you have with the supervisee's course provider?

Q14. In what way do you think that course providers could enhance the placement experience for trainees?

Q15. How much and what level of contact do you have with the supervisee's placement?

Q16. In what way do you think that placement providers could enhance the placement experience for your supervisees?

Q17. From your perspective as a supervisor, how common do you feel that it is for trainees to be offered permanent posts within their placement?

Q18. How do you think that a placement organised by a course provider and running alongside a student's training course might benefit trainees?

Q19. What do you think the drawbacks of a placement organised by a course provider and running alongside a training course might be?

Q20. How do you feel that the recent changes made by the BACP in dropping the number of trainee/client contact hours to 100 and removing the requirement for 50 contextual hours will impact upon counselling placements?

Q21. How might the consideration of these issues inform or change your practice?

Q22. Are there any issues regarding counsellor training and counselling supervision or counselling placements that you feel have not been addressed within this research?

Thank you for the time and effort involved in taking part

This questionnaire can be returned [ensure that you have also returned the consent form], via email. Alternatively, if you wish to use the postal system please contact the researcher who will forward a stamped addressed envelope for your use.

APPENDIX 8: Phase One QCA consent form : questionnaires

Consent Form: Research Project**:** The counselling placement as experienced by course providers, placement providers, supervisors and trainees.

Please read this form carefully, initialling each box to indicate agreement as appropriate.

❑   I have read and understand the information sheet about this research, I have a copy for future reference [dated ######] and I have no reservations regarding the content of the information pack.

❑   I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

❑   I have an email address where I can contact the researcher, and contact details of the main project supervisor should I have any concerns.

❑   I understand that actual quotations from my contributions may be used to support the research. My involvement in the study will, however, be confidential and any data collected will be made anonymous. I understand that findings may be the subject of journal articles/conference presentations, training seminars and that actual data collected will be destroyed once the research project is completed.

❑   I understand that I can withdraw from this study at any time up to the cut-off point, without giving any reason, and that if I do so the data collected relating to me will be destroyed and not used in the study.

❑   I consent to take part in this study by completing the attached questionnaire.

Signature: _____

Date: _____

Contact Details: (Please write clearly)

Full Name:_____

Contact Email: _____

Contact Tel Number: _____

Postal Address:

_____

_____

_____

_____

❑   If you return this form via email, you may be able to sign it electronically. If this is not the case please note that **receipt of this form via your email address will be taken as informed consent:**

I would like to have sight of the dissertation findings when these are produced **Yes/No**

APPENDIX 9: Phase One QCA example of developing coding frame [supervisors] [1]

DEVELOPING CODING FRAME [Supervisors]								
LEVEL ONE = SUPERVISION QUESTIONNAIRE TOPICS GROUPED INTO PLACEMENT PHASES								
BEFORE PLACEMENT	DURING PLACEMENT					AFTER PLACEMENT		
LEVEL TWO = SUPERVISION QUESTIONNAIRE TOPICS GROUPED INTO PLACEMENT CHARECTORISTICS AND EXPERIENCES								
D1 PRE-PLACEMENT	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 CHANGE ASPECTS	D6 IMPACT ASPECTS	D7 REFLECTION ASPECTS	D8 REVIEW OF EXPERIENCE	D9 RESIDUAL ASPECTS
Questions formed into dimensions {Concept-driven}: (D1) Pre-placement aspects; (D2) Organisational aspects; (D3) Professional aspects; (D4) Practice aspects; (D5) Change aspects; (D6) Impact aspects; (D7) Reflection aspects: (D8) Review of experiences; (D9) Residuals								
Developing Coding Frame [1]								

APPENDIX 10: Phase One QCA progressive summarising of data

PROGRESSIVE SUMMARISING OF DATA:	
RAW DATA: SQ1	SUMMARISING
S1 Trainees' self-awareness and personal development come on so much more if they take <mark>time to reflect</mark> and review the {placement} experience	Trainees could enhance placement experiences by taking <mark>time to reflect</mark> on experiences
S2 See it as a chance to see what it is they want, and don't want to do, <mark>reflection is key</mark> to the experience	
S3 <mark>Reflect a lot</mark>	
Progressive Summarising of Data	

APPENDIX 11: Phase One QCA illustrative example of defining and naming sub categories

EXAMPLE OF DEFINING SUB CATEGORIES
NAME: Reflexivity key for placement learning
DEFINITION: A unit of coding applies to this category if a respondent expresses the opinion that it is important to take time to reflect on placement experiences
EXAMPLE OF SUB-CATEGORY "Trainees' self-awareness and personal development come on so much more if they take time to reflect and review {placement} experiences" [S1]
Example of Defining Sub-Categories

APPENDIX 12: Phase One QCA example of developing supervisors' coding frame [2]

AN EXAMPLE OF A DEVELOPING CODING FRAME:								
LEVEL ONE								
BEFORE PLACEMENT	**DURING PLACEMENT**					**AFTER PLACEMENT**		
LEVEL TWO								
D1 PRE-PLACEMENT	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 CHANGE ASPECTS	D6 IMPACT ASPECTS	D7 REFLECTION ASPECTS	D8 REVIEW OF EXPERIENCE	D9 RESIDUAL ASPECTS
LEVEL THREE SUB CATEGORIES								
						D7.1 Reflection key for placement learning	D8.1 Review of experience important	
						D7.2 Residual	D8.2 Residual	
Developing Coding Frame: Supervisors: (D1) Pre-placement aspects; (D2) Organisational aspects; (D3) Professional aspects; (D4 Practice aspects; (D5) Change aspects; (D6) Impact aspects; (D7) Reflection aspects; (D8) Review of Experience; (D9) Residual aspects								
Example of a developing coding frame [2]								

APPENDIX 13: Phase One QCA revising the supervisors' coding frame

REVISING THE FIRST VERSION OF THE CODING FRAME								
LEVEL ONE								
BEFORE PLACEMENT	**DURING PLACEMENT**					**AFTER PLACEMENT**		
LEVEL TWO								
D1 PRE-PLACEMENT	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 CHANGE ASPECTS	D6 IMPACT ASPECTS	D7 REFLECTION ASPECTS	D8 REVIEW OF EXPERIENCE	D9 RESIDUAL ASPECTS
D1 PRE-PLACEMENT	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 CHANGE ASPECTS	D6 IMPACT ASPECTS	D7 REFLEXIVE ASPECTS		D8 RESIDUAL ASPECTS
LEVEL THREE SUB-CATEGORIES								
						D7.1 Reflexivity key for placement learning		
						7.2 Residual		
Supervisors: (D1) Pre-placement aspects; (D2) Organisational aspects; (D3) Professional aspects; (D4 Practice aspects; (D5) Change aspects; (D6) Impact aspects; (D7) Reflexive aspects; (D8) Residual aspects								
Revising the Coding Frame								

Explanatory Note:

The three phases of placement interaction immediately identified on logical grounds were confirmed and formed the first level of dimensions: (i) Pre-placement; (ii) During placement; (iii) After placement.

In re-considering the developing coding frame, the second level dimensions of 'Reflection Aspects' and 'Review of Experience' were merged into 'Reflexive Aspects'.

APPENDIX 14: Phase One QCA final supervisors' coding frame

LEVEL ONE: PLACEMENT PHASES
LEVEL TWO: QUESTION TOPICS ON QUESTIONNAIRE, GROUPED BY PLACEMENT PHASE AND SUMMARISED
LEVEL THREE SUBCATEGORIES = ANSWERS TO QUESTIONS PROGRESSIVELY SUMMARISED, ENTERED IN BLUE

PRE-PLACEMENT	DURING PLACEMENT				AFTER PLACEMENT		RESIDUAL
D1 ASPECTS BEFORE PLACEMENT BEGINS	D2 ORGANISATIONAL ASPECTS	D3 PROFESSIONAL ASPECTS	D4 PRACTICE ASPECTS	D5 CHANGE ASPECTS	D6 IMPACT ASPECTS	D7 REFLEXIVE ASPECTS	D8 RESIDUAL ASPECTS
1.1 Placement Preparation: Better preparation needed	2.1 Professional organisation membership: All Supervisors BACP Members	3.1 Type of Supervision: Group supervision provided	4.1 Ensuring Range of Skills: Contracted Counselling with variety of skills needed	5.1 BACP drop in Hours: Concern over drop in hours	6.1 Monitoring of Progress: Supervision reports assess learning	7.1 Reflexive Value of research Process: Questionnaire a reflective experience	
1.1 Placement Support: More support when starting placement work	2.2 Policies/ Procedures: BACP policies need to be in place and upheld	3.2 Insurance Held: Supervisors have professional indemnity	4.2 Ensuring safe/ethical practice: Inequality of experience, safety and ethics of practice	5.2 Feasibility of placement alongside course: Placement alongside course possible, but needs hard work, support, commitment and sensitivity	6.2 Employability: Permanent employment within placement unlikely	7.2 Placement reflective processes: Reflexivity key for placement Learning	
	2.3 Contact between stakeholders: More contact needed between stakeholders	3.3 Framework guiding work: BACP Ethical Framework guides work	4.3 Duty of Care: Confusion over duty of care/ Clinical responsibility		6.3 Portfolio Career: Common for counsellor stakeholders to hold several jobs in the counselling field	7.3 The value of personal therapy: Personal therapy mandatory	
			4.4 Common presenting issues: Most common presenting issues = Anxiety, Depression & Interpersonal issues				
			4.5 Access to emergency help/advice: Supervisors first point of contact for help/emergency				
			4.6 Strategies to enhance experience: Robust assessment not always provided but needed				

			4.7 Strategies to enhance experience: Robust supervision necessary				
			4.8 Strategies to enhance Experience: Early supervision needed				
			4.9 Strategies to enhance Experience: Training Supervisor needed				
			4.10 Strategies to enhance Experience: Mentor needed				
Supervisors' coding frame							

Notes:

Coding frame – framework which maps the characteristics of the placement as evidenced within the data

APPENDIX 15 : Phase one QCA building on the supervisors' coding frame to develop the complete coding frame

DEVELOPING CODING FRAME [Complete]								
LEVEL ONE: QUESTIONNAIRE TOPICS GROUPED INTO PLACEMENT PHASES								
BEFORE PLACEMENT	DURING PLACEMENT					AFTER PLACEMENT		RESIDUAL
LEVEL TWO: QUESTIONNAIRE TOPICS GROUPED INTO PLACEMENT CHARECTORISTICS AND EXPERIENCES								
D1 PRE-PLACEMENT	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 FINANCE ASPECTS	D6 CHANGE ASPECTS	D7 IMPACT ASPECTS	D8 REFLEXIVE ASPECTS	D9 RESIDUAL ASPECTS
Developing Coding Frame [Complete] Questions formed into dimensions {Concept driven}: (D1) Pre-placement aspects; (D2) Organisational aspects; (D3) Professional aspects; (D4) Practice aspects; (D5) Financial aspects; (D6) Change aspects; (D7) Impact aspects; (D8) Reflexive aspects.								

APPENDIX 16: Phase One QCA example of segmentation and numbering of data

SEGMENTATION AND NUMBERING	
RAW DATA: SQ1: // Marks segmentation beginning and end	INITIAL CODE ALLOCATED 15th JUNE
S1 //Trainees' self-awareness and personal development come on so much more if they take time to reflect on {placement} experiences//	D7.2
SQ1: Supervisor questionnaire 1 S1: Segment 1 D7.1: Dimension 7.1	
Segmentation/Numbering of data	

APPENDIX 17: Phase One QCA pre-evaluation check of emerging coding frame

<table>
<tr><td colspan="8">DEVELOPING CODING FRAME [WORK IN PROGRESS VERSION TWO]</td></tr>
<tr><td colspan="8">LEVEL ONE: QUESTION TOPICS ON QUESTIONNAIRE, GROUPED BY PLACEMENT PHASE</td></tr>
<tr><td></td><td colspan="5">ASPECTS DURING PLACEMENT</td><td>ASPECTS AFTER PLACEMENT</td><td>RESIDUAL</td></tr>
<tr>
<td></td>
<td>D1 ORGANISATIONAL ASPECTS</td>
<td>D2 PROFESSIONAL ASPECTS</td>
<td>D3 PRACTICE ASPECTS</td>
<td>D4 RECENT CHANGES ASPECTS</td>
<td>D5 IMPACT ASPECTS</td>
<td>D6 REFLEXIVE ASPECTS</td>
<td>D7 RESIDUAL ASPECTS</td>
</tr>
<tr>
<td></td>
<td>1.1 Professional organisation membership</td>
<td>2.1 Type of Supervision</td>
<td>3.1 Ensuring Range of Skills</td>
<td>4.1 BACP drop in Hours</td>
<td>5.1 Monitoring of Progress
8.7 Little monitoring [Only 1 mention so discounted, inherent in only reports?]</td>
<td>6.1 Reflexive Value of research Process</td>
<td>7.1 Personal therapy [Allocated to 7.3 on final coding sheet]</td>
</tr>
<tr>
<td></td>
<td>1.2 Policies/ procedures</td>
<td>2.2 Insurance held</td>
<td>3.2 Ensuring safe/ ethical practice</td>
<td>4.2 Benefits and drawbacks of placement alongside Separate out course</td>
<td>5.2 Placement outcomes</td>
<td>6.2 Residual</td>
<td>7.2 Mentoring [Allocated to 4.10 on final coding sheet]</td>
</tr>
<tr>
<td></td>
<td>1.3 Finance issues TO NEW DIMENSION</td>
<td>2.3 Professional Framework Guiding work</td>
<td>3.3 Duty of Care One category for Clinical responsibility?</td>
<td>4.3 Residual</td>
<td>5.3 Residual</td>
<td></td>
<td>8.2 Individual supervision provided [Only 1 mention so discounted]</td>
</tr>
<tr>
<td></td>
<td>1.4 Residual</td>
<td>2.4 Residual</td>
<td>3.4 Common presenting issues</td>
<td></td>
<td></td>
<td></td>
<td>8.3 Public liability insurance [Allocated to 2.2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.5 Emergency procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.6 Access to help/advice</td>
<td></td>
<td></td>
<td></td>
<td>8.5 Need for a 'training supervisor' [Allocated to 4.9 on final coding sheet]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.7 Supervisee strategies to enhance experience</td>
<td></td>
<td></td>
<td></td>
<td>8.6 Miss match between client and trainee [Covered under 4.6 of final coding frame]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.8 Contact with course provider
8.8 Try to meet regularly [Only 1 mention so discounted]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

			3.9 Courses strategies to enhance experience				
			3.10 Contact with placement				
			3.11 Placement strategies to enhance experience				
			3.12 Trainee experiences Expand and list				
			3.12 Residual				
Pre-evaluation check of coding frame							

APPENDIX 18: Phase One QCA segmentation and double coding of material

SEGMENTATION AND DOUBLE CODING OF MATERIAL ARRIVING AT FINAL CODES

Example of segmentation and double coding for Trainee 1

Segmentation

EVOLVING SEGMENTATION: TRAINEE 1

Q1   How did you select and secure your placement?

/1/ I rang around loads and visited quite a few. I got a placement from one I visited //

Q 2   How long did it take you to secure a placement?

/2/ Around six months //

Q 3   How were you introduced to the placement/organisation/staff by the agency?

/3/ I went in for a full day and was introduced to the workings of the organisation and the staff who were there // I already had my fitness to practise from the course so started straight away

Q 4   How might the induction process within your placement have been improved?

/4/ It was good. Many of my colleagues had no induction at all //

Q 5   How might working relationships within your placement have been improved?

/5/   Both my placements are more concerned with meeting client targets than the trainees experience // /6/ in one the relationships are very good. In the other, they are very bad. They do not involve the trainees in the organisation really //

Q 6   a)   What type of client issues does your placement encompass?

 /7/ Limited really restricted pool of clients //.

        b)   What are the three presenting issues you have encountered most often?

/8/ Anxiety, depression and relationship issues //

Q 7   What supervision arrangements do you have in place [i.e. personal or organisational]?

/9/ Both //

Q 8   What insurance do you have in place [i.e. own, organisational cover, or both]?

/10/ Both //

Q 9   How/where would you access help/what procedures are in place for an emergency situation?

/11/ Supervisor is contacted first in times of emergency //

Q 10   Who has clinical responsibility for client work?

/12/ Not sure, but I imagine it is my supervisor

Q 11   What policies/procedures are you aware of within your placement?

/13/ Huge range of policies and procedures are in a handbook in reception. No one really reads them, but they are there if needed //

Q 12   Is your placement an organisational member of the BACP, or alternatively, what framework does it adhere to?

/14/ BACP Framework guides the work of the organisation //

Q 13   What payment/expenses do you receive?

/15/ Travelling expenses //

Q 14   What costs do you incur as the result of working at your placement?

/16/   Supervision, insurance are annual costs and are expensive entities //

Q 15   How did your course provider prepare you for your placement and how do you feel that this could this be improved?

/17/ There was little preparation for the placement really, we were just given a list of placements and told we had to have one. I would have liked to have done some work on the mechanics of it all, more on both the therapeutic aspects and the organisational aspects, whether it is ok go give your phone number, that sort of thing //

Q 16   How much contact are you aware of between your placement and your course provider?

/18/ None that I'm aware of and that's not good //

Q 17   How did you feel:

a)   Just before seeing your first client

/19/ Terrified //

b)   While seeing your first client

/20/ Calmer, although still stressed and aware of the huge sea-change taking place as I was seeing a real client //

c)   Just after you saw your first client?

/21/ Total relief that I'd survived //

Q 18   Describe how your placement experience has aided your personal and/or professional development, indicating any training provided

/22/ Greatly, although I am lucky here // We have supervision provided and regular training here

Q 19   How does/did your placement experience match up to your hopes and expectations?

/23/ In this placement these match up as I expected that it would be good and it has been, in my other placement I was less sure and that has not been good at all //

Q 20   What do you know now that you wish you had known before starting your placement?

/24/ I wish I'd had my own personal therapy before seeing clients //

Q 21   Describe any ethical concerns you have experienced during, or as a result of, your counselling placement, including the outcome, if relevant.

/25/ None, placement has good documentation around ethics //

Q 22   How did you manage time and stress during your work as a volunteer counsellor?

/26/   I would have liked to have someone around to talk to in between supervisions as I found it hard to process my feelings in session with not seeing my supervisor maybe for a month. I struggled with this and think there should be someone else we can talk to about have we feel, another support person //

Q 23   What steps do you think that trainees could take to ensure that they make the most out of a counselling placement?

/27/ Really engage, treat it like a real job, be committed, even before you start and fully engage //

Q 24   How do you think that the placement experience will impact upon your future career?

/28/ Can't really think beyond getting my hours and qualification at the moment, too stressed about all that to consider the end result //

Q 25   Are you aware of any volunteer who has gained paid employment within their placement?

/29/ No //

Q 26   How do you think that a placement organised by your course provider and running alongside your training course would benefit trainees?

/30/   I think I would have liked the chance to work at a placement linked to my course, it would certainly have avoided some of the issues in one of my placements, but maybe too close, would need to be sensitive to boundaries, etc, It would certainly have avoided some of the issues in /31/ one of my placements which are not satisfactory //

Q 27   What do you think the drawbacks of a placement organised by your course provider and running alongside your training course would be?

/32/   See above //

Q 28   How do you feel about the recent changes made by the BACP in dropping the number of trainee/client contact hours to 100 and removing the requirement for 50 contextual hours?

/33/   For me, great – but for the profession – I'm not so sure, I am concerned about the impact of the drop in hours on the profession /

Q 29   How has the consideration of these questions or the research process impacted upon you?

/34/ Interesting to consider my placement journey

Q 30   Are there any issues regarding counselling placements that you feel have not been addressed within this research?

No. Very comprehensive

Coding

Explanatory Note: The first dimension [D1, Aspects before placement begins] contains eight sub-categories and each of these is further sub-divided into (i) Agree (ii) Disagree and (iii) Unclear, in similar fashion to research undertaken by Odag (2007).

Each unit of coding from the questionnaire completed by Trainee 1 was coded, then double coded in relation to whether it did, or did not, contain evidence of each sub-category.

Two coding procedures were undertaken, one month apart and a comparison of these determined the final outcome:

EVOLVING SEGMENTATION AND CODING ONE : 8 JULY 2016																								

LEVEL ONE DIMENSIONS

PRE-PLACEMENT ASPECTS	ASPECTS DURING PLACEMENT	ASPECTS AFTER PLACEMENT

LEVEL TWO DIMENSIONS

D1 ASPECTS BEFORE PLACEMENT BEGINS	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 FINANCIAL ASPECTS	D6 CHANGE ASPECTS	D7 IMPACT ASPECTS	D8 REFLEXIVE ASPECTS

LEVEL THREE DIMENSIONS AND SUBCATEGORIES FOR DIMENSION ONE FOR TRAINEE 1

Trainee 1 Coding	D1.1 Trainee recruitment: Trainees recruited through courses			D1.2 Placement Preparation: Better preparation needed for placement element			D1.3 Placement Support: More support needed for placement element			D1.4 Securing placement: Personal contact best way to secure placement			D1.5 Time to secure placement: From immediately to eighteen months			D1.6 Induction procedures: Induction procedures vary from none to full day			D1.7 Making most of placement: Trainees need to fully engage to make most of placement			D1.8 Readiness to practice: Readiness to practice is awarded by course prior to placement		
	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?
1.1										1														
1.2													1											
1.3																					0			
1.4																1								
1.17				1																				
1.27																			1					

Key to initial segmentation for Dimension 1

/1/ I rang around loads and visited quite a few. I got a placement from one I visited //

/2/ Around six months // To secure placement

/3/ I went in for a full day and was introduced to the workings of the organisation and the staff who were there {When viewed against other material, coded as D1.6 during final coding}

/3a/ I already had my readiness to practice from the course, so started straight away //

/4/ It was good. Many of my colleagues had no induction at all //

/17/ There was little preparation for the placement really, we were just given a list of placements and told we had to have one. I would have liked to have done some work on the mechanics of it all, more on both the therapeutic aspects and the organisational aspects, whether it is ok go give your phone number, that sort of thing //

27/ Really engage, treat it like a real job, be committed, even before you start, and fully engage //
Making most of placement

Initial coding for other dimensions for Trainee 1

/5/ Both my placements are more concerned with meeting client targets than the trainees experience // D2.1

/6/ In one the relationships are very good. In the other, they are very bad. They do not involve the trainees in the organisation really// D2.2

/7/ Limited really, restricted pool of clients // Client base   ~~Residual~~ D4.2

/8/ Anxiety, depression and relationship issues // Most common presenting issues D4.3

/9/ Both // Supervision arrangements D3.1

/10/ Both // Organisational and personal insurance D3.2

/11/ Supervisor is contacted first in times of emergency // D4.4

/12/ Not sure, but I imagine it is my supervisor // D4.5

/13/ Huge range of policies and procedures are in a handbook in reception. No one really reads them, but they are there if needed //   2.3

/14/ BACP Framework guides the work of the organisation // Organisation/Framework D3.4

/15/ Travelling expenses // Payment/expenses D5.3

/16/ Supervision, insurance are annual costs and are expensive entities // Cost D5.2

/18/ None that I'm aware of and that's not good // Contact D2.5

/19/ Terrified // Before first client D4.8

/20/ Calmer, although still stressed and aware of the huge sea-change taking place as I was seeing a real client // During first session D4.9

/21/ Total relief that I'd survived // After first client D4.10

/22/ Greatly, although I am lucky here, {{{{we have supervision provided and regular training events}}}} // Professional/personal development D7.4

/23/ In this placement these match up as I expected that it would be good and it has been, in my other placement I was less sure and that has not been good at all // Hopes and expectations   D.7.3

/24/ I wish I'd had my own personal therapy before seeing clients // Wish had known D7.7

/25/ None, placement has good documentation around ethics // Ethical issues ~~Residual~~ D2.4

/26/ I would have liked to have someone around to talk to inbetween supervisions as I found it hard to process my feelings in session with not seeing my supervisor maybe for a month. I struggles with this and think there should be someone else we can talk to about have we feel, another support person //
Stress management   D4.14

/28/ Can't really think beyond getting my hours and qualification at the moment, too stressed about all that to consider the end result //   D7.2

/29/ No //   Offers of employment at placement // D7.6

/30/ I think I would have liked the chance to work at a placement linked to my course, it would certainly have avoided some of the issues in one of my placements, but maybe too close, would need to be sensitive to boundaries, etc // D6.2 /31/ which [placements] are not [all] satisfactory D4.15 //

/32// See above //   Placement alongside course

/33/ For me, great – but for the profession – I'm not so sure, I am concerned about the impact of the drop in hours on the profession //   BACP changes   D6.1

/34/ Interesting to consider my placement journey //   D8.1

SEGMENTATION AND CODING TWO : 8 AUGUST 2016																							

LEVEL ONE DIMENSIONS

PRE-PLACEMENT ASPECTS	ASPECTS DURING PLACEMENT	ASPECTS AFTER PLACEMENT

LEVEL TWO DIMENSIONS

D1 ASPECTS BEFORE PLACEMENT BEGINS	D2 ORG ASPECTS	D3 PROF ASPECTS	D4 PRACTICE ASPECTS	D5 FINANCIAL ASPECTS	D6 CHANGE ASPECTS	D7 IMPACT ASPECTS	D8 REFLEXIVE ASPECTS

LEVEL THREE DIMENSIONS AND SUBCATEGORIES FOR DIMENSION ONE FOR TRAINEE 1

Trainee 1 Coding	D1.1 Trainee recruitment: Trainees recruited through courses			D1.2 Placement Preparation: Better preparation needed for placement element			D1.3 Placement Support: More support needed for placement element			D14 Securing placement: Personal contact best way to secure placement			D1.5 Time to secure placement: From immediately to eighteen months			D1.6 Induction procedures: Induction procedures vary from none to full day			D1.7 Making most of placement: Trainees need to fully engage to make most of placement			D1.8 Readiness to practice: Readiness to practice is awarded by course prior to placement		
	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?	√	X	?
1.1										1														
1.2													1											
1.3																1		1						
1.3a																						√		
1.4																1								
1.17				1																				
1.27																			1					

454

Comparative coding sheet for Dimension One, Trainee One. Including final codes:			
Trainee 1			
Segmentation	Coding One	Coding Two	Final Coding
1.1	D1.4	D1.4	D1.4
1.2	D1.5	D1.5	D1.5
1.3	0	D1.6	D1.6
1.3a	0	D1.8	D1.8
1.4	D1.6	D1.6	D1.6
1.17	D1.2	D1.2	D1.2
1.27	D1.7	D1.7	D1.7

APPENDIX 19: Phase Two IPA Covering letter and information for participation in research interviews

Researcher: Beverly Cole

You are invited to take part in a research study. Before you decide whether you wish to participate it is important that you understand why the research is being undertaken and what it entails. You should therefore read this information carefully and discuss it with others if you wish. This PhD research is supervised by Professor Ann Edworthy [Swansea Metropolitan University] and Doctor Janek Dubowski [University of Roehampton] and has been approved by Swansea Metropolitan University's School of Psychology & Counselling Research Ethics Committee [SREC]. The SREC is bound by the ethical guidelines of the British Psychological Society and the British Association for Psychology and Counselling.

Please note that:

➢ As the aim of the study is to explore the experiences of those involved in the counselling placement, course providers, placement providers, supervisors and counsellors in training will take part;

➢ Communication with me as the researcher can take place either by email or via the postal system, whichever you prefer. If you wish to use the postal system you can contact me and a stamped addressed envelope will be forwarded to you. Participating in this research would necessitate completion of a questionnaire which should take about an hour of your time;

➢ If, after reading the information provided, you decide to take part, you will need to sign the consent form, complete the attached questionnaire and return these to me no later than ######. Upon receipt of your consent form and your questionnaire, no further communication will be made with you except to acknowledge receipt of the forms, thank you for your contribution and ensure that you understand and are happy with all aspects of the research process;

➢ However, there is an option of taking part in further research which will take the form of either email interactions or a face-to-face interview with me to expand on the points made within your questionnaire. This should take about one hour overall, not accounting for any travelling time which may be involved if you decide to participate in an interview;

➢ If you indicate on the consent form that you are willing to go into greater depth about the points you have made, either via email or during a short interview, you can still change your mind and withdraw from the study at any time by deleting the email and/or breaking communication. No further contact will then be made with you;

➢ If you indicate that you would like to consider your placement experience in greater detail via email, these interactions will take place with an agreement that we will both respond to emails within five working days. This timescale has been set so that should you wish to withdraw from the study all you need do is not respond. If no response is received from you within this timescale it will be assumed that you have withdrawn from the study.

➢ Where face-to-face interviews take place, these will be arranged at a time and place to suit you and an interview protocol and interview schedule will be sent to you prior to attendance. I will contact you to make the necessary arrangements and explain the process involved more fully.

➢ A copy of the questionnaire and a debriefing sheet are attached so that you have as much information as possible about what the research will entail before agreeing to take part.

➢ Information you provide will be collated and stored in accordance with the guidelines outlined in the BACP Ethical Framework for Research [2004] and relevant legislation. Data will immediately be made anonymous, kept securely and destroyed once the research is completed. If you use email to communicate with me you need to be comfortable with the electronic exchange, storage and retrieval of information.

➢ It is likely that some actual quotations used by you on the questionnaire or during interview may be used in the presentation of the research, although these extracts and any other identifiable information will be anonymised. The completed thesis will be presented to Swansea Metropolitan University and will be available in the libraries of this organisation. Further to this, findings will be used for journal articles/conference presentations and collected data could be used for training purposes. Should any malpractice become evident this will be addressed in accordance with BACP guidelines

➢ Taking part in the study is voluntary, it is up to you to decide whether to participate and which of the three available options to adopt [see guidelines]. If at any time you wish to withdraw from the research you will be able to do so immediately without giving a reason simply by not responding. The cut-off date for withdrawal will be one month before the final research is presented for award of PhD and you will be advised of this date a few weeks prior to the deadline when a short debriefing will take place. Should you withdraw at, or before, this point, no data supplied by you will be used;

➢ Following preliminary research no known risks have been identified as likely as the result of participation in this, or any similar, research. You may find that reflecting upon your placement work benefits your placement experience and/or practice and your input will make an important contribution to understanding and enhancing this important part of counsellor training. It is therefore highly unlikely that this research might disturb anyone taking part. However, if participation brings up upsetting material which you would like to discuss with someone, you are free to discuss this with your counselling supervisor or contact the researcher for signposting towards appropriate support.

➢ Should you require any additional information or have any questions now or at any stage of the research, please do not hesitate to contact me by telephone (07786 332338) or email (beverly.cole@smu.ac.uk).

> If you have a problem with any aspect of the research these can be addressed to Professor Ann Edworthy at Swansea Metropolitan University, email: ann.edworthy@smu.ac.uk .

Thank you for taking time to read this information sheet.

BEVERLY COLE *MPhil, MA, MBACP [Accred], UKRP*

APPENDIX 20: Phase Two IPA information sheet and interview protocol

You will have received the date for your interview. Boundaries will be maintained in a similar format to counselling relationships, with open ended, general questions asked which identify and explore your views and perceptions. Discussion will flow from these and all interviews will be recorded and transcribed.

After transcription and processing interview notes, a copy of the transcript of your interview, plus derived meanings will be returned to you [unless you indicate that you do not want sight of these]. You will be asked to check the content, censor anything you are not happy to be included and to confirm that your meaning remains intact.

Format for the interviews will be as follows:

➢ Interviews will be relaxed and open in nature and will be conducted at a time and location most convenient to you;

➢ Interviews will last for approximately [up to] one hour and will take the form of a one-to-one conversation. If at any time you wish to draw the interview to a close you will be able to do so without giving a reason. No data supplied by you will then be used;

➢ You will be reminded at the start of the interview of the consent form you signed, the anonymity of information you share, the fact that the interview is being recorded and that the interview and participation in the study can be terminated at any time up to the cut-off point.

➢ Although the interview will be recorded, the interviewer will take notes of the most relevant points. Only the researcher will hear the recording and have sight of the notes; recorded and written material will be kept securely and destroyed once research is complete. Involvement in the study will be confidential, data collected will be made anonymous and no comment or circumstance which could be directly connected to any participant will be identifiable;

➢ Key points derived from the initial questionnaires will inform interview questions as 'topics for discussion' [see examples]. These will give some structure to the interview; however the interview will be 'participant led' and go where you lead; you will not have to answer any questions which make you feel uncomfortable;

➢ The interview will close with the researcher thanking you for your time and participation, and reminding you of the procedures should you feel distressed by taking part or have any concerns about the conduct or process of the research. You will be reminded that a copy of the interview transcript and derived meanings will be sent to you along with a copy of the signed consent form for your records [you can decide at this time whether you want to receive these].

➢ There will be a short 'cool down', or debriefing, period immediately following the interview where you will have the opportunity to reflect upon and discuss the research process.

APPENDIX 21: Phase Two IPA interview schedule: trainees

Project: Research into the Counselling Placement [Counselling Trainees}

Date: _____ Time of interview: Start: _____ Finish: _____

Venue:_____

Interview with participant [insert code**] recorded on [**insert recording ref. no.**]**

{Introductions. Briefly describe project and interview protocol [including purpose of study, recording, dissemination and withdrawal], ensure interviewee is comfortable, has copy of the information sheet and has signed consent form}

Topic 1: Tell me about your experience of counselling placements ...
[This opening could be sufficient for the participant to fully describe their placement experiences]

Topic 2: Describe a placement experience you feel was particularly good .....

Topic 3: Describe a placement experience you feel was particularly bad .....

Topic 4: If you could make any changes to counsellor training or the placement requirement/experience what would these be?

Topic 5: What is the biggest learning you take with you from your placement experience?

Topic 6: [We have ------- left] Is there anything you would like to add? [Please use this time to continue until you have discussed your thoughts/feelings as completely as possible]

Subsidiary questions for all topics, if necessary: What meaning do you make of this? Further prompts will be derived, e.g. participant's meaning – concreteness – asking for examples, etc. and more specific follow on questions used as necessary depending on information collected from questionnaires and feedback from pilot study.

[Thank interviewee for participating, assure them of anonymity of responses and advise what will happen next. Ask whether participant has any questions, wants sight of notes/meaning, etc.
Cool down period, debriefing chat. Remind of the procedures in place should any participant feel concerned about any issue which has arisen during research and the timescale for activating this]

APPENDIX 22: Phase Two IPA interview schedule: course providers

Interview Schedule Project: Research into the Counselling Placement [Course Providers]

Date: _____ Time of interview: Start: _____ Finish: _____

Venue:_____

Interview with participant [insert code] recorded on [insert recording ref. no.]
{Introductions. Briefly describe project and interview protocol [including purpose of study, recording, dissemination and withdrawal], ensure interviewee is comfortable, has copy of the information sheet and has signed consent form}

Topic 1: Tell me about your views on counselling placements ...
[This opening could be sufficient for the participant to fully describe their views of placements]

Topic 2: How has your course content and delivery changed over the last three years?

Topic 3: How do you envisage that your course content and delivery will change over the next three years?

Topic 4: What do you feel are the biggest challenges facing the field of counsellor training at the moment?

Topic 5: Describe how you see the counselling placement in relation to counsellor training.

Topic 6: Describe how you contextualise the counselling placement within the wider issue of community engagement and employability

Topic 7: What bad placement experiences are you aware that your students have encountered?

Topic 8: Describe the best placement experiences that you are aware that your students have encountered?

Topic 9: What, in your experience, is the biggest impact that working in a counselling placement has on a trainee?

Topic 10: If you could make any changes to counsellor training or the placement requirement/experience what would these be?

Topic 11: So, what, in your opinion makes a good counselling placement?

Subsidiary questions for all topics, if necessary: What meaning do you make of this? Further prompts will be derived, e.g. participant's meaning – concreteness – asking for examples, etc. and more specific follow on questions used as necessary depending on information collected from questionnaires and feedback from pilot study.

[Thank interviewee for participating, assure them of anonymity of responses and advise what will happen next. Ask whether participant has any questions, wants sight of notes/meaning, etc. Cool down period, debriefing chat. Remind of procedures should any issue arise from taking part in the research and the timescale for activating these]

APPENDIX 23: Phase Two IPA interview schedule: placement providers

Project: Research into the Counselling Placement [Placement Providers]

Date: _____ Time of interview: Start: _____ Finish: _____

Venue:_____

Interview with participant [insert code**] recorded on [**insert recording ref. no.**]**
{Introductions. Briefly describe project and interview protocol [including purpose of study, recording, dissemination and withdrawal], ensure interviewee is comfortable, has copy of the information sheet and has signed consent form}

Topic 1: Tell me about your counselling placement ...

[This opening could be sufficient for the participant to fully describe their views of placements]

Topic 2: What makes this a good student placement?

Topic 3: How do you see the organisation and the service you offer in relation to the wider issues of the community and counsellor training?

Topic 4: What would you describe as the most difficult part of running such a placement
and offering a counselling service? [examples]

Topic 5: What would you describe as the most rewarding part of running such a placement
and offering a counselling service? [examples]

Topic 6: How has your organisation changed over the last three years?

Topic 7: How do you envisage the organisation will change over the next three years?

Topic 8: What is it that you know now that you wish that you knew when you started offering student placements?

Topic 9: If you could make any changes to counsellor training or the placement requirement/experience what would these be?

Topic 10: Is there any aspect of the counselling placement or the service you offer which
you feel has not been addressed by the questionnaire/interview which you would like to discuss?

Topic 11: How might the consideration of these issues inform or change the service you offer?

Subsidiary questions for all topics, if necessary: What meaning do you make of this? Further prompts will be derived, e.g. participant's meaning – concreteness – asking for examples, etc. and more specific follow on questions used as necessary depending on information collected from questionnaires and feedback from pilot study.

[Thank interviewee for participating, assure them of anonymity of responses and advise what will happen next. Ask whether participant has any questions, wants sight of notes/meaning, etc. Cool down period, debriefing chat. Remind of procedures should any issue arise from taking part in the research and the timescale for activating these]

APPENDIX 24: Phase Two IPA interview schedule: supervisors

Project: Research into the Counselling Placement [Placement Supervisors]

Date: _____ Time of interview: Start: _____ Finish: _____

Venue:_____

Interview with participant [insert code**] recorded on [**insert recording ref. no.**]**
{Introductions. Briefly describe project and interview protocol [including purpose of study, recording, dissemination and withdrawal], ensure interviewee is comfortable, has copy of the information sheet and has signed consent form}

Topic 1: Tell me about your views on counselling placements ...
[This opening could be sufficient for the participant to fully describe their views of placements]

Topic 2: Describe how you see the counselling placement in relation to counsellor training

Topic 3: What bad placement experiences are you aware that your supervisees have encountered?

Topic 4: What are the best placement experiences that you are aware that your supervisees have encountered?

Topic 5: What, in your experience, is the biggest impact that working in a counselling
placement has on a supervisee?

Topic 6: Describe how you contextualise the counselling placement within the wider issue
of community engagement and employability

Topic 7: So, what, in your opinion makes a good counselling placement?

Topic 8: What do you feel are the biggest challenges facing the field of counsellor training
at the moment?

Topic 9: If you could make any changes to counsellor training or the placement requirement/experience what would these be?

Topic 10: Is there any aspect of the counselling placement or the supervision service you
offer to placement trainees which you feel has not been addressed by the questionnaire/interview which you would like to discuss?

Topic 11: How might the consideration of these issues inform or change the service you offer?

Topic 12: [We have ------- left] Is there anything you would like to add**?** [Please use this time to continue until you have discussed your thoughts/feelings as completely as possible]

Subsidiary questions for all topics, if necessary: What meaning do you make of this? Further prompts will be derived, e.g. participant's meaning – concreteness – asking for examples, etc. and more specific follow on questions used as necessary depending on information collected from questionnaires and feedback from pilot study.

[Thank interviewee for participating, assure them of anonymity of responses and advise what will happen next. Ask whether participant has any questions, wants sight of notes/meaning, etc. Cool down period, debriefing chat. Remind of procedures in place should any feelings of distress arise from the interview].

APPENDIX 25: Phase Two IPA consent form: interviews

Consent Form: Research Project**:** The Counselling Placement

Please read this form carefully, initialling each box to indicate agreement as appropriate.

❑ I have read and I understand the information provided about this research, I have a copy of the information sheet for future reference [dated: ######] and I have no reservations regarding content.

❑ I have had the opportunity to consider the information and ask questions. I have had these answered satisfactorily and I understand that there will be a further opportunity to address any questions at the end of the research period, just prior to the point where I am able to withdraw.

❑ I have a telephone number and an email address for the researcher, and contact details of the main project supervisor should I have any concerns.

❑ I understand that if email is the mode of communication, data will be exchanged, stored and retrieved, electronically. I also understand that actual quotations from my contributions may be used to support the research. My involvement in the study will be confidential and any data collected will be anonymised. Findings may be the subject of journal articles/conference presentations and/or any other related educational or research work. Data collected will be destroyed once the research project is finalised.

❑ I understand that I can withdraw from this study at any time up to the designated cut-off point, without giving any reason, if I do so data collected relating to me will be destroyed and not used in the study.

❑ I consent to participate in a face-to-face interview and to this being recorded.

Signature: _____ Date: _____ Tel Number: _____

Print Name:_____ Email: _____

Postal Address:

 _____

_____

_____

_____

If you return this form via email, you may be able to sign it electronically. If this is not the case please note that **receipt of this form via your email address will be taken as informed consent**

I would like to have sight of the research findings when these are produced **Yes/No**

APPENDIX 26: Phase Two IPA debriefing form: Interviews

Date: _____

Thank you for participating in this study. Your time and effort are appreciated.

This research explored counselling placements - an integral part of training for tomorrow's counsellors. To date the placement experience has been under-researched and under-represented within academic literature and by taking part in this study you have contributed to the growing body of knowledge concerning this important aspect of counsellor training.

You are reminded, however, that you still have the right to withdraw at this point. Should you decide to do so you will not have to give any reason and collected data will not be used and will be destroyed. You will be aware that this study has received ethics approval from the Psychology and Counselling Research Ethics Committee of Swansea Metropolitan University. However, if you have any questions or concerns about your participation in this study, you can contact Professor Ann Edworthy by telephone at 01792 482072 or by email at ann.edworthy@smu.ac.uk

Although this study did not focus on any issues which would normally invoke emotionally sensitive reflection, sometimes the process of reflecting can prove to be disturbing. If answering any of these questions led you to feel distressed, you are free to discuss associated issues with your counselling supervisor and if you would like to speak to someone else about your thoughts, arrangements can be made for you to be provided with a list of helpful organisations so that you can talk about any aspect of the research which has caused you distress. Should this be the case, you will need to contact the researcher within seven days of the date of this form.

If you would like to learn more about counselling placements you will find some excellent Information Sheets on the BACP website - www.bacp.co.uk/informationsheets.

BEVERLY COLE *MPhil, MA, MBACP [Accred], UKRP*

APPENDIX 27: Phase Two IPA example of early analysis : reading whilst listening to transcript : Marian

TRANSCRIPT: PARTICIPANT : MARIAN				
LINE NO*	**INT**	**EMERGENT THEMES**	**ORIGINAL TRANSCRIPT**	**INITIAL COMMENTS**
			…a big one was that I'd not experienced real clients and that was…and can be a big, a…massive issue. A turning post. First clients are a big issue, probably the turning point…make or break. A good or bad experience at that point can make all the difference to the rest of placement and training. I was terrified, "'**Oh God**…can I really do this'…was probably my first thought!	Key issue A critical incident. Crucial Powerful statement, so movingly expressed!!!! Within these few words a multitude of emotions [!] were encompassed, self-doubt, anxiety, even fear. Such a very powerful moment!!!!!!!!!!!
*Line numbers removed due to alteration in font size, linage/table format				
Example of early analysis: Marian				

APPENDIX 28: Phase Two IPA example of developing analysis : Eve [1]

[DESCRIPTIVE NOTICING]

<table>
<tr><td colspan="5" align="center">TRANSCRIPT: PARTICIPANT: EVE</td></tr>
<tr><td>LINE NO*</td><td>INT</td><td>EMERGENT THEMES</td><td>ORIGINAL TRANSCRIPT</td><td>INITIAL COMMENTS</td></tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good and bad experiences…This could've been due for being the only trainee of colour and perhaps from other culture…Someone said, "We British send our sons and daughters to your country to civilise your nations"….Racism does exist…even in counselling communities…Some {placements} have great difficulty with cultural differences…I was discounted…{Organisation redacted} damaged my self-esteem. I was just a volunteer, I shouldn't have been treated like that……………But that was back then…
I 've…I've had good experiences, though, a lot since then, and now I'm confident in myself and my ability but another point I remember is when doing all 'this stuff' made me question, who am I?   There were times when I f felt chaotic…confused…student/trainee/ supervisee all at once…Everyone expecting different things of me…Which one was I? Where was the person I was before training? I'd glimpsed the Therapist I hoped to become…but as I gained professional identity…I just…seemed to lose my sense of self for a while, I kept going over it at the time, then worrying about not being able to stop thinking about it
I was a bit of a rolling stone after all of that, went from placement to placement….</td>
<td>Not as straightforward as good or bad placements, experience of both. Telling of a negative experience.
Felt racially abused?
What is going on here? Perception of tokenism?
Surprised to find racist behaviour within a counselling organisation

Use of 'just' could indicate feelings of isolation. Feeling undervalued

Big change in tone/delivery of this issue. Move from confident professional, tone and delivery to far more hesitant and colloquial speech. Speaking much faster… stronger accent, less confident? Seemed to struggle to articulate feelings

Implicit noticing. Impact of being 'discounted' lowered self-esteem [at the time???] hence change in delivery?

Underlying difficulty articulating this emotional experience. Temporal element, reported as in the past, but still hurts?

Metacognition
Change back to normal patterns of speech, speech now softer and back to higher level of articulacy.
Issues of questioning self

Role confusion/issue of identity, multiplicity of 'selves'</td>
</tr>
</table>

				472
				Thought about it a lot. Thinking about thinking. Metacognition. Rumination
				Descriptive noticing: Some uncomfortable experiences and these are given more attention than the good
				Linguistic noticing: Metaphor, 'Rolling Stone' searching for acceptance by self and other? Also changes in tone and articulacy when talking of racism
				Conceptual noticing: Provisional meaning…some key elements of concern. Questioning of ethos of counselling and also of self which seems to have been addressed over time…although there could be lingering disappointment
				Is there a link between the questioning of self and the perceived racism? Eventual fusion with a positive self-concept

*Line numbers removed due to alteration in font size, linage/table format

Example of Analysis: Eve [1]

APPENDIX 29: Phase Two IPA example of developing analysis : Eve [2]

[CONCEPTUAL NOTICING]

			TRANSCRIPT: PARTICIPANT: EVE	
LINE NO*	**INT**	**EMERGENT THEMES**	**ORIGINAL TRANSCRIPT**	**INITIAL COMMENTS**
		Good and bad experiences Volunteers are undervalued? Identity?	Good and bad experiences…This could've been due for being the only trainee of colour and perhaps from other culture…Someone said, "We British send our sons and daughters to your country to civilise your nations"….Racism does exist…even in counselling communities…Some {placements} have great difficulty with cultural differences…I was discounted…{Organization redacted} damaged my self-esteem. I was just a volunteer, I shouldn't have been treated like that……………But that was back then… I've…I've had good experiences, though, a lot since then and now I'm confident in myself and my ability, but another point I remember is when doing all 'this stuff' made me question, who am I? There were times when I felt chaotic…confused…student/trainee/ supervisee all at once…Everyone expecting different things of me…Which one was I? Where was the person I was before training? I'd glimpsed the Therapist I hoped to become…but as I gained professional identity…I just … seemed to lose my sense of self for a while. I kept going over it at the time, then worrying about not being able to stop thinking about it. I was a bit of a rolling stone after all of that, went from placement to placement….	Not as straightforward as good or bad placements, experience of both. Telling of a negative experience. Felt racially abused What is going on here? Perception of tokenism? Surprised to find racist behaviour within a counselling organisation Key event. Feelings of defencelessness. A vulnerable period. Use of 'just' could indicate feelings of isolation… feeling undervalued Speaking faster, with a stronger accent. Seemed to struggle to articulate feelings Big change in tone and delivery of this issue. Move from confident professional, tone and delivery to far more hesitant and colloquial speech. Implicit noticing. Impact of being 'discounted' lowered self-esteem [at the time???] hence change in delivery? Metacognition Questioning of counselling ethos and values…conflicting. Principles of racism, equality raised. What was this like for Eve? What is the meaning of this for her at this time – disappointment?

Underlying difficulty in articulating this emotional experience. Temporal element, reported as in the past, but still hurts? Clear differences between early days and the present, I wonder how she overcame these feelings of uncertainty and being subjected to racism so early in her career?

This seems embedded in time as change back to normal patterns of speech Issues of questioning self. How does Eve feel about this now? Has she comes to terms with it? Resignation, but hurt lingers and has made her cautious?

Role confusion…issue of identity, multiplicity of 'selves'

Emergent of professional self detracted at first from person of self

The role of agency and identity?

Metaphor of rolling stone…seeking to find self and identity? Safety? , rolling stone gathering what? Looking for 'self', does becoming a counsellor mean you temporarily lose yourself?

*Line numbers removed due to alteration in font size, linage/table format

Example of Analysis: Eve [2]

474

APPENDIX 30: Phase Two IPA example of developing analysis : Eve [3]

[CONNECTIONS/ABSTRACTION]

<table>
<tr><td colspan="5" align="center">TRANSCRIPT: PARTICIPANT : EVE</td></tr>
<tr>
<th>LINE NO*</th>
<th>INT</th>
<th>EMERGENT THEMES</th>
<th>ORIGINAL TRANSCRIPT</th>
<th>INITIAL COMMENTS</th>
</tr>
<tr>
<td></td>
<td></td>
<td>Some good, but also some very bad placements?

Racism encountered?

Placement experiences impact upon self-esteem?

<u>STRESS OF EARLY CLIENT-WORK?</u></td>
<td>Good and bad experiences…This could've been due for being the only trainee of colour and perhaps from other culture…Someone said, "We British send our sons and daughters to your country to civilise your nations"….Racism does exist…even in counselling communities…Some {placements} have great difficulty with cultural differences…I was discounted… {Organization redacted} damaged my self-esteem. I was just a volunteer, I shouldn't have been treated like that……………But that was back then… I've…I've had good experiences, though, a lot since then and now I'm confident in myself and my ability, but another point I remember is when doing all 'this stuff' made me question, who am I?   There were times when I felt chaotic…confused…student/trainee/ supervisee all at once…Everyone expecting different things of me…Which one was I? Where was the person I was before training? I'd glimpsed the Therapist I hoped to become…but as I gained professional identity…I just …seemed to lose my sense of self for a while. I kept going over it at the time, then worrying about not being able to stop thinking about it.   I was a bit of a rolling stone after all of that, went from placement to placement….</td>
<td>Not as straightforward as good or bad placements, experience of both. Telling of a negative experience.

Felt racially abused
What is going on here? Perception of tokenism?

Surprised to find racist behaviour within a counselling organisation

Key event. Feelings of defencelessness. A vulnerable period.

Use of 'just' could indicate feelings of isolation …feeling undervalued

Speaking faster, with a stronger accent. Seemed to struggle to articulate feelings

Big change in tone and delivery of this issue. Move from confident professional, tone and delivery to far more hesitant and colloquial speech.

Implicit noticing. Impact of being 'discounted' lowered self-esteem [at the time???] hence change in delivery? Metacognition
Questioning of counselling ethos and values……conflicting. Principles of racism, equality raised. What was this like for Eve? What is the meaning of this for her at this time? Dissappointment?</td>
</tr>
</table>

				Underlying difficulty in articulating this emotional experience. Temporal element, reported as in the past, but still hurts? Clear differences between early days and the present, I wonder how she overcame these feelings of uncertainty and being subjected to racism so early in her career?
			476	This seems embedded in time as change back to normal patterns of speech Issues of questioning self. How does Eve feel about this now? Has she comes to terms with it? Resignation, but hurt lingers and has made her cautious?

Role confusion…issue of identity, multiplicity of 'selves'

Emergent of professional self, detracted at first from person of self

The role of agency and identity?

Metaphor of rolling stone. Seeking to find self and identity? Safety? , rolling stone gathering what? Looking for 'self', does becoming a counsellor mean you temporarily lose yourself? |
| *Line numbers removed due to alteration in font size, linage/table format | | | | |
| Example of analysis: Eve [3] | | | | |

APPENDIX 31: Phase Two IPA Clustering of emerging themes : Eve

ABSTRACTION LEADING TO SUPER-ORDINATE THEMES	
Sub-0rdinate themes	**Emerging Super-ordinate theme**
1. Robust client assessment vital for trainees 2. Accruing client hours evokes anxiety, emphasis on quantity rather than quality 3. Early clients crucial, stressful point of counsellor training 4. Mentor needed for early client-work 5. Economic/value-laden road to employability	**THE IMPACT/STRESS OF EARLY CLIENT-WORK?**
Development of emerging super-ordinate themes: Eve	

APPENDIX 32: Phase Two IPA example of theme supported by quotations from raw data

SUPER-ORDINATE THEMES	SUB-ORDINATE THEMES	COMMENT	SUBSTANTIATING QUOTATION
THE IMPACT/STRESS OF EARLY CLIENT-WORK	Early clients crucial, stressful point of counsellor training	Evidenced strongly throughout transcript. More potent as ended on this note.	"Just to reiterate, the stress of first clients is the starting point at placements so the whole experience begins on a highly charged note which can set the scene for all that follows" [Eve/1300 {Final comment}]
Table 4.10: Checking emerging themes against participant quotations: Eve			

APPENDIX 33: Phase Two IPA example of connections forming across the data set and mapping process

EMERGENT SUPER-ORDINATE THEMES	EMERGENT SUB-ORDINATE THEMES	ORIGINAL TRANSCRIPT	EXPLORATORY COMMENTS
THE IMPACT/ STRESS OF EARLY CLIENT-WORK? **EARLY CLIENT WORK IMPACTFUL AND STRESSFULL** Often repeated, Eve, Lynda, Judith	Robust client assessment vital for trainees	They just think, oh thank god, just bring in the counsellor to deal…they can deal with this person, the student is thinking…of course I can deal with this…because they are at that stage of learning where they're ignorant about how ignorant they are [Lynda/89-100]	The mix of trainees wanting hours and placements wanting to reduce waiting lists can skew the assessment process. They [I thought?] Anything…everything passed to trainees Unconscious incompetence? Ultimately causes stress for trainees, when they realise the position they are in. Conscious incompetence. Role of supervision in this? Robust client assessment would help to avoid this
Developing sub-ordinate/super-ordinate themes/master themes: Lynda			

APPENDIX 34: Phase Two IPA example of clustering themes at master level

<td colspan="4">**SAMPLE OF THE EARLY CLUSTERING OF MEANINGS INTO SUB ORDINATE THEMES, SUPER ORDINATE AND MASTER THEMES**</td>
Transcript	**Formation of Sub-ordinate Themes**	**Other substantiating Quotations**	**Magneting, Forming Clusters: Master themes**
The counsellor placement has a huge impact on the trainee and that impact…good…or… bad, very much depends upon what that placement is like [Lynda]	Mixture of experiences, good and bad, rather than either/or which impact upon trainees	"…bit of a hit or miss affair" [Judith] "Good and bad experiences" [Eve] "Placements can be good, or…can be bad" [Marian]	**Good and bad placement experiences**, no definitive good or bad evidenced, mixture of both **INEQUALITY OF EXPERIENCE** [MASTER THEME?]
I've had experience of students being in a bad placement…actually…I think that there is a certain placement where…{longer pause}….yes, I think that the placement providers could possibly be racially prejudice [Judith]	Bad experiences	"Some {placements} have great difficulty with cultural differences…I was discounted…" [Eve] "I heard the placement co-ordinator asking a trainee to email…clients…rather than phone as she felt that her accent was…putting clients off" [Sara] "We need to be more tolerant of difference, really, we do this for…clients…but it can…stop there" [Lynda]	Racism implied. Implied lack of tolerance of difference **Bad experiences**
It changed my life [Eve]	Good experiences	"Made me feel worthwhile" [Marian] "Where I learnt to counsel" [Lucy] "Best part of training" [Sara]	**Good experiences** **MYRIAD OF EXPERIENCING** [MASTER THEME?]
	Confusion	"Fragmented" [Marian]	Disjointed

Well, it's a muddle, isn't it? A bit of a mess…really. No-one really knows what anyone else is doing…Everyone needs to get closer together Understand each other more… cwtch up…each "holding" the other…but instead…we…all just go our own way…individual journeys, hopefully to a collective destination [Sara]	Lack of communication More communication needed 'Cwtch' Welsh term meaning warm hug, snuggle, huddle, a supportive, safe place. Huddle more?	"Jumbled" [Judith] "No contact" [Eve] "Don't communicate"[Lynda] "Need to meet more, need for closer relationship" [Lucy]	Muddle, mess **Better communication needed** Separatism Collectivism **Part/whole** <u>**COMMUNICATION AN ISSUE**</u> [MASTER THEME?]

Clustering themes at master level			

481

APPENDIX 35: Phase Two IPA Table of findings

IPA TABLE OF FINDINGS			
SUPER-ORDINATE THEMES	**SUB-ORDINATE THEMES**	**EXAMPLES OF DEVELOPING THEMES**	**SUBSTANTIATING QUOTATION**
1. A COMPLEX ENVIRONMENT	1.1 A valuable environment of service delivery and placement facilitation, if done properly	A key way to gain practice with real clients and an educative experience, but differences exist between good and bad placements.	"Have to have a placement to get hours and some placements are better than others in providing learning from clients" [Lynda]
		A valuable asset to clients and communities	"When {name redacted} have not been able to offer the service, for whatever reason, they {service users} have really missed it." [Eve]
	1.2 A conflicting environment where dual roles can cause conflict of interest	The multiple roles of the placement, particularly as a counselling provider and a training establishment can cause difficulties	"What is this really all about, is this {the placement} an organisation for the provision of free counselling, or is it a training establishment? This is where it gets, oh, so, so, confused" [Sara]
	1.3 A variable and unequal environment [Fuelled by inconsistent policies and procedures]	Trainees on placement experience inequality of standards and practice Placements are an enigma: there is no single philosophical or practical underpinning of the placement Good placements enhance training and future practice, bad placements are detrimental to training and future practice Placements are "taken for granted"	"The counsellor placement has a huge impact on the trainee and that impact, good or bad, very much depends upon what that placement is like and standards and practice vary hugely" [Lynda] "I have two placements, one is policy bound, honestly now … but the other has none" [Lucy]
		Discrepancies in the quality of placements make it difficult to ensure that trainees have an equal opportunity to develop	" A bit of a hit or miss affair"[Judith] "Huge variations in practice" [Eve]
		No participant was convinced that the placement was, overall either a good or a bad experience	"{I've had both } good and bad experiences"[Eve]
		Placements can have a positive or negative impact upon trainees and their professional future	"The counsellor placement has a huge impact on the trainee and that impact, good or bad, very much depends upon what the placement is like" [Lynda]
		Good placements are an excellent trainee and client resource and follow BACP guidelines, facilitate applied learning, support trainees through supervision, training and expenses and ensure that trainees are fully integrated into the organisation	"Simply put, good placements follow BACP guidelines" [Sara]

		Voluntary organisations were identified as placements which tend to consistently offer good placement experiences	"The best placements are … with those which tend to be voluntary organisations, where, cheesy I know, but people actually care [Lynda]
		Bad placements seen as the direct opposite of good placements and evoked far more comment	"Bad placements don't follow BACP Guidelines" [Sara] "I could go on and on and on and on [about bad placements" [Lynda]
		Bad placements are seen as unsafe [with inappropriate consulting rooms, lack of confidentiality, incompatibility of counselling style and trainee orientation and mistiming of trainee readiness to practice]	"It's just frankly dangerous, it's dangerous. I know that that is a big word to use, but I do think that it is, it is dangerous……" [Lynda]
		Non-counselling staff need as careful selection as therapeutic staff and should have basic training in counselling skills. Managers might also benefit from basic counsellor training	"The Receptionist had no idea about confidentiality… I spoke to the Manager … but I don't think he understood the importance of it either" [Sara]
		Policies and procedures need to be relevant, visible, live and not only understood, but applied. One way of achieving this was identified as staff having an involvement in the drafting of policies	"I don't think that it is um possible to have too many policies and procedures and these need to be communicated" [Lynda] "…involve trainees in policy making…{keep asking them} is this working for you?" [Eve]
		Good placements integrate trainees into the organization	"Trainees are invited to training days [ ], invited into all activities and that is important, inviting trainees in, making trainees feel part of an organisation is so important"[Sara]
		Working with real clients is an essential part of training	"It's not until I began to see real clients that I really understood the counselling process and myself within that process" [Lucy}
		Consolidation of skills base occurs	"I no longer just take theory at its basic value…I judge it against my practice experience" [Eve]
		Issues of bullying identified	"I eventually found the right balance of being seen as willing and able to help…yet ensuring I was no longer put on, I really feel hurt by this" [Marian].
		Issues of racism identified	"I think that the placement providers could possibly be racially prejudice [Judith]
		No alternative way of facilitating therapeutic practice was offered.	
2. EARLY CLIENT WORK IS IMPACTFUL AND STRESSFULL	2.1 Robust client assessment and stepped referrals are vital for trainees	Referral processes identified as the most problematic area, particularly as clients are presenting with more complex issues within placement agencies	"The referral process is one of the most problematic areas" [Eve] "there are more and more complex cases coming through" [Lynda]
		There is a lack of assessment processes in placements in general	"The counsellor does that {client assessment} themselves [ ]. They {service users} get to the top of the list and are called in" [Eve]
		Need identified for robust client assessment by a senior, experienced therapist	"Clients should have a prior, first assessment with someone else, someone senior and more experienced beforehand, where that does happen, things tend to be a lot easier and a lot safer" [Judith]

		No assessment can be 100%, but something is better than nothing	"Things can go wrong with assessment, but every potential client for a trainee needs to be assessed " [Lucy]
		The mix of trainees wanting hours and placements wanting to reduce waiting lists can skew the assessment process	"They {placements} just think, oh thank god, just bring in the counsellor to deal…they can deal with this person, the student is thinking…. of course I can deal with this, because they are at that stage of learning where they are ignorant about how ignorant they are" [Lynda]
		There is a need for a stepped assessment and referral approach to trainees	"A robust and stepped approach …"[Marian]
		Placement clients can be more complex than in private practice	
	2.2 Accruing client hours evokes anxiety resulting in an emphasis on quantity rather than quality	Placements vary greatly in their allocation of client hours and place differing demands on trainees	{Trainees} will have a placement, but then….they don't have any clients and then time goes on and they still don't have any clients [ ] or you …um… have the direct opposite where there are just too many clients, so too few, or too many, actually it is rare for the balance to be just right [Eve]
		The great anxiety, stress and vulnerability experienced by trainees during this time acknowledged	"I was just given a huge list of clients and just told to get on with it, soooo stressful" [Lynda] "Felt that I just couldn't do it {client work}" [Sara]
		Experiences of either too many of too few clients common	" {In one placement} after six months I'd only been referred one client" [Marian]. "… Some {trainees} there with three clients and some with twenty three, no, really perhaps ten, with no obvious reason as to why this anomaly should be" [Eve]
		Pressure to gain hours can lead to an emphasis on the quantity rather than the quality of hours and this needs to be addressed so that there is greater emphasis on the quality of the sessions	"… Some students just see it, though, as merely gaining hours and what we do at varying stages is to say, please don't see this placement as just gaining hours ... think about quality of hours, not the quantity of hours" [Marian]
	2.3 First clients are the most crucial and stressful point of counsellor training.	The point of starting to see real clients is a pivotal and stressful part of counsellor training	"This [first client] was the game changer, it could have gone one way or the other" [Judith] "The worst time, of course, is when a counsellor is seeing their first client, hugely stressful [ ] First clients are very difficult, counsellors in early practice are scared, uneasy when they face that first client for the first time" [Sara]
		The timing of early client work is crucial and it is difficult for the trainee themselves and the course provider to judge this accurately [confusion over responsibility]	"The first time I was on my own {with a client}…I thought…I shouldn't be doing this... I'm not experienced enough" [Sara] "You see, we can do as many readiness to practice assessments as we want, but until the client is actually in with the student, then we don't really know, we don't really know until that client is in with that student, what is going to happen" [Judith] "Some placements put them [trainees] in front of clients before they're ready [Eve]
		Misjudging the right time for first client contact can have negative connotations for all involved	"There is nothing worse than putting someone in when they are not ready…because you are setting them up to fail, not only are you setting them up to fail, you are possibly causing damage

			within the placement, the reputation of the training course, you could also be harming the client and the counsellor" [Lynda]
		First client experiences led to a questioning of self, personal/professional identify and self-blame	"I felt very strange...who was I?" [Judith] "I should so have done it differently" [Lucy]
		First client experiences led to a questioning of their preparedness for client work and it took a while to gain faith in the process. There was a concept of 'unexpectedness' that contributed to first client anxiety.	"'Oh God...can I really do this"... was probably my first thought!" [Marian]
		Trainees status added to anxiety and stress, although the onset of client work also marked entry to the profession and the start of becoming a competent practitioner	"I shouldn't be doing this... I'm not experienced enough...didn't have that important piece of paper... {diploma/qualification}" [Sara]
		Can be better to start with two clients so that there is a control situation should something go wrong with one	"It can be quite a bad thing to start someone off with just one client [ ], because if you only have one client, and if ....no, then when something goes wrong, you then, you definitely, definitely then think that it is you, that it is you that did it, you think that it is your em fault, but if you have two clients and one is going ok, but one of them...the other one is, is not doing well [ ], then you know that it is not you" [Lucy]
		Early client work impacts on future therapeutic work	"First clients are a big issue, probably the turning point [ ]. A good or bad experience at that point can make all the difference to the rest of the placement, training and future practice" [Marian]
		Counsellor training should include general placement training before the placement commences as trainees can feel unprepared	"General training on the placement would help" [Eve]
		Counsellor training should include CORE training before the placement commences	"Courses need to train trainees how to use CORE before they start their placement" [Lucy]
		Counsellor training should include work with real issues in triad work	"Unless real issues are used in triads, there is no real experience of real client work and that makes early client work more stressful" [Judith] "Role-play just doesn't cut it" [Eve]
		Trainees have a tendency to self-blame and supervision can help trainees greatly during the point when they start to see clients	"I blamed myself because she didn't come back" [Marian] "I was terrified seeing my first client and [ ] what my supervisor said to me that made me feel so much better was..." [Lynda]
		Trainees should have supervision prior to seeing first clients	"A huge benefit to me was going to supervision...group supervision...before I saw my first client...that was so supportive and insightful for me and helped me though what can be a very, very difficult experience" [Sara]
	2.4 A mentor is needed at the time of early client work	To make the best of the placement experience and practice safely and professionally during early	"....Having mentors readily available...I've...been giving this a lot of thought lately, giving some thought to this mentoring side really, I think that

		client work, trainees need some additional support possibly in the form of a mentor This would be particularly helpful immediately after early client sessions	there is really a time and place now for this to come into its own in counselling" [Judith] "…you see your first client…and this is a massive experience, but you can't go home and talk about it. And you want to talk, and talk about it. That is why we have mentors" [Marion]
		The mentor should be someone who is non-assessing, but has been through this experience and knows what it is like	"Definitely for their first few session, their mentor will be there, so that they can say, how did it go? And ... this will be someone who has been through this experience, who knows what it is like" [Lucy]
		A new role of 'counselling mentor' would provide additional support and provide another tier of job opportunities	"I know that some people groan about that {mentors}, others see it as another layer of possible work… "[Judith]
		There should be strict differential between a mentor and a supervisor	…"if they could have a mentor, now, I don't mean a supervisor now, not a supervisor now, someone different, someone separate from that" [Judith]
		Other ideas for supporting trainees at this time were considered, such as access to actual counselling sessions	"I was just wondering, just wondering whether it might, it just might be possible ... feasible ... for them to actually consult during the session" [Judith]
	2.5 Economic and value laden road to employability	Placements were seen as creating both employment and unemployment	"Counsellors who are working for nothing as holding some responsibility for making less and less jobs available. So the placement, I suppose creates unemployment for counsellors" [Sara] "I'm not saying that the placement will and it does lead to employment, but it can" [Lynda: 546-555]
		The lack of a clear career pathway can lead to placement blocking	"Students would just stay there, they would not move on, everyone would just stay there, there are then a whole new bunch of students and not one vacancy in that placement [ ] what happens is that these counsellors who stay working there, they can get stuck in a …um… sort of an apprentice role" [Lucy]
		The number of trainees who stay in the placement due to the impact on their benefits if they were to find paid work experience a sense of worth and benefit from training, etc., but also contribute to placement blocking	"Those who are on benefits can't really take [ ] a paid job, unless it is for more than so much money [ ] so they prefer to have their benefits and work voluntarily [ ] they {placements} then provide quite a lot of things. They {trainees} can be getting quite a lot of things that don't impact upon their financial benefits… but do improve their lifestyle [ ] and they have got a purpose, they feel that they are providing a service to the community, they can get training, expenses, so they're very happy with that and they just want to stay" [Eve]
		The morality of continuing to train new counsellors when there are so few employment opportunities was questioned	"In many ways, it is immoral to carry on training counsellors where there are just no jobs available"[Sara].
		Obtaining employment within a placement is rare, although those trainees who successfully find paid employment usually do so through personal contact	"No-one I know has gained a job in their placement" [Marian] "It is not always, particularly in this profession, about seeing a job advertised in the paper or via email is my experience of it, you have to get out there [ ] put yourself about " [Lynda]

		The lure of employment can be used to generate more volunteer hours	...I think they'd deliberately dangled the carrot of a job to get extra hours out of me..."[Lucy]
		The juxtaposition between volunteer and paid work creates tension within the profession	"There is this under belly of socio-economic tension going right through it {counselling}" [Eve]
		Many qualified and experienced counsellors continue to offer their services free of charge alongside paid employment	"Volunteering really makes me feel so worthy, I suppose, really worthy, hugely raises my self-esteem far more so than paid employment ... that's why I still do it" [Lucy]
		Whilst volunteering raises self-esteem and self-worth the lack of respect for volunteer counsellors causes frustration and a feeling of being undervalued	"I really used to think that I was lucky to be allowed to work, to counsel, because it made me feel good, and accepted that this was not paid and doing this cost me so much time and money. Now, I feel angry that the service I and others give is not valued " [Eve]
		Counselling is devalued by the wider system because so much therapy is delivered free of charge	"I wish the financial and time elements {of volunteer counselling} were more appreciated" [Lucy].
		The support that free counselling provides to the NHS and communities is not recognised and this causes frustration	"{Counsellor} volunteers save this country mountains of money, imagine if all the volunteer counsellors stopped tomorrow for some reason? There would be chaos. Service delivery would collapse in the sector, a huge gap would open up" [Eve]
		There should be more of an emphasis on wellbeing within counselling	"I would like counselling to be seen er not just for those with problems ... but more as a supportive structure, more of a well-being thing" [Judith]
		Free counselling is not always valued	"I'm not so sure, about, generally, now, about giving counselling for free, even if you charge just £1" [Judith]
		There needs to be more of a value system within the profession	"Treat students fairly, value the volunteer, value the profession, value the people who teach the profession, value ourselves and each other. Counselling is about self-worth and self-value, but many in our profession just don't adopt it, as a profession we need to value ourselves and what we do" [Sara]
3. The Supervision Lynchpin	3.1 The role of supervision is pivotal to training and placements	Supervision is central to the training and placement process	"It {Supervision} is the process that brings all that, the supervisee, the placement, the course, the client and the issues, together [Eve].
		Supervision and supervisor are anchors that stabilise the placement process, although this is not always recognised	"Supervisors often really, hold the whole thing together. However, I don't think that this is really recognised" [Sara]
		Supervisors play an important role in the formative training assessment of trainees, although this is also not always recognised	"Supervisors give, in a way formative assessment along the way, but this is often not recognised, nor used by the placement or the course as valuable information ... and it should be" [Eve]
		To prevent the loophole of trainees changing supervisors for a better report, if there is a change of supervisor the outgoing supervisor should be asked to complete a form giving the reason for the termination of supervision	"There should be proof of continuity of supervisor" [Lucy].
		Supervision should be better regulated	"The checks carried out on supervision [ ] are, well, they are non-existent" [Sara]
		One of the most important roles of supervision is	"It is the supervisor [ ] who is the most likely to notice {if anything should go wrong}" [Lynda]

		detecting when things go awry as the supervisor is usually the first to be aware of a problem	
		It is the supervisor who is usually turned to first in times of emergency	"It is the supervisor who is the one who always gets the panic call first" [Lucy]
		Providing support to new counsellors is also an important role of supervision	"Supervision [ ] made me feel more self-confident…at ease" [Judith]
		The names supervisor and supervision can make students reluctant to fully engage	"The name supervisor makes people nervous" [Eve]
		Supervision as a career long process	"They {trainees} are supposed to [ ] use it {supervision} throughout the whole of their career" [Eve]
		Courses should include training on supervision at an early juncture	"It {supervision} should be given more attention early on in that career" [Eve]
	3.2 Confusion over clinical responsibility	There was an element of confusion as to where responsibility actually sat at any given point in time	"This is the great debate…nobody seems to be accepting responsibility" [Sara]
		In some placements there is no accountability at all	"….shocking…often no contracts or anything in place…" [Lynda]
		There needs to be greater clarity about who has responsibility for client work

Possibly through shared, multi-faceted contracts

Differing opinions were voiced about the responsibility of the trainee | "So we are, in many ways certain that the buck stops here, yet in some ways we are still … unsure, asking, the buck stops…..where?" [Eve]

"{Placement} has responsibility for work carried out on behalf of the Organisation…Clinical responsibility is shared between supervisor and trainee…with the trainee becoming increasingly accountable and responsible for their practice" [Lucy].

"In the beginning, a trainee can't have responsibility, they do not have that knowledge or experience" [Marian]

"I think that they {trainees} have to have a responsibility, they just have to, they are the counsellor, they are delivering the therapy, they are in the counselling room, they have that responsibility…" [Sara]. |
| | | If a question about clinical responsibility was asked at any given time, for example at a time of crisis, it would be difficult to ascertain exactly who held this responsibility at that point of praxis | "There's misunderstanding [ ] who's accountable…who's responsible" [Lynda] |
| | 3.3 A need for a training supervisor and a stepped approach to supervision | Some trainees are not getting the support they need from their supervisors | "The supervisor, in their role, with trainees, should ensure that, their first priority is to ensure that the trainee and their client are safe, and …um… some supervisors are too involved with criticising, actually seem to enjoy it" [Eve] |
| | | There is a difference between supervision for trainees and supervision for experienced counsellors.

There should be an allocation of specific, suitably trained 'training supervisors' | "….they might need to have, maybe a different type of supervisor" [Eve]

"possibly specific supervisors for trainees" [Sara]

"It would be quite good, I suppose to have specific training for supervisors of trainees [ ] maybe a different type of supervisor" [Eve] |

		Trainees are often ill prepared for supervisory processes and there should be more supervision training early in the life of courses	"I don't think some of them {trainees} understand what supervision is at all, they just don't realise what supervision is about, or what it is for, and this needs to be sorted out at course level – more training on supervision" [Sara].
		Trainees can be reluctant to disclose in supervision	"What amazed me was how many people said, when asked [ ] to answer honestly, that … if they had done something wrong they wouldn't tell their supervisor... they said that they would be afraid to tell their supervisor" [Lucy]
		A stepped approach to supervision is advocated and awareness that dependency on a supervisor can occur	"Buckets full of support to start, [ ] they have somebody who is more….somebody who will say, right then, you've now done this for a year, let's reflect on this, let's move on and hopefully, this will encourage them to reflect more and also be more open to challenge, so supervision will then grow and develop …" [Marian]
4. Placement experiences identify growth areas for the profession	4.1 Personal development key for personal and professional growth	Personal therapy should be mandatory within counsellor training	"We just have to know what it is like to sit in that chair" [Lynda] "They {trainees} should know what it is like, to be in that place, and know what they would want and what they would not want" [Lucy]
		Mandatory personal therapy should be undertaken at the start of a counselling course	"I would have that {personal therapy} at the beginning of a course, because to have it at the end [ ] is, well, you are then just ticking a box, really…because, really if it is at the beginning[ ] then you have the chance to learn about yourself and use that information, use that learning throughout the course" [Lynda]
		The profession needs depth and counsellors need to have experienced personal therapy in order to be able to work at deeper levels	"We need deep sea divers, we just don't want snorkelers" [Lynda]
		Counsellor experience of personal therapy can break down power imbalances between therapist and client	"It stops that split [ ] 'me' and 'them', you know, because I think that that 'splitting' of counsellor as 'well ' or 'healthy'… and the client as the 'patient' or the 'ill one' …just is not good…" [Eve]
		Some trainees are reluctant to engage and this makes counselling these trainees having mandatory personal therapy difficult	"Didn't want to do it {personal therapy} " [Judith] "Counsellors who see trainees who have to have therapy for their course, their hearts drop at the prospect" [Marian]
		Those who did engage, even though finding it difficult at first, often benefitted from the process	"I am so glad that I did [engage], I thought that I would not really engage, but, boy, did I … it was more than learning … a cathartic experience... " [Judith]
		Self-care and identity were seen as part of personal development and personal therapy, with identity seeming to change over time during training, resulting in a questioning of self and identity before professional identity become embedded	"As I gained professional identity…I just … seemed to lose my sense of self for a while" [Eve]
		Placement work and personal development heralds a shift from an external to an internal locus of evaluation	"Through personal development I'd become more comfortable with self-evaluation ... rather than depending on opinions of others" [Lucy].

		4.2 Organisational and professional development needed	Counsellor training is very different from the majority of educational courses	"Counselling isn't a course like any other, like where you take Maths, then [ ] you mechanically pass [ ] and off you go" [Lynda].
			Training counsellors is in transition and becoming more difficult, more academic, with constant change	"It is becoming increasingly difficult to train counsellors …there is no coherent way of training counsellors, courses are changing all the time [ ] in my view it is becoming more academic "[Lynda]
			There is a tightening of the academic process where counsellors have to now meet all standard criteria in order to qualify	"There used to be ways that they {non-academic students} might just get through, you know, but they can't get through anymore" [Lucy]
			It is difficult to remove those trainees who are deemed unsuitable from training courses and questions about the responsibility and accountability of counsellor training	"There is no longer enough freedom to let people go when they are clearly not cut out, not suitable, to be counsellors" [Sara]
			Two ways of improving counsellor training were offered:

Firstly, a more uniform core structure | "I would very much like to see some kind of coherent, core, course structure, set out, or agreed [ ] a core structure, set out by the BACP and/or the major accrediting bodies, that recognises the complexity of the work, so some kind of standard, if you like " [Marian] |
			Secondly, a different, less academic training route	"I would like to see [ ] more of a kind've apprenticeship route eh opening up [ ] where you did a lot more placement work, a lot more involvement with a voluntary agency in a placement capacity" [Lucy]
			Counselling has a negative image which is holding the profession back and needs to change	"One of the biggest issues still is people's perception of….their attitude to…counselling [ ] well … there is still stigma towards counselling and this needs to be addressed, if that {stigma} was removed, it would open up a whole new gambit" [Eve]
			A way to standardise and monitor placements through a registration process was proposed	"I would like to see a register [ ] all placements should be registered with a central body [ ] where all the er placements, all the charities, agencies, etc., [ ] offering free counselling would all be on this set register…would all work to a certain set standard and would all work ethically and would all work in a particular way with student counsellors and would also offer them expenses, supervision and training" [Eve]
			Placement work and practice experience of trainees should be more integrated into the course structure and seen more as an educative tool	"We have to think of the placement more as an extension of training and think about … what aspects are there, just as if it was a proper training module and had to pass all the criteria that any other training activity would have to meet" [Lucy]
			Whilst the placement is not without its problems, it is there and fulfils a practice need	"It {placement} may not be perfect, but it is all we've got so we have to put up with the imperfections" [Sara]

"It {placement} is what it is" [Judith] |
| | | | Consideration of a different way to facilitate practice, through a placement offered alongside a counselling course, was seen as a good idea, but | "Great, but who has the time for that?"[Marian]

"… It is a wonderful idea, wonderful, but maybe … yes, I think that it is a bit utopic" [Judith] |

		difficult to implement differing points of view	
	4.3 Registration and regulation are key issues	Registration and regulation were construed as positive mechanisms for the recognition and growth of counselling as a profession, giving it a seal of approval	"I think that the move toward registration is good, making it, if you like, rubber stamped" [Marian]
		The implementation of registration has left much to be desired	"I don't think the way that they {BACP} have done it is particularly good, or easy" [Eve] "...people still slip through the net " [Lynda]
		Although future regulation is welcomed by the profession, challenges are arising in the interim period as issues are debated	"Whilst welcoming the future prospect of regulation [ ] there are big challenges at the moment that are going to get raked over big time as we move towards regulation..." [Sara]
	4.4: Improved information, contact and communication needed	Counselling in general and more specifically the counsellor placement suffer from the absence of a core identity	"Some do not even know what counselling is" [Lucy]
		There is a common lack of understanding within the general public as to what therapeutic work actually entails, what it is and what it is not	"We just are not getting the right information to the right people" [Eve].
		A mix of separatism yet dependency was evidenced within entwined relationships between placement stakeholders which sometimes led to confusion, insecurity and issues being overlooked	"We all go our own way....." yet each depends upon the other, ".... yet each needs the other to survive" [Sara] "No-one really knows exactly what the other is doing" [Eve] "I often feel there's something just beyond my awareness I should know about that worries me... " [Lucy] "They thought I was doing it... I thought they were...nobody did it..." [Marian]
		Better contact and communication is needed between stakeholders	"We all care what happens in the other corner...part of the same family...but like families...not always singing from the same hymn sheet...want the same things [ ] but this doesn't always translate into communication...that's what's needed" [Eve] "Well, it's a bit of a muddle really, isn't it?" [Sara] "We need to huddle together more" [Judith] "More joined up thinking" [Lynda]

APPENDIX 36: Phase Two IPA ANALYSIS: Participant by participant synopsis of contributions

This appendix supplements the main thesis by allowing readers to consider the IPA in respect of (i) the themes which emerged and which the participants share, yet illustrate in particular ways, and (ii) for the individual's own account. It is therefore possible to reflect upon both the important generic themes in the analysis and the lifeworld of each particular participant who has told their story (Smith, 2004).

In keeping with IPA's commitment to ideography, main contributions offered by each participant are presented firstly in narrative and then in tabular format.

EVE

The role of the placement as a counselling agency was confirmed by Eve, who demonstrated her strong belief that the placement is of value to its clients and can have a profound impact on trainees. She drew attention to 'placement blocking' which caused frustration in placing trainees, although in her view, staying on in a placement after qualification provided a sense of worth, structure and purpose to trainees, who are stuck in an employment gridlock as they are scared of losing benefits.

Three of the most powerful contributions made by Eve related firstly to how, in her experience, the placement changed her life. This statement clearly demonstrated how her placement experience had a huge impact on Eve. She went on to relate this to positive change, whilst noting that this is not always the case for trainees due to the inequality of placement experiences.

Secondly, in indicating that she had good and bad placement experiences, Eve offered a moving description of an experience during her training which she described as racist. The impact of this on her at the time was evident by Eve's presentation whilst discussing the incident, as was her shock and disappointment that she had encountered prejudice within the counselling field. Eve described this specific incident which damaged her self-esteem at the time, yet demonstrated that this did not deter her from carrying on with her training and becoming a successful practitioner. This was particularly evidenced where she recounted how the placement experience changed her life for the better. As she struggled to articulate the

depth of her meaning, at the point where she discussed this painful experience, it seemed that although generally her placement experiences had been good, this bad experience still caused her pain. In this way, Eve evidenced, very well, the juxta-positioning of the mixture of good and bad experiences prevalent throughout all interviews.

Thirdly, when reflecting upon a moment within her early client work, Eve vividly demonstrated the responsibility trainees take on when they begin client-work when she poignantly described how she had felt at this point in her training as though she was holding the client's heart in her hands.

Whilst demonstrating that placements had facilitated practice-based evidence, given her confidence to re-appraise and adapt her work and allowed her to integrate theory and practice, Eve reminded that whist there is an inherent concern that clients are vulnerable, trainees can also feel a sense of vulnerability around placement work. She described other bad placement experiences which included problems she experienced due to inadequate assessment and referral systems which she described as one of the most problematic areas.

Eve also drew attention to how stakeholders need not only to understand policies and procedures, but should be consulted and involved in their implementation, so that they are aware and confident in working with them. She also felt that if trainees are used to dealing with real issues within triad work and have an understanding of what being on placement really involves, they have an easier transition to placement work. It was also clear that, for Eve, the allocation of her first client was a pivotal point of her training, where a transition from trainee to professional occurred with her first referral as she immediately felt a part of the helping community and described the aftermath of her first client graphically as "*A therapeutic high*" [Eve/502]. Nevertheless, she also highlighted the difficulties trainees experience with the flow of client work and in coming to terms with professional identity as she shared her feelings of confusion as she began to embed her personal/professional self, recalling a sense of identity transition and role ambiguity as values of self and systems compete and then eventually converge into a professional identity. There was a strong ethos of value within Eve's interview and she occasionally, yet powerfully expressed a feeling of sometimes feeling undervalued, describing a shift as her career progressed from feeling lucky to be allowed to engage in counselling as a trainee, to now feeling angry that the service that she and others provide does not appear to be valued.

Eve acknowledged the anxiety trainees experience around first clients and identified a need to have someone [other than a supervisor] to talk to after early client sessions. Overall, Eve viewed supervision as vital to the placement and classified this as the process that brings the supervisee, the placement, the course, the client and the issues together. However, she made some suggestions for improvement. She emphasised that supervision should be addressed earlier and more fully within training and reminded that supervisors provide formative assessment for trainees, although this is often not recognised as valuable information. She also identified how the name 'supervision' can seem threatening and emphasised the need for specialist training supervisors, who would be more supportive and educative towards trainees. In so doing, she noted that some supervisors were less than perfect in working with both trainees and qualified counsellors.

Eve's view on clinical responsibility pointed to a difference between process and actuality which she illustrated by changing a sentence into a question, in that the theory is presented as the buck stops here [as identified], whereas in reality this turns from a statement, to a question, "the buck stops…..where?" [Eve/835].

For Eve, mandatory personal therapy is pivotal in addressing the role of the power imbalance between therapist and client and addressing changing issues of identity. Eve's perception of registration was described as a step in the right direction, although not well handled and somewhat inadequate and she also suggested the introduction of a placement register to standardise and monitor placements. She conceptualised the main challenges for the profession as the failure to clearly identify and market the profession of counselling and a need to change the current image of counselling. She targeted improved communication between stakeholders as the most important challenge which, if successfully addressed, would produce real improvement, whilst questioning when interest spills over to interference. Her image of the relationship between stakeholders was familial, with elements of the good and bad impact this could have.

	THEMES	QUOTATIONS FROM EVE'S TRANSCRIPT
SUPER-ORDINATE THEME 1 A COMPLEX ENVIRONMENT	A valuable environment of service-delivery and placement facilitation, if done properly	There's a huge need for such a service…counsellors on placement [-] offer a fantastic service, when {name redacted} haven't been able to offer the service, for whatever reason, they've {service-users} really missed it. The service has been greatly missed at those times [Eve/275-277].

	A conflicting environment where dual roles can cause conflict of interest	At the end of all that, though, training, or counselling, which takes precedent? [Eve/987]
	A variable and unequal environment, fuelled by inconsistent policies and procedures	Quite simply, it {placement experience} changed my life {for the better} [Eve/10]
		Good and bad experiences: This {Racism} could've been due for being the only trainee of colour and perhaps from other culture [Eve/53-57] {Bad experience}
		I no longer just take theory at its basic value...I judge it against my practice experience and I got that experience on placement [Eve/934-939] {Good experience}
		They're [client group], so vulnerable, but also...in many ways...so are trainees [Eve/149-150].
		Involve trainees in policy-making...keep asking yourself...and...them...is this working for you? [Eve/75]
SUPER-ORDINATE THEME 2 EARLY CLIENT-WORK IS IMPACTFULL AND STRESSFULL	Robust client assessment and stepped referrals vital for trainees	The referral process is one of the most problematic areas" [Eve/65]
	Accruing client hours evokes anxiety resulting in emphasis on quantity rather than quality	
	First clients are the most crucial and stressful point of counsellor training	I still remember the phone call saying...'I have a client for you'...at that moment...this was real...no longer abstract I was actually starting to work...as a counsellor! [Eve/69-72]
		The first thing that's important is [-] that [-] trainees get used to working with real issues [Eve/984-986]
		A therapeutic high [Eve/502]
		So stressful! [Eve: 8]
	Mentor needed at time of early client-work	At times it felt like I was swimming in the deep-end without a life jacket...with the life-guard {supervisor} unavailable for a month" [Eve/234-236].
	Economic and value-laden road to employability and beyond	There's this under-belly of socio-economic tension going right through counselling, counsellor volunteers save this country mountains of money, imagine if all volunteer counsellors stopped tomorrow for some reason? There'd be chaos. Service delivery would collapse in the sector...a huge gap would appear. [Eve/1000-1006]
		I used to think I was lucky to be allowed to counsel [-] Now, I feel angry that the service I...and...others give is not valued [Eve/1000-1006]
SUPER-ORDINATE THEME 3 THE SUPERVISION LYNCHPIN	Role of supervision pivotal to training and placements	It {Supervision} is the process that brings all that together...the supervisee...the placement...the course...the client...and...the issues [Eve/14-18], although, the name supervisor makes people nervous...apprehensive [Eve/323-327]
		Supervisors have a role in assessment: Supervisors give...in a way...formative assessment along the way...but this is often not recognised, nor used... [Eve/212-215]
		It, supervision, should be given more attention early in that career [Eve/323-327]

	Confusion over clinical responsibility	So [-] we're, in many ways, <u>certain</u> that the buck stops <u>here</u>, yet in some ways we're still…unsure, actually <u>really</u> asking, the buck stops…<u>where</u>?" [Eve/834-835]
	Need for a training supervisor and stepped approach to supervision	There are a few supervisors out there, who are, some of them are very {sharp intake of breath} judgemental…you know…really…so…so judgemental… they're very…it's got to be like this…this is the way to do it [-]…it's very difficult for students…they need, at early stages of training, particularly when seeing first clients, to be encouraged and also, to feel…eh…safe [-] It would be good to have specific training for supervisors of trainees, be useful for what trainees need…they might need…maybe…a…different type of…a…training…supervisor [Eve/765-777]
SUPER-ORDINATE THEME 4 PLACEMENT EXPERIENCES IDENTIFY GROWTH AREAS FOR THE PROFESSION	Personal development key for personal and professional growth	Personal Therapy as part of personal development: Felt chaotic… confused… student/trainee/ supervisee all at once…Everyone expecting different things of me…Which one was I? Where was the person I was before training? I'd glimpsed the <u>Therapist</u> I hoped to become…but…as I gained professional identity…I just…seemed to lose my sense of <u>self</u> for a while [Eve/766-769]
	Organisational and professional development needed	Placement Blocking: Those on benefits can't really take [-] paid jobs, unless it's for more than so much money [-] They can be getting quite a lot of things that don't impact upon their financial benefits…but do improve their lifestyle [-] and they've got a purpose, they feel that they're providing a service to the community, they can get training, expenses, the placement gives a sense of purpose, they're learning, they get training, supervision, so they're happy with that…and…just want to stay [Eve/376-390]
		Recognition that more to counsellor training than other professions: I felt as though I was holding the client's heart in my hands" [Eve/212-213]
		Need for personal therapy: Felt chaotic, confused, student/trainee/supervisee all at once…Everyone expecting different things of me, which one was I? [-] I just…seemed to lose my sense of <u>self</u> for a while [Eve/766-769]
		It {personal therapy} takes away some of that…[-]…it makes it more real and it….stops that split between 'me' and 'them'…you know…because…I…think that 'splitting' of counsellor as 'well' or 'healthy'…and separating off the client as the 'patient' or the 'ill one'…just isn't good…[Eve/397-402]
		I'd like to see a register, I think that…um…all placements should be registered with a central body [Eve/1024-1028]
	Registration and regulation key issues for the profession	Registration: I really like the idea. I don't think the way that they've {BACP} done it is particularly good…or…easy, but I think it's basically…a good move…a step in the right direction" [Eve/614-617].
	Improved information, contact and communication needed	One of the biggest issues <u>still</u> is people's perception of….their attitude to…counselling [-] well…there is…<u>still</u>…stigma towards counselling and this needs to be addressed, if

		that…{stigma}…was removed…it would open up a whole new gambit [Eve/734-736].
		We're just not getting 'right' information to 'right' people [Eve/777-778]
		When does interest become interference? [Eve/387]
		We all care what happens in the other corner…part of the same family…but like families…not always singing from the same hymn-sheet…want the same things, work in tandem…inter-relate…[-]…yet…this doesn't always translate into communication…that's what's needed [Eve/482-500]

Judith

Judith constructed the placement as a vital opportunity to put learning into practice and articulated how, despite trainee opportunities for theoretical and practical learning during training, it is in the placement that real learning to be a counsellor takes place. She therefore emphasised the real need for the counselling placement, yet, like all other participants, found some unsatisfactory, recalling both good and bad placement experiences. The payment of supervision fees and the provision of expenses for supervisees were identified as particularly important by Judith and she expressed concern regarding the inadequacy of consulting rooms at some placements, particularly when these constituted a breach of confidentiality.

The two most impactful parts of Judith's interview were firstly when she described her discomfort in witnessing, as a trainee counsellor, a manager holding forth about the futility of supervision to paid staff. The animation within Judith's account of this incident was striking and demonstrated her discomfort and reluctance to show her real feelings whilst also highlighting the importance of managers having an awareness of, and empathy for, the helping process. Secondly, Judith described her shock, disappointment and astonishment over a brush with seemingly racist behaviour in a placement, describing how she felt that certain placement providers could be racially prejudiced towards trainees.

Judith emphasised the importance of not only the existence, but also the visibility, re-visiting and enactment of policies and captured well the uncertainty involved in judging whether a trainee is ready to see their first client, drawing attention to the unknown element of the inter-subjectivity between every counsellor and client, recalling how early client-work had heralded

a questioning of self and identity within herself whilst training. She described how she had tussled with uncertainty, trying to negotiate the fluid boundaries of the professional and personal, whilst questioning her capability and professional ability as she saw her first client; concepts she had since recognised in other trainees. Possibly, as the result of these experiences, she strongly recommended that there is a place for a mentor to support trainees during their early practice to facilitate the quantum leap from triad work to placement work, taking this further in considering ways in which trainees could actually be helped during a difficult session. She also pondered the employment position and the tension between volunteering and paid work.

Judith reflected how group supervision as a trainee made her feel not only safe and more confident, but also put her at ease in disclosing if, during early client work, things had not gone well although she was candid in admitting that she was very reluctant to engage in personal therapy, yet once she did, found it professionally and personally rewarding.

For Judith, an area which needed attention was identified as the negative image of counselling, which she suggested should be revamped as one of wellbeing, support and hope and she saw the prospect of offering trainees a counselling placement alongside their course as a fantastic concept, but foresaw difficulties in its implement and maintenance. These envisaged problems led her to describe this idea as good in theory, but not likely to come to fruition, as in her words, this concept seemed "*utopic*" [Judith/207]. Judith also expressed the view that there is some merit in charging a minimal fee for counselling, rather than offering a free service as, in her view, it is not the monetary value of paying for the service that makes a difference, but the fact that payment engenders commitment.

On registration and regulation Judith saw the wisdom in these initiatives yet felt that in the short term debates around these issues were divisive.

 Judith used a family analogy to communicate the strongly supportive environment that should exist for trainees on placement, yet exampled how, like within families, there is often an element of not knowing which 'parent' to 'please' when both place differing demands. Whilst such problems were seen to be created by a lack of contact between stakeholders, Judith explained the steps taken to try to meet regularly, yet countered this by explaining the inherent difficulties of doing so.

	THEMES	QUOTATIONS FROM JUDITH'S TRANSCRIPT
SUPER-ORDINATE THEME 1 A COMPLEX ENVIRONMENT	A valuable environment of service-delivery and placement facilitation, if done properly	Well, we can teach them, theoretically, anything we want [-], but it's not until they go on placement, they're out there doing it, that I feel the whole lot is integrated and their education in counselling is…it really…really, begins [Judith/1-8]
	A conflicting environment where dual roles can cause conflict of interest	
	A variable and unequal environment, fuelled by inconsistent policies and procedures	*Bit of a hit or miss affair* [Judith/555] Inconsistency in the payment of supervision fees and expenses: Really…it's very important because it could, it does often, make the difference between whether a student can carry on…progress or not…depending upon whether they've had to…and will have to…pay for their own supervision and have expenses. This hasn't been standardised yet [Judith/58-62] Inconsistency of consulting rooms: I was appalled that [in one placement] people outside the room could hear everything we were saying. I was concerned Inconsistency of management and culture: {The Manager said}…You mean you just sit and talk {gesticulated the quotation thing [""] in the air…around the word "talk"} to a client for an hour…then you spend another hour "talking" {gesticulation repeated} to someone else about the hour you spent "talking" [Judith/299-233] Inconsistencies of policies and procedures: This {policies and procedures} has to be transparent…<u>everything</u> has to be on the table <u>all the time</u> and has to be revisited <u>all the time</u>" [Judith/345-346]. Racist behaviour identified in some placements: …….actually…….. there's a certain placement where…{longer pause}….yes, I think that the placement providers could possibly have been racially prejudice [-] So…a bit of a shock really! [Judith/77-91]
SUPER-ORDINATE THEME 2 EARLY CLIENT-WORK IS IMPACTFUL AND STRESSFULL	Robust client assessment and stepped referrals vital for trainees	Clients should have a prior, first assessment with someone else…someone senior and more experienced beforehand [Judith/290-298] Gradually increase the complexity of their client work [Judith/989]
	Accruing client hours evokes anxiety resulting in emphasis on quantity rather than quality	The pressure is on then to <u>get</u> those hours [Judith/1296]
	First clients are the most crucial and stressful point of counsellor training	It's difficult [-] actually to really know…when a trainee's ready for all this, the trainee themselves often don't know whether they're ready [-] until [-] We don't really know [-] until <u>that</u> client is in

		with that trainee, what's going to happen [Judith/283-287]
		Straight in with flags flying…into the deep stuff straight away [Judith/363-366].
		Induced questioning of identity: So many unknowns...who I was... [Judith/912-917]
	Mentor needed at time of early client-work	....Having mentors readily available…I've…been giving this a lot of thought lately, giving some thought to this mentoring side really…there's really a time and place now for this to come into its own in counselling [-] I know some people groan about that, others see it as another layer of possible work [Judith/446-450]

I was just wondering…just wondering...whether...it might, it just might be possible...feasible...for them to actually consult during the session, to have someone around just in case... [Judith/1263-1279] |
| | Economic and value-laden road to employability and beyond | So, the thing is…whether there are no jobs because too many people are working for nothing, or whether people are working for nothing because there are no jobs...[Judith/789-796] |
| | | |
| **SUPER-ORDINATE THEME 3**
THE SUPERVISION LYNCHPIN | Role of supervision pivotal to training and placements | Supervision made me feel more self-confident…at ease [-] I realised that qualified counsellors met clients and situations which fazed them… [Judith/369-378]

If something's gone wrong [-], that's the very thing to take to supervision... [Judith/333-341] |
	Confusion over clinical responsibility	Clinical responsibility is vague [Judith/4]
	Need for a training supervisor and stepped approach to supervision	…Trainees should be helped to feel safe enough {to do this} by supervisors understanding their needs [Judith/333-341]
SUPER-ORDINATE THEME 4
PLACEMENT EXPERIENCES IDENTIFY GROWTH AREAS FOR THE PROFESSION	Personal development key for personal and professional growth	Personal Therapy as part of personal development: Didn't want to do it...I....really didn't want to do it but I'm so glad I did, I thought that I'd not really engage, but, boy, did I…it was more than learning…such cathartic experiencing" [Judith/1012-1013]
	Organisational and professional development needed	Image of counselling: I'd like counselling to be seen…er…not just for those with problems...but more as a supportive structure, more of a wellbeing thing, than a sad, morose…stigmatised…hope, what about hope? [Judith/417-419]
		Placement alongside a course: A fantastic …fantastic…concept, but very difficult to implement and maintain" [Judith/991-992].

It's a wonderful idea, wonderful, but maybe…yes, I think that it's a bit utopic" [Judith/206-207]. |

			Value of counselling: I'm not so sure… about…generally, now, about giving counselling for free, even if you charge just £1, because…my experience is…it just won't be valued. I'm not sure that it would be valued. If counselling is free…it often isn't valued [Judith/178-183].
	Registration and regulation key issues for the profession		In many ways…registration and regulation will go a long way to address some issues we've discussed, but you know…these are going to be long, drawn out processes which, in the short term, have the possibility of tearing the profession apart before becoming the cohesive, professionalising answer we're so desperately seeking [Judith/350-357]
	Improved information, contact and communication needed		Trainees are meant to be held by two parents {college/placement} but sometimes one says one thing…one says another [Judith/88]. We keep contact…phone/visit placement provider/supervisor regularly" [Judith/808] Contact can be very difficult [Judith/900]

Lucy

Lucy had experienced placements as firstly a trainee, and latterly as a course provider, a placement provider and a supervisor and in other roles had seen a lot of trainees going through placement processes.

Lucy intimated a lack of understanding about the concept of counselling to the point where some clients do not even know what counselling is and felt that not enough is known about the counsellor placement, despite the fact that this is an important part of counsellor training. She was also concerned about how trainees in good placements can have a good start to practice, whilst those in bad placements can have a terrible start to client-work.

Lucy gave a descriptive example of the type of inadequate consulting rooms which can be encountered within a placement and pointed out the danger of having too many, complicated, policies as this can make them seem irrelevant. She acknowledged that whilst client assessment cannot always be an accurate judgement of client suitability, every potential client for a trainee should be assessed by an experienced therapist and a trainee's client base should become more complex as their practice hours increase.

Lucy went on to explain how the placement situation has developed and questioned whether this whole concept is the best way to accrue client hours. She went on to eloquently describe many dilemmas of early practice work, including a pragmatic view of the vagaries of

assessment of readiness to practice, intimating that for their first client, trainees just have to *"go for it"* [Lucy/711] Within this concept of having to engage with client work, ready or not, she presented an example of her anxiety around early client experiences, where, as a novice counsellor, her immense relief at the end of each session soon gave way to mounting anxiety and worry about the next session; a continuous cycle of anxiety. She went on, however, to offer a suggestion that having more than one client when starting out on client work could relieve some stress factors and provided insight into just how difficult early client work can be by identifying how every client and every session is different. She also pointed out, that in some instances, therapy can often end suddenly without the trainee ever knowing why, leaving the trainee becoming stressed through being left holding the content and the unfinished business of the therapy, as well as blaming themselves for the breakdown in the therapeutic relationship. She also highlighted how, whilst the therapeutic aspect of early client work is nerve-wracking and often unknown, one aspect that can also add to a trainee's feeling of anxiety can be pre-empted by ensuring that trainees are trained on CORE prior to commencing placement work.

In recommending that those involved in early client work should have a mentor to walk alongside them in this process of early client work, Lucy was clear that there should be a differential between a mentor and a supervisor as a mentor could not in any way replace a supervisor, but could be an additional support.

In Lucy's interview she recounted mostly good experiences, although she described a bad experience where she felt that she had been used by a placement in that she had been encouraged to work more hours, lured on by a false promise of employment. Lucy also explained how 'placement blocking' can occur through the lack of a proper career structure and touched on the question of value within the profession, the perceived worth of counselling and the impact of working for free/paying to work. Lucy explained how volunteering makes her feel worthy and raises her self-esteem in a way that paid employment failed to achieve, yet wished that the financial and time elements of this were more appreciated, hinting that she freely gives of herself for no charge as helping clients helps her to truly value herself.

Lucy, also suggested that, to provide proof of continuity of supervisor, outgoing supervisors should be asked to complete a short form providing reasons for the termination of supervision and also identified a lack of specific training for the supervision of trainees, registering her

surface that some trainees felt unsupported and were too afraid to tell their supervisor if they had done something they felt was wrong.

For Lucy, personal therapy is an important part of counsellor training, amongst other reasons, because the experience of therapy would mean that a trainee would have some idea what they would want in that situation and would also provide an opportunity to work on identity and personal development. She reflected upon the identity confusion she experienced within her placement and in so doing, demonstrated how, as she gained confidence, a strengthening of personal identity occurred resulting in a shift from an external to an internal locus of evaluation.

On counsellor training in general, Lucy perceived a tightening of the academic process where counsellors now have to meet all standard criteria to qualify and questioned the stringency of this. One of the most interesting parts of Lucy's interview involved a suggestion that the placement has to be viewed as an extension of training which led to her making the case for more of an apprenticeship route to qualification, which involved increased placement work integrated more into the counselling programme.

When contemplating the option of course providers offering their trainees a placement alongside their counselling course, Lucy identified educational advantages, yet warned that for this to work, there would have to be strong boundaries. A major concern voiced by Lucy for the future was the need for improved contact and communication. She described feeling that she was constantly working with only partial knowledge and troubled by a feeling that there was something important just outside of her awareness. She described attempts made to hold regular meetings, yet had witnessed a mixture of separatism, yet dependence, between stakeholders. She also illustrated how confusion is also generated when there is inconsistency between and within professionals and described how she had had to call on her strength of character to adopt an independent approach by following her own intuition in a position of confusion. In addressing this confusion, she did not mention supervision as a way of dealing with a difficult situation within client-work.

	THEMES	QUOTATIONS FROM LUCY'S TRANSCRIPT
SUPER-ORDINATE THEME 1 A COMPLEX ENVIRONMENT	A valuable environment of service-delivery and placement facilitation, if done properly	The counsellor placement is a very important part of counsellor training which is a bit unknown and a bit…kind of…just accepted as something that happens [Lucy/2-5]

		Those in good placements have a good start to practice…those in bad placements can have a terrible start" [Lucy/951-953]
	A conflicting environment where dual roles can cause conflict of interest	
	A variable and unequal environment, fuelled by inconsistent policies and procedures	A "mixed bag" [Lucy/1005]
		Inappropriate counselling rooms: ...before I could start counselling I had to wheel all these hoists and whatever else that was in there out into the corridor...just get in there…er…and try to make a space in the middle for the client and me [Lucy/274-294]
		Too many policies, not clearly explained, make them seem irrelevant: We have policies for absolutely everything…if you wanted a cup of tea…we'd have a policy that says you must put the milk in first…but nothing about taking care with boiling water [Lucy/118-120]
SUPER-ORDINATE THEME 2 EARLY CLIENT-WORK IS IMPACTFUL AND STRESSFULL	Robust client assessment and stepped referrals vital for trainees	…every potential client for a trainee needs to be assessed by an experienced practitioner [Lucy/656-660]
		I think that sometimes, private client-work is a bit easier, because you don't…um…tend to get some of the high end stuff that you tend to get in agencies where you tend to see people with high end, gigantic issues, issues which they have often had all…or…most of, their lives [Lucy/715-727]
	Accruing client hours evokes anxiety resulting in emphasis on quantity rather than quality	
	First clients are the most crucial and stressful point of counsellor training	Unscientific and vague criteria for readiness to practice: [Trainees] just "*have to go for it*" [Lucy/711], which again points to
		I started to worry and prepare for the next session or the next client, the stress getting worse…every time [Lucy/688-670]
		I was surprised at how positive the process was for both of us…Having worried about my reflections and responses…the client began with little input from me and just let go of all the pain that had built up…I realised that the hard work being done was his…not mine [Lucy/145-148]
		It can be a bad thing to start someone off with just one client [-], because if you've only one client, and if….no, then when something goes wrong, you then, you definitely, definitely then think that it is you, that it's you that did it, you think that's your…em…fault, but if you have two clients and one is going ok, but one of them…the other one is, is not doing well [-], then you know that it's not you….It's them, or a mixture of you and them, or it's the relationship, or it's something else… [Lucy/437-455]

		We blame ourselves if therapy stops suddenly [Lucy/113]
		Trainees need to know how to use CORE <u>before</u> they start their placement…. [-] so placement training should be…um…in place and be part of the readiness to see your first client [Lucy/685-699]
		So…there we were…my second ever client…our last of six sessions. I was recording the session for an assignment. We'd explored this and that, no real depth and then she just, literally…literally, dropped it. There it was, the gigantic issue, the tremendous…tremendous, colossal, immense…immense, awful…really…awful issue. I just didn't know what to say, I realised immediately how we'd been skirting around this. I was aware that I'd missed it, aware that it was our last session, aware of the bloody, bloody recording and the approaching deadline and so <u>unaware</u> of what to do or say to help her…it wasn't my finest hour…. [Lucy/586-592].
	Mentor needed at time of early client-work	[Mentor needed]. As well as supervision…alongside it. As well as, not instead of…someone not assessing…or…advising…just listening…understanding" [Lucy/698].
		…definitely for their first few session, their mentor will be there, so that they can say, how'd it go? And…this will be someone who has been through this experience, who's non-assessing…but knows what it's like [Lucy/523-527].
	Economic and value-laden road to employability and beyond	Worth and value: Whilst volunteering really makes me feel worthy, I suppose, really worthy, raises my self-esteem far more than paid employment…that's why I still do it, I wish financial and time elements were more appreciated"[Lucy/480-482].
		Difficult path to employability: I think that maybe….you know, I wonder whether………maybe….they used me? [-] I worked hard…hours of admin…more hours of counselling than needed for my course….then I started to apply for jobs…[-] they assured me that there'd be a permanent position there for me…once qualified….Three weeks before I was finishing they said there was no funding…no job….They'd used funding as an excuse…I felt used…I think….maybe…they'd deliberately dangled the carrot of a job to get extra hours out of me…I felt resentful. I think that this placement was…maybe…offering employment like dangling a <u>carrot</u> [Lucy/723-730]
		Placement Blocking: Students would just stay, they wouldn't move on…everyone would just stay there, there are then a whole new bunch of trainees and not one vacancy in that placement [-] what happens is that these counsellors who stay working there, they get stuck in…a …um…sort of an apprentice role [Lucy/360-375]

505

		If there was a bit more of a career pathway, a career structure, a path through…you see…that's actually very important" [Lucy/954-956].
SUPER-ORDINATE THEME 3 THE SUPERVISION LYNCHPIN	Role of supervision pivotal to training and placements	It's the supervisor who <u>always</u> gets the panic call first [Lucy/956-957] There should be proof of continuity of supervisor…if there's a change of supervisor the outgoing supervisor should be asked to complete a form…just a few lines…giving reasons for termination of supervision" [Lucy/350-352].
	Confusion over clinical responsibility	Shared responsibility: {Placement} has responsibility for work carried out on behalf of the Organisation…Clinical responsibility is shared between supervisor and trainee…with the trainee becoming increasingly accountable…and…responsible for their practice [Lucy/524-526].
	Need for a training supervisor and stepped approach to supervision	I don't remember, in my training [-] anything…er…specific about supervising trainees…and that would be useful, it would be good to actually consider and learn about what trainees really need [Lucy/514-519] What amazed me was how many trainees said, when asked [-] to answer honestly, that…if they'd done something wrong they wouldn't tell their supervisor…they would be <u>afraid</u> to tell their supervisor *[Lucy/559-563/588-592]*
SUPER-ORDINATE THEME 4 PLACEMENT EXPERIENCES IDENTIFY GROWTH AREAS FOR THE PROFESSION	Personal development key for personal and professional growth	Personal Therapy key for personal development: I'm very much for personal therapy, trainees need to know what it's like to be in the situation of being a client, they should know what it's like to be in that place…and…know what they'd want…and….what they <u>wouldn't</u> want in that situation [Lucy/944-948] I was working well…but partner/ mother/ daughter/ student/ volunteer/ supervisee, s-o-m-e-w-h-e-r-e, squeezed…between…them all…s-o-m-e-w-h-e-r-e was…me! *[Lucy/62]*. Through personal therapy and personal development I'd become more comfortable with self-evaluation…rather than depending upon others' opinions [Lucy/219].
	Organisational and professional development needed	*Some {clients} don't even know what counselling is…* [Lucy/31] Counsellor training is, at the moment, too academic…because there're people who would be good counsellors, would be good practitioners, but aren't particularly good at academic essays

		and these people just can't get...um...through any more. [Lucy/841-849]
		Trainees need to understand theory [-] but do they really need to understand academia? [Lucy/886-888]
		I'd like to see a situation where there could be more of a kinda apprenticeship route...eh...opening up [-] where you did a lot more placement work [-] a kinda less academic route to qualification...I think that if there was a kinda, apprenticeship route...not a soft option now, I don't mean that, but a _different_ option, not a soft option, it could actually be very challenging, quite a challenging option...but just not necessarily so theoretically weighted [Lucy/851-869] We must think of the placement in a different way...maybe we all have to think of the placement more as an extension of training and think about...this just as if it was a _proper_ training module and had to pass all the criteria that any other training activity would have to meet [Lucy/566-567] Placement offered alongside a course: A good teaching instrument, you could bring this in, integrate it into teaching, that would make for rich...really rich learning [Lucy/932-934] [-] there could also be some fuzzing of the boundaries there, though, that...would be my concern [Lucy/1001]
	Registration and regulation key issues for the profession	
	Improved information, contact and communication needed	There is a lack of information about what counselling means, is about [Lucy/1] I... I...often...feel...there's something just beyond my awareness I should...know about... that..............worries me... [Lucy/265-267] Each said different things...placement said do one thing...course another...I went with neither...did what _I_ felt was right..._I_...was the one in the room with the client [Lucy/129] No-one really knows what the other is doing...but when something goes wrong...if one engine stalls...we realise how the other's work impacts us [Lucy/20-21] We hold regular meetings [Lucy/1010]

507

Lynda started off her interview by expressing her passion for the counsellor placement as an educative and training tool. She explained how dual roles can be difficult and described placement experiences where, as trainees need to evidence counselling hours and placements need to reduce waiting lists, both have a vested interest in the process and the supervisor and training establishment are removed from this process. In Lynda's lived experience, no-one is therefore in a position to be truly objective about the quality of service provision or the learning experience of the trainee.

The main concerns voiced by Lynda in her interview revolved around the huge impact a placement can have on a trainee. This concept caused Lynda some concern as placement impact can be good or bad, depending upon what that placement is like and she highlighted inequality of experience, with some placements described by her as "*frankly dangerous*" [Lynda/79] with little accountability. She also made a strong point that counsellor training is deeper than traditional subjects and as a consequence a trainee, whilst dealing with the problems associated with placement work, has to engage in self-reflection which can result in times of uncertainty.

Lynda was passionate about the valuable role of the counsellor placement to training, yet stressed that placements are a worthwhile experience only when done properly, and regretted that this is not always the case. She felt that the writing of policies and procedures is not a standalone exercise, but an ongoing endeavour, with each policy constantly reviewed and well communicated. A memorable point of her interview was when she described an uncomfortable experience where she felt she had been subjected to bullying behaviour, revealing both the distress she felt as the result of this experience and her surprise that bullying could present within a counselling environment.

Lynda acknowledged the difficulties and pressure in assessing readiness for practice and one of the most emotional points of her interview surfaced when describing how putting a trainee into a client contact position before they are ready is setting them up to fail and could bring an end to their therapeutic life. This, she explained, could damage the reputation of the training course, the placement, the client and the counsellor and could result in a trainee never having the confidence to carry on with their training. She advocated the need for a robust assessment process, particularly in light of more complex presenting issues and went as far as to suggest

that in the absence of this, trainees could be seeing clients who might be termed as unsuitable for counselling, never mind with someone inexperienced, describing how clients can be just dumped onto trainees with little thought or assessment.

Lynda shared some meaningful words of wisdom from her supervisor, which helped her deal with the trauma of her first client by pointing out that as this was her first client, the client would be very well cared for, reflections which led Lynda to describe placement counselling as "*a gift {to the client}*" [Lynda/526]. Inherent within Lynda's recount of this situation was the fact that she had supervision prior to seeing her first client and that this helped her enormously in her attitude to early client work, resulting in her approaching this in a more confident and competent manner. She also identified the most important role of supervision as detecting when things go wrong within client work and suggested that three-cornered contracts, where there is joint responsibility between course, placement and supervisor until the trainee gathers autonomy and responsibility, are a good way of clarifying clinical responsibility and addressing how this is often clouded within placement work.

A part of Lynda's interview where her passion again came strongly to the forefront, was when she very simply, yet poignantly, exclaimed that in order to be a good therapist, *"We just have to know what it is like to sit in that {therapeutic} chair"* [Lynda/400-401] and again when she used a metaphor of snorkelers and deep sea divers to effectively distinguish between therapists who work superficially and those who work at relational depth. It follows, therefore, that Lynda advocated mandatory personal therapy during training, to be taken at an early stage of a counselling course.

Interesting dichotomies were evidenced within Lynda's transcript as whilst early in her interview, she berated the lack of accountability within the profession, later, when discussing how the training of counsellors is becoming increasingly academic and more difficult, she criticised the restriction of increased accountability, yet at the same time seemed to be calling for more structured and standardised counsellor training courses.

On registration, Lynda felt that this was a move in the right direction, yet was not impressed with how the BACP have approached this and was not sure that it would have the desired impact upon the profession. A need for better communication was also inherent in her transcript as continuing her tendency to succinctly capture her feelings in metaphor or strong adjectives, she described this as "*Shambolic*" [Lynda:582] and felt that she was working with

partial knowledge, feeling that something important could possibly be missed within competing priorities.

Finally, Lynda disputed what she described as the commonly held view that all counsellors find it difficult to find paid employment, situating her particular experience of this as positive. She sees placement work as a potential lead-in to employment and also inferred that jobs are available for those who are proactive in seeking employment and make personal contact, particularly through successfully working in a placement.

	THEMES	QUOTATIONS FROM LYNDA'S TRANSCRIPT
SUPER-ORDINATE THEME 1 A COMPLEX ENVIRONMENT	A valuable environment of service-delivery and placement facilitation, if done properly	The counsellor placement is something I feel very strongly about…actually, I feel passionate about it [Lynda/1-3] Such valuable experience for all involved…IF DONE PROPERLY [that's in capitals]!!! [Lynda/559-561] To coin the phrase…When it's good, it's very, very, good, when it's bad…it's horrid!!! [Lynda/1111-1112] Examples of a bad placement: There's nothing in place it's not well run, I could go on…and…on…and…on…, but it's just frankly dangerous…it's dangerous. I know that's a big word to use, but I do think that it's…dangerous [Lynda/76-80] I hadn't expected…hadn't expected…to encounter {{shared silence}} open hostility and {{shared silence}}…bullying…bullying...in such an environment…My face just didn't fit…didn't fit…So stressful, there simply nothing I could do [Lynda/102-106] Example of a good placement experience: A brilliant practice experience [Lynda/92].
	A conflicting environment where dual roles can cause conflict of interest	The placement just wants people to be seen and the student just wants their hours…needs hours for their training and neither are then really coming from a wholly self-aware and ethical place [Lynda/84-89]
	A variable and unequal environment, fuelled by inconsistent policies and procedures	The counsellor placement has a huge impact on the trainee and that impact, good or bad, very much depends upon what that placement's like [Lynda/458-451] You really have to have your policies and procedures in place, you have to do the ground work. I don't think that it's…um…possible to have too many policies and procedures and these need to be communicated [Lynda/148-151]

		Until something happens you don't know you need a policy, policies and procedures get built up bit…by…bit, they don't just come out, da-de-da-de-da-de-da, done, finished…it isn't like that, it's live…it's fluid [Lynda/191-193].
	511	
SUPER-ORDINATE THEME 2 EARLY CLIENT-WORK IS IMPACTFUL AND STRESSFULL	Robust client assessment and stepped referrals vital for trainees	There are more and more complex cases coming through…trainees are seeing clients who are probably unsuitable for counselling at all, never mind with somebody inexperienced [Lynda/222-225] They {placements} just think, oh thank god, just bring in the counsellor to deal…they can deal with this person, the trainee is thinking….of course I can deal with this, because they're at that stage of learning where they're ignorant about how ignorant they are, that not knowing…um…so they're taking on more than they can handle, not realising all the layers and the depth and the stuff, all the stuff that is…um…can be…um…involved and how these can all then just tip over and cause problems for the client, the organisation, the counsellor… [Lynda/89-100] I was just given a huge list of clients and just told to get on with it…soooo…stressful [Lynda/101-102]
	Accruing client hours evokes anxiety resulting in emphasis on quantity rather than quality	
	First clients are the most crucial and stressful point of counsellor training	How do I know this student is suitable, or ready? [Lynda/48-49]
		There's nothing worse than putting someone in when they're not ready…because you're setting them up to fail, not only are you setting them up to fail, you're possibly causing damage within the placement, the reputation of the training course, you could also be harming the client and counsellor. That trainee may, after say a bad experience with a first client if they're not ready…just never have the bottle to do that again…may <u>never</u> just want to do that again…we're all ready at different times…and…different places [Lynda/457-465] I was nervous, indeed, terrified, seeing my first client and…what my supervisor said to me that made me feel so much better was…because I was thinking I can't do this, feeling not good enough…we all go through it…what on earth am I going to say, etc., but she {supervisor} said, this client will never be so well cared for as she will be by you because she is your first one…and…I thought….well do you know, that really took the pressure off me, do you know that really made me feel so much better and what a lovely way of putting it…and so true, as well. This was my first…first…client and of course, she {supervisor} was right because I was going to make sure that I got it right [-] I had supervision on supervision…I had individual

	512	supervision…I had group supervision…I had peer supervision, I wrote about it ad-infinitum…..yes, it's a gift {to the client} [Lynda/508-526]
	Mentor needed at time of early client-work	
	Economic and value-laden road to employability and beyond	Those students who've gone out there and looked for work, have been willing to do the leg work, and do the voluntary stuff maybe above and beyond what their course requires…will succeed. It's not always…particularly in this profession…about seeing a job advertised…you have to get out there in the world, put yourself about…and…I'm not saying that the placement will and does lead to employment…but it can [Lynda/546-555]
SUPER-ORDINATE THEME 3 THE SUPERVISION LYNCHPIN	Role of supervision pivotal to training and placements	It's the supervisor who's most likely to notice {if anything goes wrong} [Lynda/548-550].
	Confusion over clinical responsibility	There's misunderstanding about what needs to be in place…who's accountable…who's responsible…quite shocking…often nothing, not even any contracts in place…"[Lynda/24-26] Three-cornered contracts…joint responsibility between course, placement and supervisor…until the trainee gathers autonomy and responsibility" [Lynda/152-154]
	Need for a training supervisor and stepped approach to supervision	
SUPER-ORDINATE THEME 4 PLACEMENT EXPERIENCES IDENTIFY GROWTH AREAS FOR THE PROFESSION	Personal development key for personal and professional growth	Personal Therapy key for personal development: Well, I would make personal therapy mandatory for counsellors in training and I'd have that at the beginning of a course, because to have it at the end, doing it at the end, is, well…you're then just ticking a box…really…because, really…if it's at the beginning…if you're doing it at the beginning of the course…then you have the chance to learn about yourself and use that information…use that learning throughout the course [Lynda/426-435] We just have to know what it's like to sit in that chair [Lynda/400-401] Well…[-]…I really think that if we want the profession to be valid, to be valued, to be valuable, to be professional, to be recognised, to be accountable…then we want, we need, to be, deep-sea divers, not snorkelers….We need deep-sea divers, we just don't want snorkelers [-] then…for that to happen…people just have to sit in that {therapeutic} chair [Lynda/395-401]
	Organisational and professional development needed	Counselling isn't a course like any other, like, you take Maths, and then you're like…sitting a Maths 'A' level, you mechanically pass…and…off you go, it's very different [Lynda/40-344]

		a 'number-cruncher' [Lynda/346] and "off you go" [Lynda/347]	
		All for accountability [Lynda/266-267]	
		It's becoming increasingly difficult to train counsellors…there's no coherent way of training counsellors, courses change all the time, milestones change…and…it's becoming, it's becoming…in my view…it's becoming more academic and I know it has to be academic, but I think it's becoming more academic at the expense of common sense…a lot of the time…and there's something between having guidelines around how to run a course…and…having freedom to run that course creatively, being creative within that…and…there's no freedom or opportunity for that creativity. So I think it's becoming more restricted…more accountable [Lynda/274-287]	
	Registration and regulation key issues for the profession	I'm not sure how I feel about registration, because…um…people still slip through the net…and…I'm still aware of people out there, who aren't working well, but they've not been held to account [-] I'm not sure it's working, but I want it to…I suppose….[Lynda/266-274]	
	Improved information, contact and communication needed	There's just this…feeling…that something could slip through the net…or fall through gaps, but you see, all the time we're being squeezed through hoops…this one…oh no…that one…so it all gets very confusing [Lynda/909-913].	

Marian

Marian was in an unusual position as she had been a placement provider for three years, but was now going through new therapy training and was now in a different placement as a trainee.

Marian welcomed the opportunity to discuss the placement as she felt that little attention is given to this aspect of counsellor training and consequently not enough is known about the way it functions. Within this reflection, she described the placement as a paradox and felt that it is not possible for anyone to have an overall picture or complete understanding of its work.

Marian clearly indicated that there are good placement experiences, yet also hinted that there are some that are not quite so good.   Her concerns around placement work included difficulties of assessing readiness to practise, incidents of incompatibility between the

counselling style of the trainee and client needs, trainees starting to see clients before they are ready, trainee over-reliance on the skill of reflecting and the enforcement of policies and procedures. She described quantity under-load, through too few clients, at a time when she was under pressure to accrue hours and called for a stepped approach to assessment and trainee referrals. In her view, trainees should not have responsibility for client work at the start of their training as they do not have enough knowledge or experience. She admitted an inclination to self-blame was often present in her own early client work and also noted this tendency within others.

Marian recalled difficult placement experiences where she felt hurt, feeling that her work was taken for granted, with mounting expectations placed upon her so that she had to struggle to strike an acceptable work/life balance without upsetting the placement. She considered how the pressure to accrue hours can sometimes overtake the value of early counselling experience and recognised the time of starting to see clients as a pivotal point of training. There was a very touching moment within her interview, when she described her feeling of blind panic and self-doubt just before seeing her first client.

Marian described experiences which defined the difference between a supervisor and a mentor and explained how the concept of a mentor worked in practice, using these experiences to strongly advocate the provision of a non-assessing mentor as good practice around the time of early client work as trainees need high levels of support at this time. Marian also put up a strong case for more training on the role and function of supervision for trainees who need a different type of supervision, so that a trainee can access more support and be held within early client-work, then gradually step up to more challenge and independence of working.

On employability, Marian was one of only two participants who evidenced a trainee gaining employment within a placement and on mandatory personal therapy, whilst struggling to understand how anyone could possibly work as a therapist without having had their own in-depth therapy, she considered mandatory therapy from the viewpoint of the counsellors who engage with trainees in these circumstances and the frustration they experience when some trainees do not want, or are not able, to fully engage with the process. She also drew attention to a loophole where a failing trainee could simply change supervisor if they felt a supervisor might give them an adverse report.

Marian suggested the introduction of a coherent, core, course structure agreed and enforced by the BACP and/or the major accrediting bodies which set definitive standards for all courses, yet doubted that this could ever materialise. Her considered view on the viability of a counsellor course providing a placement was, that whilst this seemed like a good idea, in practice, she had real concerns about the amount of work this would create within already stretched workloads and timescales.

She felt the need for greater recognition and a seal of approval for work undertaken by counsellors and situated registration as a brilliant addition to the therapeutic field which should kick start more ethical working and enhance professionalism. Another way in which Marian considered that professionalism could be increased was through more and better communication and to example the need for this, she described a complete breakdown in communication, where everyone thought that someone else was dealing with an issue which resulted in it not being addressed at all.

THEMES		QUOTATIONS FROM MARIAN'S TRANSCRIPT
SUPER-ORDINATE **THEME 1** A COMPLEX ENVIRONMENT	A valuable environment of service-delivery and placement facilitation, if done properly	It's a bit of an enigma really [Marian/928]
	A conflicting environment where dual roles can cause conflict of interest	
	A variable and unequal environment, fuelled by inconsistent policies and procedures	When it's {placement"} good, this is a very worthwhile service for both trainees and clients [Marian/999] Example of bad experience: Often trainees who start client-work early want to fix and or sympathise {Client group redacted} don't need that. New counsellors saying, 'Oh…you poor thing' that's just not helpful…that isn't want they need from a counsellor. In fact, interestingly…some clients have actually said they don't want to go to counselling because they're fed up with the counsellor repeating things back to them. They {clients} get so cross…It doesn't actually harm them, but it doesn't help either [Marian/1002-1006] I eventually……….found…… the right balance……… of…… being seen as willing and able to help…yet ensured I…… was no longer put on [Marian/33-35] 'flog a willing horse' [Marian/41] Example of a good experience: Such a brilliant learning opportunity [Maran/999] The saying in our agency is that an organisation without policies is like a scarecrow without stuffing {{shared laughter}} [Marian/1012-1014]
SUPER-ORDINATE **THEME 2**	Robust client assessment and stepped referrals vital for trainees	Robust assessment is critical for trainees [Marian/888]

EARLY CLIENT-WORK IS IMPACTFUL AND STRESSFULL	Accruing client hours evokes anxiety resulting in emphasis on quantity rather than quality	…after six months I'd only been referred one client [Marian/528-531] … some students just see it, though, as merely gaining hours, they don't see what they're doing as part of the organisation as a whole and what we do at varying stages is to say, please don't see this placement as just gaining hours…think about quality of hours, not quantity of hours [Marian/119-123]
	First clients are the most crucial and stressful point of counsellor training	First clients are a big issue, probably the turning point. A good…or…bad experience at that point can make all the difference to the rest of the placement…training…and…future practice [Marian/159-161] This {name redacted} is high end…a specialism…a hard area to work in…and…you…can't…prepare anyone for that, it's only when they're doing it that they get into what that really means, just going for it, I suppose" [Marian/625-629] <u>Oh God</u>…can I really do this'…was probably my first thought! [Marian/996] We tend to blame ourselves if anything goes wrong [Marian/1012]
	Mentor needed at time of early client-work	What is needed is some sort of mentor I'm not talking about a supervisory role here, someone to just support [Marian/1111]
	Economic and value-laden road to employability and beyond	We've just offered a trainee a permanent post [Marian/210]

SUPER-ORDINATE THEME 3 THE SUPERVISION LYNCHPIN	Role of supervision pivotal to training and placements	*We've even had students say that once they've started placements…they don't need supervision and [-] this is the time that they <u>do</u> need supervision, to get them into that sense of…how will I present my clients in supervision? How will I present myself in supervision, is there something that touches me [-] students are ill-prepared. They find supervision a struggle…and…um…that needs to be addressed in training…and….their supervisors should be more understanding, ready to help more with the process…a different breed {of supervisor} [Marian/196-206]*
	Confusion over clinical responsibility	*In the beginning, a trainee can't have responsibility…they don't have enough knowledge or…experience* [Marian/189-199]
	Need for a training supervisor and stepped approach to supervision	… a stepped approach {to supervision} [Marian/728-729] I would say that students on placement should bring <u>all</u> their clients to supervision <u>every</u> month [-] and there's quite a big difference, I think, between supervising trainees and supervising counsellors who are qualified…who can pick and choose, can decide what they want to bring to supervision, because, if you think about it…at that stage…at that early stage…during training, how do they {trainees} know how/who/what to present? They don't…do they? They can't. They don't know enough to know what's important…and…the supervisor has to have the skill to help in this process. A training supervisor…may…encourage disclosure [Marian/434-440] Trainees need a different type of relationship with their supervisor. They need a different type of supervision, a lot of holding, a lot of support, constant reassurance…they need to be able to tell it as it is. There are particular skills to supervising trainees [Marian/259-262]. If a supervisor were to say to them…look I don't actually think you're doing a good job here…they…can…in theory….just go and find

		another supervisor who is just willing to take their money and tell them how fantastic they are [Marian/242-246]
SUPER-ORDINATE **THEME 4** PLACEMENT EXPERIENCES IDENTIFY GROWTH AREAS FOR THE PROFESSION	Personal development key for personal and professional growth	Personal Therapy key for personal development: Trainees have to experience personal therapy [Marian/127]
	Organisational and professional development needed	Some colleagues who see counsellors who have to have therapy for their course…well, their hearts drop at the prospect. Some {trainees} really engage in therapy…but others just go through the motions. I can't imagine how anyone can possibly do this job without having had their own…<u>proper</u>…therapy [Marian/444-446]
		Great…but who has time for that, sounds like another…'Come-on, let's do this and this…blah…blah…blah…and this', but where are the extra staff? [Marian/777]
		Boundaries would need to be so tight [Marian/230]
		I'd very much like to see some kind of coherent, core, course structure, set out, or agreed…this really is fantasy-land now...a core structure, set out by the BACP and/or the major accrediting bodies <u>and enforced</u>, that recognises the complexity of the work…so…some kind of standard, if you like, for <u>all</u> courses [Marian/646-649]
	Registration and regulation key issues for the profession	"…this is a professional thing, a responsible thing we're doing. It's not just any old thing…so…the move towards registration and regulation is brilliant" [Marian/611-614]
		The move toward registration is good…making it, if you like, rubber-stamped, before this, there's always…been…well…the sense of being a counsellor…was…um…well…you know…'you can just…call…yourself a counsellor'………..people…don't…………recognise…or……understand… the…training involved…….and…that kinda………..feeling…around the profession is…….not………good…It's bad…actually…{laughter} [Marian/604-610]
	Improved information, contact and communication needed	It's difficult to have a bird's eye view [Marian/298] They thought I was doing it…I thought they were…nobody did it [Marian/143]

<u>Sara</u>

Sara evidenced how stressed and vulnerable trainees feel at the start of placement and early client-work, when they feel anxious, nervous and scared. She reflected upon her feelings of unpreparedness and lack of confidence that accompanied her early client-work, relating this to her trainee status and her disquiet at using therapeutic skills which had not been legitimised by a qualification. Sara highlighted supervision, particularly group supervision prior to seeing

her first client, as a great help in negotiating this pivotal point within her training which could impact upon her qualifying and her future therapeutic activity, also explaining how having a mentor at this time would ease the anxiety of early client work. She positioned supervision and supervisor as anchors that stabilise the placement process, yet felt that more checks and balances need to be carried out on the process of supervision with more training for trainees on the role and function of supervision and the designation of specific supervisors for trainees. Within this, she emphasised the need for trainees to access 'self' and enhance their personal awareness, situating mandatory personal therapy as key to this. She also advocated clearer demarcation of who is actually accepting responsibility for client work, particularly because, in her view, trainees have to accept some responsibility.

Sara also observed how there is no longer enough leeway to remove trainees from a programme when it becomes apparent that they are not suitable to be counsellors, painting a picture of some trainees who, although deemed unsuitable, are progressing through training courses because it is difficult to fail them. In so doing, she seemed to raise questions about the responsibility and accountability of counsellor training.

Sara drew attention to a link she perceived between the placement and the difficulties newly qualified counsellors experience in finding paid employment in explaining how, in her view, placements are instrumental in creating counsellor unemployment and following on from this questioned the morality of training counsellors when their chances of paid employment are low. She also voiced concerns about the concept of offering a placement alongside a course, for example, her perception that this would be introspective, with an inward looking and introverted focus. Sara also emphasised a need for more of a value system within the profession, where everyone is treated fairly and the profession adopts concepts of both professional value and self-worth. Like other participants, Sara described how each component involved with the placement works independently and separately, yet each depends upon the other, although ensuring adequate communication is a struggle. She also recognised the challenges presented to the profession by registration and regulation.

The most striking elements of Sara's transcript, however, were firstly when she graphically described first client experience as '*the acid test*' and secondly, how the pragmatism at the start of her interview, *"Well, it's a bit of a muddle really, isn't it?"* [Sara/1] continued throughout much of her interview, *"Well, we just have this thing in the middle of counsellor training…don't we…called the counsellor placement, and there it just is"* [Sara/2-4] and *"It*

{placement} may not be perfect, but it's all we've got so we have to put up with the imperfections'' [Sara/876-877], subtly changed towards the end of her interview when she reflected, *"some {placements} don't meet the mark…. But [-] we need to know that…Don't we…?''* [Sara/1002-1005], marking a change from her starting position of tacit acceptance to one where she seemed to advocate need for greater information regarding the inequality of placements.

	THEMES	QUOTATIONS FROM SARA'S TRANSCRIPT
SUPER-ORDINATE THEME 1 A COMPLEX ENVIRONMENT	A valuable environment of service-delivery and placement facilitation, if done properly	…this {placement} is such a huge part of training, I would even go as far as to say….from my experience, where I was at that moment…you know…..when I was just about to qualify…the placement was make or break within that process [Sara/531-535]
	A conflicting environment where dual roles can cause conflict of interest	What's this really all about, is this {the placement} an organisation for the provision of free counselling…or…is it a training establishment? This is where it gets…<u>oh</u>…so… so, confused…and…worrying! [Sara/186-192]
	A variable and unequal environment, fuelled by inconsistent policies and procedures	Well, we just have this thing in the middle of counsellor training, don't we, called the counsellor placement, and there it just is [Sara/2-4] It's so important that trainees' practice…and…theory come together…<u>at the right time</u> [Sara/456-457] Example of a bad experience: Things came to a head when I could no longer tolerate the lack of discretion…the receptionist had no idea about confidentiality…I spoke to the manager…but I don't think he understood the importance of it either…I felt compromised…I left [Sara/656-662] <u>Staff</u> wore smart, designer suits, etc. Hmmm…one day they suggested that <u>volunteers HAD</u> to wear the organisation's sweatshirts {with organisation's logo}! I was incensed…furious…but my supervisor suggested that maybe it was not quite the way it seemed…more an attempt to hmmm cut down on volunteers' expenditure so that…hum…they didn't have to buy work clothes….It still rankles me though [Sara:12-16] It's like, you know, you just do it…you know? You feel good to it, you are helping, you're accruing hours…..but…you work one more hour, then there's another needy client…and…they ask you…and there's another hour…and you do it, but eventually I began to wonder…just why am I working more and more, you know? It really got to me………{long pause……….} I felt intimidated, this was against the Framework, the Ethical Framework [Sara/952-957]

		Example of a good experience: Trainees are invited to training days[-], invited into all activities and that's important, inviting trainees in, making trainees feel part of an organisation is so important and that happens here [Sara/265-267]
		It was in the placement that I really learned my skills [Sara/7]
		Students are a valuable asset to agencies [-] and in the main…agencies help students get hours. I don't think that it's acceptable…though…that some {placements} don't meet the mark….but…we need to know that. Don't we……..? [Sara/1002-1005].
SUPER-ORDINATE THEME 2 EARLY CLIENT-WORK IS IMPACTFULL AND STRESSFULL	Robust client assessment and stepped referrals vital for trainees	I was given 17 referrals…just started ringing them…I'd no support…no…idea if any were urgent [Sara/545-547]
	Accruing client hours evokes anxiety resulting in emphasis on quantity rather than quality	You know, only rarely I've heard discussion about the content of client hours amongst trainees, they're <u>always</u> going on, though about how their number of sessions are or, more usually are not, going well…because this is the bottom line for them…pass at this time…<u>or not</u>" [Sara/1067-1068]
	First clients are the most crucial and stressful point of counsellor training	The worst time, of course, is when a counsellor's seeing their first client, hugely stressful. I feel that we're just so unprepared really, we're nervous, our nerves are tangible…we just have to do it….go for it….afterwards we're just so relieved that we've gone in there and done it! First clients are very difficult, counsellors in early practice are uneasy…scared…when they face that <u>first</u> client for the <u>first</u> time…I was just terrified [Sara/536-545]
		'the first time I was on my own {with a client}…I thought…I shouldn't be doing this…I'm not experienced enough...didn't have that important piece of paper...{diploma/qualification}…felt panicky [Sara/990-992]
		A huge benefit to me was going to supervision...group supervision...before I saw my first client...that was so supportive and insightful for me…helped me though what can be a…very…very…difficult experience, helped calm my nerves and keep myself together through that first sixty minutes, the acid test [-] that's the point where you make it or fake it and those who fake it at that point…fake it thereafter, they never really make it…never really make the grade [Sara/666-678]
	Mentor needed at time of early client-work	A mentor would ease [-] anxiety of early client-work [Sara/99-100]
	Economic and value-laden road to employability and beyond	A huge issue for counselling is that there is a huge number of students qualifying…or…about to qualify, but no work and this is undermining the profession. In many ways, it's immoral to carry on training counsellors where there are just no jobs available…and…we must look to the many counsellors who are working for nothing as holding some responsibility for making less and less jobs available. So…the

	521	placement…I…suppose…creates unemployment for counsellors and degrades the profession. The more people who work for free, the less jobs become available…Supply…and…demand [Sara/978-983]
SUPER-ORDINATE THEME 3 THE SUPERVISION LYNCHPIN	Role of supervision pivotal to training and placements	It's the supervisor's role in all of this…isn't it? I mean supervisors often really…hold the whole thing together. However…I don't think this is really recognised [Sara/194-199] Checks carried out on supervision [-] are, well…they're non-existent…really [Sara: 187-199]
	Confusion over clinical responsibility	This is the great debate…nobody seems to be accepting responsibility" [Sara/551-552] Trainees must have a responsibility, they just have to, they're the counsellor, they're delivering the therapy, they're in the counselling room, they have that responsibility [Sara/115-119]
	Need for a training supervisor and stepped approach to supervision	I don't think some {trainees} understand what supervision is at all…they just don't realise what supervision is about…or what it's for. This needs to be addressed at course level…more training on supervision…and…possibly specific supervisors for trainees" [Sara/657-659]
SUPER-ORDINATE THEME 4 PLACEMENT EXPERIENCES IDENTIFY GROWTH AREAS FOR THE PROFESSION	Personal development key for personal and professional growth	Personal Therapy key for personal development: What we're doing in a therapeutic relationship…is working with ourselves and if there are areas of ourselves hidden…that we don't know about…then [-] we just don't recognise what's going on [Sara/484-488] It's really nice to have personal therapy as well. I know it's time and money, but…you know how it is, sometimes it's about the carer caring for themselves, finding their sense of identity [Sara/468-471]
	Organisational and professional development needed	There's no longer enough freedom to let people go…when they're clearly not cut-out, not suitable, to be counsellors [Sara/308-309] In a nutshell, counselling is about support, so let's support the profession. Treat students fairly, value the volunteer, value the profession, value the people who teach the profession, value ourselves…and…each other. Counselling is about self-worth and self-value…but many in our profession just don't adopt this…as a profession we need to value ourselves and what we do [Sara/888-889] It {placement} may not be perfect, but it's all we've got…so…we have to put up with the imperfections [Sara/876-877] Would solve many of the problems experienced at the moment [Sara/500-501] A drawback is that people can get too inward…too inward looking…could be too introverted [Sara/667-668]

	Registration and regulation key issues for the profession	…there are big challenges at the moment that are going to get raked over big time as we move towards regulation [Sara/134-136]
	Improved information, contact and communication needed	Well…it's a bit of a muddle really, isn't it? [Sara/1] Communication is something of a struggle [Sara/54]

APPENDIX 37: Phase Two IPA Overview of super-ordinate themes

SUPER-ORDINATE THEME 1:

The super-ordinate theme of 'A complex environment' encompassed how the dual role of counselling provider and a training placement can create difficulties. The value of good placements to both service users and trainees was confirmed, although variance in the standards and quality of placements make it difficult to ensure equity of experience. Within this continuum of good and bad experiences, it was recognised that placements can have a huge positive or negative impact upon trainees and their professional future. Good placements were identified as those which follow BACP guidelines, facilitate consolidation of practice, applied learning, support trainees through supervision, training and expenses and ensure that trainees are fully integrated into the organisation. Voluntary organisations were identified as placements which tend to consistently offer good placement experiences.

Paradoxically, bad placements were constructed as the mirror opposite of good placements and evoked far more comment, although participants were unable to specifically define placements as a good, or bad experiences. Nevertheless, bad placements were constructed as unsafe, with negative components such as inappropriate consulting rooms, which could impact upon confidentiality and incompatibility of counselling style and trainee orientation. There was also a feeling that non-counselling staff need as careful selection as therapeutic staff and should have basic training in counselling skills.

Policies and procedures were seen as needing to be consistent across placements, relevant, visible, developing and not only understood, but applied. One way of achieving this was identified as ensuring that staff are involved at the drafting stage. The most surprising aspects of this theme, however, related to discussions regarding instances of perceived racism and bullying and the way in which participants were seemingly unable to firmly position their placement experiences as good or bad, all recounting instances of acceptable and unacceptable experiences.

Despite, or possibly because of, the almost taken-for-granted status of the counsellor placement, whilst the importance of seeing real clients during training was emphasised, no alternative way of facilitating this therapeutic practice was offered.

SUPER-ORDINATE THEME 2:

This super-ordinate theme of 'Early client work is impactful and stressful' addressed the need for robust client assessment and stepped referrals for trainees. Within this, referral processes were identified as the most problematic area, particularly as clients are presenting with more complex issues within placement agencies and there is a lack of assessment processes in placements in general.   A need was identified for robust client assessment by a senior, experienced therapist, as whilst no assessment can be 100%, something is better than nothing. The mix of trainees wanting hours and placements wanting to reduce waiting lists can skew the assessment process and there is a need for a stepped assessment and referral approach to trainees. There was a view that, in fact, placement clients can be more complex than in private practice although this view is not shared by the BACP.

Experiences of either too many of too few clients were common and it was evidenced that accruing client hours evokes anxiety resulting in an emphasis on quantity rather than quality of hours.   Furthermore, as placements vary greatly in their allocation of client hours and place differing demands on trainees, the great anxiety, stress, and vulnerability experienced by trainees during this time was acknowledged. The pressure to gain hours and the emphasis on the quantity rather than the quality of hours needs to be addressed so that there is greater emphasis on the quality of sessions.

First clients were identified as the most crucial and stressful point of counsellor training as the point of starting to see real clients is a pivotal and stressful part of counsellor training. The timing of this early client work is crucial and it is difficult for the trainee themselves and the course provider to judge this accurately. Where misjudging the right time for first client contact occurs, this can have negative connotations for all involved and first client experiences can lead to a questioning of self, personal/professional identify, self-blame and questioning of their preparedness for client work. It took some time to gain faith in the counselling process.

Trainee status also added to anxiety and stress, although the onset of client work also marked entry to the profession and the start of becoming a competent practitioner. It was suggested that it can be better to start with two clients so that there is a control situation should something go wrong with one. It was clear that client work impacts on future therapeutic work and counsellor training should include general placement training before

the placement commences as trainees can feel unprepared for this experience. If counsellor training included CORE training and work with real issues in triad work before the placement commences this would be a great help. Trainees have a tendency to self-blame and supervision can help trainees greatly during the point when they start to see clients. Trainees should therefore have supervision prior to seeing first clients.

Resultantly, it was recognised that a mentor is needed at the time of early client work as to make the best of the placement experience and practice safely and professionally during early practise, trainees need some additional support, possibly in the form of a mentor, particularly at the time immediately after early client sessions. A mentor should be someone who is non-assessing, but has been through this experience, and knows what it is like. It was noted that a new role of 'counselling mentor' would provide additional support and offer another tier of job opportunities, although there should be strict differential between a mentor and a supervisor. Other ideas for supporting trainees at this time were considered, such as access to actual counselling sessions.

Participants described an economic and value-laden road to employability, where placements were seen as creating both employment and unemployment and the lack of a clear career pathway was identified as leading to placement blocking. The number of trainees who stay in the placement due to the impact on their benefits if they were to find paid work experience were seen to benefit from a sense of worth and training, etc., although this also contributes to placement blocking.

The morality of continuing to train new counsellors when there are so few employment opportunities was questioned and it was recognised that obtaining employment within a placement is rare. The lure of employment can be used to generate more volunteer hours, although those trainees who successfully find paid employment usually do so through personal contact. The juxtaposition between volunteer and paid work creates tension within the profession, with many qualified and experienced counsellors continuing to offer their services free of charge alongside paid employment and whilst volunteering raises self-esteem and self-worth the lack of respect for volunteer counsellors causes frustration and a feeling of being undervalued. Counselling is devalued by the wider system because so much therapy is delivered free of charge and the support that free counselling provides to the NHS and communities is not recognised. This causes frustration and a feeling that

there should be more of an emphasis on wellbeing within counselling. There was an overall feeling that free counselling is not always valued.

SUPER-ORDINATE THEME 3:

This super-ordinate theme identified how supervision is central to the training and placement process and constructed supervision/supervisors as anchors that stabilise the placement process; a remit that is not always recognised or appreciated. Supervisors also play an important role in the formative training assessment of trainees, although this, also, is not always acknowledged. To prevent an identified loophole of trainees changing supervisors for a better report, there was a suggestion that if there should be a change of supervisor the outgoing supervisor should be asked to complete a form giving the reason for the termination of supervision. There was also a feeling that supervision should be better regulated and agreement that, as the supervisor is usually the first to be aware of a problem, one of the most important roles of supervision is detecting when things go awry. Another important role of supervision was seen as the provision of support to new counsellors and whilst it was recognised that it is the supervisor who is usually contacted first in times of emergency, there was also a feeling that the name 'supervision' can make students reluctant to fully engage and disclose, as it has managerial connotations. Supervision was accepted as a career long process which as such should be included on courses at an early juncture.

There was an element of confusion as to where responsibility actually sat at any given point in time, with some places identified, where there was no accountability at all. Hence, there needs to be greater clarity about who has responsibility for client work and a suggestion that this could possibly be resolved through shared, multi-faceted contracts, although there were differing opinions voiced about the responsibility of the trainee, particularly as it appeared, that if a question about clinical responsibility was asked at any given time, for example at a time of crisis, it would be difficult to ascertain exactly who actually held this responsibility, a decision which appeared to depend upon the current level of capability of the trainee which is difficult to monitor. A noticeable difference was evidenced between supervision for trainees and supervision for experienced counsellors and a feeling that some trainees are not getting the support they need from their supervisors. Accordingly, there was a suggestion that there should be an allocation of specific, suitably trained 'training supervisors' and a stepped approach to supervision. As trainees are often found to be ill-prepared for supervision and

reluctant to disclose, it was proposed that there should be more supervision training early in the life of counsellor courses.

SUPER-ORDINATE THEME 4:

Within the super-ordinate theme of, "Growth Areas", participants identified that personal therapy was a huge element of personal development and personal development was key for growth. A big part of personal development was Personal Therapy and there was a view that this should be mandatory within counsellor training, as experience as a client can break down power imbalances between therapist and client. Furthermore, the profession needs depth and counsellors need to have experienced personal therapy in order to be able to work at deeper levels. To gain the best advantage of the course and personal therapy, personal therapy should be undertaken at the start of a counselling course. There was an acknowledgement that some trainees are reluctant to engage and this makes counselling these trainees having mandatory personal therapy difficult, although those who did engage, even though finding it difficult at first, benefitted from the process.

Self-care and identity were seen as part of personal development and personal therapy, with identity seeming to change over time during training, resulting in a questioning of self and identity before professional identity become embedded. Through placement work and resultant personal development, trainees can experience a shift from an external to an internal frame of reference.

Counsellor training is very different from the majority of educational courses and is becoming more difficult and more academic, with constant change. There is a tightening of the academic process, where counsellors have to now meet all standard criteria in order to qualify, although it is still difficult to remove those trainees who are deemed unsuitable from training courses.

Two ways of improving counsellor training and early practice were offered. Firstly, a more uniform core structure and secondly, a different, less academic training route.

Counselling was seen by this cohort to have a negative image which is holding the profession back and needs to change and there was a feeling that there should be more of an emphasis on wellbeing within counselling and a stronger self-value system within the profession. A way to standardise and monitor placements through a registration process was proposed and it was

suggested that placement work and practice experience of trainees should be more integrated into the course structure.

Whilst the placement is not without its problems, it is there, almost taken for granted, and fulfils a practice need. Consideration of a different way to facilitate practice, through a placement offered alongside a counselling course, was seen as a good idea in principle, yet difficult to implement and maintain in practice.

Registration and regulation were construed as positive mechanisms for the recognition and growth of counselling as a profession, although the implementation of registration has left much to be desired and future regulation, whilst welcomed by the profession, is seen to be posing challenges in the interim period as issues are debated.

Counselling suffers from a lack of identity and there is little understanding within the general public as to what therapeutic work actually entails. A lack of communication between stakeholders sometimes leads to confusion, insecurity and issues being overlooked. Taking all the above into consideration, better communication between stakeholders was identified as a priority.

APPENDIX 38: Phase Three Questionnaire university placements

QUESTIONNAIRE ON COUNSELLING PLACEMENTS OFFERED ALONGSIDE A COUNSELLING COURSE
Q1. What are the aims and values [mission statement] of the placement?
Q2. Briefly explain how long the placement has been operating and how the concept of providing a placement alongside your counselling course arose:
Q3. How is the placement funded?
Q4. What is the management structure of the placement?
Q5. How many staff are: **Paid** [   ]   **Volunteers** [   ]

Q6. How many clients, on average, are seen at the placement per week

Q7. What, if any, expenses are paid to your volunteers?

Q8. a) Is the organisation accredited by the BACP or any other organisation?

b) What ethical framework do you adhere to?

Q9. How would you describe your client base?

531

Q10. Describe your inward referral routes and where most of your referrals come from:

Q11. What organisational insurance policies are in place?

Q.12. What insurance policies do you ask trainees to personally have in place?

Q13. What policies and procedures do you have in place for the running of the organisation?

532

Q14. What supervision arrangements do you have in place?

Q15. Who has duty of care/clinical responsibility for client work?

Q16. What are the benefits of providing a counselling placement alongside your counselling course?

Q17. What are the drawbacks of providing a counselling placement alongside your counselling course?

Q18. **What has been the most difficult challenge of running a counselling placement alongside your counselling course?**

Q19. **How can you see the placement developing over the next five years?**

Q20. **What do you know now that you wish you had known when you started offering the placement?**

Q21. **What is the most important piece of advice you would give to a course provider thinking of providing a placement for their students?**

Q22. How do you feel that the recent changes made by the BACP in dropping the number of   trainee/client contact hours to 100 and removing the requirement for 50 contextual hours will impact upon your placement in particular and upon counsellor training in general?

Q23. Are there any issues regarding counsellor training and counselling placements that you feel have not been addressed within this research?

Thank you for the time and effort involved in taking part

This questionnaire can be returned [ensure that you have also returned the consent form], via email. Alternatively, if you wish to use the postal system please contact the researcher who will forward a stamped addressed envelope for your use.

APPENDIX 39: Phase Three Questionnaire university placements [shortened version]

QUESTIONNAIRE ON COUNSELLING PLACEMENTS OFFERED ALONGSIDE A COUNSELLING COURSE
Q1. **What are the aims and values [mission statement] of the placement?**
Q2. **a) How long has the placement been operating?** **b) How did the concept of providing a placement alongside your counselling course arise?**
Q3. **How is the placement funded?**

Q4.   What has been the biggest learning?

Q5.   What has been your greatest challenge?

Q6.   How do you see the placement developing in the future:

Q7.   What are the benefits of providing a counselling placement alongside your counselling course?

Q8. **What are the drawbacks of providing a counselling placement alongside your counselling course?**

Thank you for the time and effort involved in taking part

This questionnaire can be returned [ensure that you have also returned the consent form], via email. Alternatively, if you wish to use the postal system please contact the researcher who will forward a stamped addressed envelope for your use.

APPENDIX 40: Phase Three thematic analysis covering letter: focus groups

DATE:

"Strengthening the bridge: The Counselling Placement"

You are invited to take part in a research study to explore the counselling placement and the role of the Community Counselling Centre.

Before you decide whether you wish to participate it is important that you understand why the research is being undertaken and what it entails. You should therefore read the attached information carefully and discuss it with others if you wish.

This PhD research is supervised by Professor Ann Edworthy [UWTSD Swansea Metropolitan University] and Doctor Janek Dubowski [University of Roehampton] and has been approved by UWTSD Swansea Metropolitan University's School of Psychology and Counselling Research Ethics Committee [SREC]. The SREC is bound by the ethical guidelines of the British Psychological Society and the British Association for Psychology and Counselling and it is hoped that this research will enhance understanding of the role of the counselling placement as a cornerstone of counsellor training.

Taking part in this study is voluntary and the attached information should clarify any questions you may have. If you still have concerns, please feel free to contact me using the contact details given in the information sheet.

Thank you for taking the time to read this information.

BEVERLY COLE *MPhil, MA, MBACP [Accred], UKRP*

APPENDIX 41: Phase Three thematic analysis: information sheet: focus groups

Information Sheet for participation in PhD Research into Counselling

Placements/Community Counselling Centre

Researcher: Beverly Cole

You are invited to take part in a focus group as part of a research study. Before you decide whether you wish to participate it is important that you understand why the research is being undertaken and what it entails.

Please take the time to read this information carefully and discuss it with others if you wish.

What is the purpose of the study?

> ➢ The aim of this part of the research is to explore the experiences of volunteers involved in the Community Counselling Centre.

Do I have to take part in the study?

> ➢ Participating in the study is voluntary, it is up to you to decide whether to participate and if or when to withdraw.

> ➢ If you wish to withdraw from the research at any time you will be able to do so without giving a reason. The cut-off date for withdrawal will be one week after the focus group has taken place. Should you withdraw at, or before, this point, no data supplied by you will be used.

What will happen if I take part in the study?

> ➢ If, after reading the information provided, you decide to take part you will need to:

> 1. Sign the consent form [no information will be used without this signed form]
> 2. Return this form to me by #####.

> ➢ Where consent forms are returned by email, with an indication of intent to participate, this will be taken as informed consent.

➢ Upon receipt of your consent form, you will be invited to attend a focus group which will take about one hour of your time [plus any travelling to/from the Townhill campus]. The focus group will consist of staff working at the Community Counselling Centre who will discuss the issues outlined on the Focus Group Schedule attached.

What if I need to contact you?

➢ You can contact me via the email address and telephone number provided below.

What are the benefits of taking part?

➢ You may find that reflecting upon your work at the Centre benefits your work and/or practice and your input will make an important contribution to understanding and enhancing this important part of counsellor training.

What are the possible disadvantages and risks of taking part?

➢ It is highly unlikely that this research could disturb anyone taking part, but should the facilitator feel at any time during the course of the focus group that the conversation is beginning to create distress or stress for anyone the discussion will be stopped at that point and a short break will take place before returning to more general topics of discussion. If participation brings up upsetting material which you would like to discuss with someone, you are free to discuss this with your counselling supervisor, or you can contact the researcher or the project supervisor [see contact details provided] for signposting to relevant support. Should any unsafe or unethical practice be identified, this will be addressed in accordance with the BACP Ethical Framework (2010).

Will my taking part be confidential?

➢ Although the researcher will take every precaution to maintain confidentiality, the nature of focus groups prevents a guarantee of confidentiality. The researcher will, however, remind participants to respect the privacy of fellow participants and not repeat what is said in the focus group to others. A section of the consent form also requires participants to agree to keep information appertaining to the focus group confidential.

Will my taking part be anonymous?

➢ Your contributions will be anonymised. It is likely that some actual quotations used by you may be used in the presentation of the research, although these extracts and any other personal information will be made anonymous by modification of any identifiable information. It will not be possible to link any data to any participant.

What will happen if I don't want to participate?

➢ Nothing. Just ignore this correspondence.

What if there is a problem?

➢ If you have a problem with any aspect of the research these can be addressed either to the researcher at email [beverly.cole@smu.ac.uk], telephone [07786 332338] or to Professor Ann Edworthy [email: ann.edworthy@smu.ac.uk, telephone 01792 482072]

What will happen to the information I provide and the results of the study?

➢ The focus group session will be recorded and transcribed to facilitate analysis of content. The recording and the transcription will be stored separately and securely and destroyed once the research process is completed.

➢ The completed thesis will be presented to UWTSD and will be available in the libraries of this organisation. Further to this, findings will be used for journal articles/conference presentations and collected data could be used for training purposes. Should any malpractice become evident this will be addressed in accordance with BACP guidelines

Who has reviewed this study?

➢ This study has been approved by UWTSD Swansea Metropolitan University's School of Psychology and Counselling Research Ethics Committee [SREC], bound by the ethical guidelines of the British Psychological Society and the British Association for Counsellors and Psychotherapists

What if I have any other questions?

➢ Reading the information sheets provided should answer many of your questions. However, you may require additional information, or have a query, now or at a future stage of the research. Should this be the case please do not hesitate to contact me by telephone (07786 332338) or email (beverly.cole@smu.ac.uk).

Thank you for taking time to read this information sheet.

BEVERLY COLE *MPhil, MA, MBACP [Accred], UKRP* **Date**

APPENDIX 42: Phase Three Thematic analysis consent form: focus groups

Consent Form [Focus Group]: Research Project**:** The Counselling Placement/Community Counselling Centre

Please read this form carefully, initialling each box to indicate agreement as appropriate.

❑ I have read and I understand the information provided about this research, I have a copy for future reference [dated ######] and I have no reservations regarding content.

❑ I have had the opportunity to consider the information and ask questions. I have had these answered satisfactorily and I understand that there will be a further opportunity to address any questions at the end of data collection, just prior to the point where I am able to withdraw.

❑ I have a telephone number and an email address for the researcher, and contact details of the main project supervisor should I have any concerns.

❑ I understand that although the researcher will take every precaution to maintain confidentiality, the nature of focus groups prevents a guarantee of confidentiality. The researcher will remind participants to respect the privacy of participants and not repeat what is said in the focus group. I agree not to divulge any information regarding the focus group to others.

❑ I understand that the focus group session is to be recorded and transcribed and data will be stored securely. I also understand that actual quotations from my contributions may be used to support the research, although any data collected will be anonymised. Findings may be the subject of journal articles/conference presentations and/or any other related educational or research work. Data collected will be destroyed once the research process is finalised.

❑ I understand that I can withdraw from this study at any time up to the cut-off point, without giving any reason, if I do so data relating to me will not be used in the study.

❑ I consent to take part in the focus group.

Signature: _____   Date: _____ Tel Number: _____

Print Name:_____   Email: _____

If you return this form via email, you may be able to sign it electronically. If this is not the case please note that **receipt of this form via your email address will be taken as informed consent**

I would like to have sight of the research findings when these are produced **Yes/No**

APPENDIX 43: Phase Three Thematic analysis focus group schedule

Project: Research into the Counselling Placement/Community Counselling Centre

Date: _____ Time of Group: Start: _____ Finish: _____

Venue:_____

[Introductions. Briefly describe project and focus group protocol [including purpose of study, recording, dissemination and withdrawal], ensure participants have copies of the information sheet and focus group schedule and have signed the consent form}. Revisit informed consent.

Topic 1: What have we got right?

Topic 2: What are our future challenges?

Topic 3: Documentation, policies and procedures, too much, or too little?

Topic 4: How has the experience of working at the CCC been for you?

Topic 5: [We have ------- left] Is there anything anyone would like to add?

[Thank participants for participating, assure them of anonymity and advise what will happen next. Ask whether participants have any questions, want sight of notes/themes, etc. Cool down period, debriefing chat.

APPENDIX 44: Phase Three Thematic analysis debriefing form

Date: _____

Thank you for participating in this study. Your time and effort are appreciated.

This research explored counselling placements - an integral part of training for tomorrow's counsellors. To date the placement experience has been under-researched and under-represented within academic literature and by taking part in this study you have contributed to the growing body of knowledge concerning this important aspect of counsellor training.

You are reminded, however, that you still have the right to withdraw at this point. Should you decide to do so you will not have to give any reason and collected data will not be used and will be destroyed. You will be aware that this study has received ethics approval from the Psychology and Counselling Research Ethics Committee of Swansea Metropolitan University. However, if you have any questions or concerns about your participation in this study, you can contact Professor Ann Edworthy by telephone at 01792 482072 or by email at ann.edworthy@smu.ac.uk

Although this study did not focus on any issues which would normally invoke emotionally sensitive reflection, sometimes the process of reflecting can prove to be disturbing. If answering any of these questions led you to feel distressed, you are free to discuss associated issues with your counselling supervisor and if you would like to speak to someone else about your thoughts, arrangements can be made for you to be provided with a list of helpful organisations so that you can talk about any aspect of the research which has caused you distress. Should this be the case, you will need to contact the researcher within seven days of the date of this form.

If you would like to learn more about counselling placements you will find some excellent Information Sheets on the BACP website - www.bacp.co.uk/informationsheets.

BEVERLY COLE *MPhil, MA, MBACP [Accred], UKRP*

APPENDIX 45: Phase Three Thematic analysis - example of initial noticings

<table>
<tr><td colspan="3" align="center">EXTRACT FROM TRANSCRIPT FROM START OF FOCUS GROUP TWO</td></tr>
<tr><td>LINE NO*</td><td>TRANSCRIPT</td><td>INITIAL NOTICING</td></tr>
<tr>
<td></td>
<td>…….Well, yes, I mean, I…., well, wow [exhale of breath], yes, here we are…..we've come a long way, actually, a valuable achievement, achievement is probably the wrong word, actually, yes, maybe the word isn't achievement, because we're still….this is a pilot project really, and as a pilot, but, yes, what I do think what has been achieved is to fill a need, there is a need in this community and we have fulfilled it, and fulfilled it well. Let's talk first about this, this community, in that there is a need for this and many more organisations doing community counselling and having a presence in the community [June]</td>
<td>Wow = incredulous? Big sigh–anxiety about project? Does sigh & 'a long way' indicate a difficult journey? Reluctance to acknowledge achievement

Keen to identify lack of permanence? Some acknowledgement of achievement now Benefit for community Need for such community projects stressed

Permanency of project possibly my stuff!!!???</td>
</tr>
<tr><td colspan="3">*Line numbers redacted due to changes in font/format</td></tr>
<tr><td colspan="3" align="center">Extract from transcript: Focus Group Two, initial noticing</td></tr>
</table>

APPENDIX 46: Phase Three Thematic analysis - example of progressive coding

<table>
<tr><td colspan="3">EXTRACT FROM TRANSCRIPT FROM START OF FOCUS GROUP ONE</td></tr>
<tr><td>LINE NO*</td><td>TRANSCRIPT</td><td>INITIAL CODING</td></tr>
<tr>
<td></td>
<td>From my point of view, I think that having a placement like this, linked to a course is excellent, because finding a placement is so…so…so…hard…it really was at the time…so to have a placement alongside the course is fantastic and I think that on top of that, it was about that transition of doing triads with fellow students…from just doing that to suddenly working with real clients was huge…much bigger than anyone can anticipate, scary, in fact, so to have the opportunity of doing this here, was tremendous, I really value the learning and experience I've had since starting here [Jan]
Yeah, on the job experience   [Lyn]
It has been quite an experience   [Charlotte]
We were so lucky, we were supported ……..</td>
<td>GOOD EXERIENCE/DIFFERENT TYPE OF PLACEMENT

LINKS TO COURSE APPRECIATED

HUGE STEP, NOT REALLY APPRIECIATED EARLY CLIENTWORK IS FRIGHTENING TRANSITION
GENERAL COMMENT OF RELEVANCE/EASIER HERE

GOOD EXPERIENCE

THOUGHT PROVOKING, WHO IS HELPING WHO?
GRATITUDE?</td>
</tr>
<tr><td colspan="3">*Line numbers redacted due to changes in font/format</td></tr>
<tr><td colspan="3" align="center">Extract from Focus Group One, transcript showing progressive coding</td></tr>
</table>

APPENDIX 47: Phase Three Thematic analysis - example of developing themes

EXAMPLE OF DEVELOPING THEMES, LINKING WITH SUTSTANTIATING QUOTATIONS

DEVELOPING THEME: A GOOD EXPERIENCE	
Benefits all concerned	"…A very valuable commodity, for the university, staff, community, students and their clients" [Kate].
	"Absolutely…because…yes, it's such as asset" [Kate]
	"Potentially it could be a real…great…great asset, you know…it grows for the programme…it grows for the university…it grows for access to community engagement, access to wider participation…you know, all of that....and more..." [June]
	"It's innovative…" [Charlotte]
	"It certainly is (innovative)" [June]
	"Interesting. Definitely. The experience has been…very interesting…I've enjoyed it" [Ann]
	"I've enjoyed it...it's been exciting" [Kate]
	"It's always heartening when you see and hear someone coming in and telling…sharing their story and really wanting to actually continue and engage in counselling, you know heartfelt, and just, providing them with an opportunity where they are able to do that, whereas they would not otherwise be able to access this…is so good" [June]
	"It, hasn't even been on their radar before...They've no idea that this is even out there and it's like, life-changing in terms of wow, I didn't know this existed...you sort of think, that's the thing about voluntary services, it opens up that sort of wider participation doesn't it, in terms that people have access to it who wouldn't normally whereas when you're charging for therapy you're closing the door to a lot of people" [Kate]
	"A benefit to staff as well as students" [Kate]
	"And the community" [June]
	"And the university" [Ann]
	"Overall…a worthwhile project that needs to be valued, supported and financed for sustainability" [June]

	549
Benefit to Trainees	"It's been a benefit to our students who have had contact with these clients and actually in realising that there is a large array of issues out there and they've had a good experience of a large range of issues, and quite challenging issues…to work with, so that has been so important for their training and the student perspective" [June} "For students to have that opportunity…to…you know, to work here, to have that opportunity to work alongside us….students do always eventually find placements, but it's hard and to have the opportunity of becoming part of the counselling service we have here is a fantastic advantage…it's really helpful" [Ann] "An opportunity to practice….for students….that, in itself, is amazing" [Ann] "I'm going off on another one now, onto a different level, but it's having it as part of what we do, it is part of what we do….within our School, we've also got a Community Counselling Centre…um…as well as the research bits that go on, there is also a developing counselling practice suite…which if you're teaching counselling, you have to have that…it's really important to have that as well [Ann] "It's such a valuable service…helping the students" [Kate] "For the students…yes…it's great" [June] "As you go into a practice speciality you will need to kind've have to increase your knowledge base because of the things you will encounter within the community, especially in mental health…and that's what trainees have in the Community Counselling Centre" [June]
Developing themes	

Reflections for further consideration:

Nuances/differences – assessment/referral?

Is there too much going on in these themes?

Are themes a patterned response?

APPENDIX 48: Phase Three Thematic analysis - synopsis of developing overarching themes

OVERARCHING THEME: 1

The overarching theme of 'Mainly good points identified' captured a construction of the placement as essentially a worthwhile experience overall and one which was of value to all involved, with the inclusive sentiments of participants summed up well by Dave, *"I've enjoyed doing it……a very valuable experience"* [Dave/FG1/607-608], Nevertheless, whilst having a generally positive impact upon all the major stakeholders, familiarity, which was deemed as valuable within early practice, was identified as possibly inhibiting trainee growth in the longer term. There were also some noticeable differences of opinion between the focus groups concerning the mixed myriad of experiences which resulted in this theme of 'Mainly Good Experiences' rather than somewhat more straightforward themes of 'Good' and 'Bad' experiences. What was clear, however, was that experiencing within this placement was not without problems, as considered within the next theme.

OVERARCHING THEME: 2

The second over-arching theme of 'Not all plain sailing' cohered those parts of the overall experience which were not so good and evoked some deep sighs from participants as difficult experiences were reflected upon. Within this theme, varying difficulties experienced by participants were voiced including the strain experienced as the result of the investment of time and money put into the project, difficulties experienced with the flow of clients and, for the staff, a feeling of being disconnected from the university. These difficulties led to feelings of frustration, uncertainty, and insecurity, although these were tempered by a reluctance to criticise.

OVERARCHING THEME: 3

The third overarching theme of 'Mind the gap' represented those areas of experience where superficially things seemed to be good, yet there was potential for things to go wrong as there was a gap between Overarching Theme One, where mainly good points were identified, and Overarching Theme Two where there was a recognition that all was not plain sailing. A number of themes nested within this space as they did not clearly fall into good or bad experiences. There was a grey zone. where the meaning of difference was constructed as uncertain, a transient zone where there were differences in the concept of permanence of the placement, a blurry zone, where perhaps the two most important of procedural issues – confidentiality and clinical responsibility – were unclear and a confused zone where too much and too little information led to misunderstandings. A need to "Mind the Gap" was therefore identified.

OVERARCHING THEME: 4

Overarching Theme Four, 'Learning by doing', identified that the biggest learning experience was attributed to experiential 'placement in action', where theoretical knowledge, perception and application came together and came to life. Within this experience, the placement was seen as a transforming transition from trainee to counsellor, where the most pivotal point of the learning curve related to early, particularly first, client experiences. In addition to this, lecturers became placement providers, a transition which was also problematic, as the roles of lecturer and placement provider were operating in tandem. The journey through the

placement was experienced as progressive 'learning by doing', where robust assessment was vital, so that today's trainees became tomorrow's counsellors and could evolve to become mentors to the next incoming cohort. Alongside this, lecturers gained greater understanding of placement work which would feed into their future teaching and in these ways, the placement offered advancement through experience. The overall spirit of this overarching theme was encapsulated neatly by this extract from Dave "*We are, quite simply…learning it, by doing it*" [Dave/FG1/557].

OVERARCHING THEME: 5

Overarching Theme Five, 'Risky responsibilities', encompassed the conception that work undertaken at the placement, carried with it, a degree of risk and a huge weight of responsibility, although the hazards and obligations were experienced much more within the staff focus group than the trainees.

OVERARCHING THEME: 6

Overarching Theme Six, 'Thought Provoking Processes' addressed issues which arose from the reflective experiences of participants whilst working at the placement and explored some deep issues which underpinned all focus group discussions. In this vein, participants queried who was actually 'helping' and who was 'being helped' within the placement. They also questioned the value of the service they provided, the value of self within this process and the value of the concept of free counselling. The helping and caring roles of lecturing and counselling and the constantly changing challenges within the field were also acknowledged, along with identified differences between theory and practice.

OVERARCHING THEME: 7

This overarching theme, 'Into the Future' captured how participants took stock of their situation by considering what had been done to date, with the main thrust of this expressively communicated by June, *"I think what we have done, in a sense…what we have done is to put our name out there in that arena for that kind of area of work in this community"* [June/FG2/15-17], knowing what needed to be done, *"From here…it's…maintaining the service…growing the service"* [Charlotte/FG1/350-351], yet uncertain as to whether this was possible.

In considering the future of the placement, there was a far more faltering and flat inter-subjectivity evidenced, which was not evidenced elsewhere. The need for organisations like this within the community was emphasised, whilst, having brought the project to this point, participants wondered what the future held for this placement. Within this process, they identified that in this setting the pilot study had proved successful in that it had grown and developed to the point where greater support, some funding and more, specialised staff were needed to take the placement forward. They recognised that it was time to move on, identified that there was huge potential for further growth and considered hopes, practicalities. and possibilities for the future. In considering the long term future for the placement, participants suggested areas of growth and improvement, yet felt that future developments were out of their control.

APPENDIX 49: Phase Three Thematic analysis of focus group data : Table of findings

	OVERARCHING THEME		SUB THEME	ALL PARTICIPANTS	STAFF EMPHASIS	STUDENTS EMPHASIS
1.	Mainly good points identified	1.1	Benefitted all Some positive impact For all	The university placement benefitted trainees, clients, staff, the university, the community and the NHS	Staff concentrated mostly on the benefit to the trainees, clients, university community and NHS	Students concentrated more on the benefit to them in accruing hours and touched on benefits to clients and the community
		1.2	Links to the course were appreciated in the short term	Proximity of course and placement was seen as a positive in the short term	Staff felt it was a good thing to keep students close during early practice	The convenience of having the consulting room on campus was seen as positive
				General familiarity, familiarity of location and familiarity of people seen as helpful in the immediate, short term		Students benefitted from having practised their counselling skills in the consulting room where they eventually went on to see their early clients
						Having familiar, knowledgeable, trusted People around added greatly to their sense of safety and their placement experience
		1.3	Links to the course more problematic in the longer term	Familiarity which is initially posited as good in the short term may have negative connotations in the longer term		
				A safe option in the short term, as opposed to the best option for the longer term		
				Trainees who undertake all their pre-practice		

			training in a placement alongside a course may not experience a full range of experiences		
		1.4	A mixed myriad of practice experience	Very much a shared experience and a joint, proactive enterprise		
				Experience of a wide range of administrative, organisational and therapeutic experiences	A positive experience of creating something from nothing	A wide variety of safe, valuable, pleasurable an exciting practice experiences
					Learning more about the intricacies of counsellor placements which would inform future teaching – a teaching tool	
					Experience of community engagement welcomed	
				Experience of drafting and implementing policies and procedures invaluable		
				Good practice experiences	Maintaining and sustaining a client base with a wide variety of clients and presenting issues	Helped trainees accrue hours
					Good practice experiences described by staff concentrated on providing a valuable placement experience to students and counselling to a needy	Students' construct of the placement was as a good practice experience because it had given them an opportunity to practice and a good placement experience.

				community	
			Differing practice experiences	Staff did not feel supported in their work	Students felt very supported in their work
				Staff did not always feel safe in their work	Students felt very safe in their work
				Staff did not feel ownership of the placement	Students felt a strong sense of ownership of the placement
			Securing a placement is difficult and multiple placements are common		Placement work can be isolating
			The best placements identified as those offering regular training, supervision and/or social events and operating in line with BACP recommendations.		
	1.5	Positive comparisons to other placements	Positive comparisons to other placements included how this placement was safer, more supportive, addressed lone working, had a robust client assessment process with a strong staff presence and a varied client base with a wide range of presenting issues		
			The consulting room was better than in other placements and this had a positive impact upon therapeutic encounters		
			The placement concept and environment also influenced therapeutic work.		

				Huge variations within and across placements which can result in inequality of experiences.		
				Some other placements in the area were identified as not fit for purpose		
2.	Not all plain sailing	2.1	Deep sighs of relief and reluctance	Emotive feelings and relief revealed through deep sighs	A sense of accomplishment, was undermined by strong feeling of relief as staff considered the challenges they had faced	A lesser feeling of relief, mostly around having achieved counselling hours
					A slight reluctance to criticise	A strong reluctance to criticise
				Experience constructed as one of value, yet one of obligation, responsibility, and hard work, which placed added strain on trainees and staff.		
		2.2	Some difficult experiences	Some difficult experiences were identified, including a lack of space, managerial issues which needed refining	Staff constructed conceptual difficulties	Students described difficult experiences of a more practical nature, e.g. administrative procedures
					Boundaries issues needed careful handling	
					Dual relationships called for awareness, sensitivity and careful handling	
					Counselling constructed as needing to be consistent and unfailing	
				Difficult experiences had not negated the overall good experience		

		2.3	A questionable investment of time and money	Volunteering involves an input of time and money which is not always recognised or appreciated		
				Volunteering can impact upon paid employment and vice versa	Staff benefitted because their paid employment allowed them to maintain BACP practice requirements and fulfil their need to offer free counselling	Students experienced volunteering as interfering with paid employment:
		2.4	Frustrations of Client flow	The erratic flow of clients caused frustration		A stressful time and a race against the clock
				Client no shows particularly frustrating	Staff accepted this more because they were already on site and had not made a special journey	Trainees felt more frustrated as they had expended time and money to travel to the placement for no reason
					Staff were more relaxed about client no shows as they were not desperate to accrue client hours	Client no shows were particularly frustrating for trainees who were desperate to accrue client contact hours within a tight time scale
					Staff were troubled by unpredictable referrals which could lead to an inconsistent number of client hours for trainees	

					Staff	Students/Trainees
		2.5	Feeling out on a limb	The relationship of the placement to the University was constructed differently by Staff and trainees	Staff felt detached and out on a limb	Students felt very much part of the university p
3.	Mind the gap	3.1	A grey zone of different versus better	Some experiences had elements of both positivity and negativity, falling into the gap between good and bad experiences		
				This was a 'different' experience if this placement was so different, was it a real practice experience?		
		3.2	A transient zone of temporary versus permanent	The status of this placement as a pilot project impacted upon participants' construction of the experience of working there	Staff felt that as a pilot project the placement had reduced meaning, impact and longevity. This made them reluctant to recognise and celebrate achievement	Trainees also related to the lack of permanence of the placement, but were less concerned about this than the staff and saw placement roles for themselves in the future
		3.3	A blurry zone of indistinct accountability	Whilst policies and procedures were identified as good and clear, they were seen as abstract and were not all understood or enacted. There was a gap between theory and practice		
		3.4	A confused zone of mixed messages.	Information overload and underload experienced	Clients do not have enough information about counselling at the right time.	Trainees agreed that clients need more information at the right time and also experienced mixed message and information
				An information deficit was identified where		

517

				the general public and prospective clients did not have enough information regarding the counselling concept and/or what happens in a counselling session	Better communication needed.	overload when stakeholders gave conflicting information
				The profile of counselling needs to be clearer with better information needed for the general public and also for clients where the timing of providing such information is also important.	This could be inflating a power imbalance.	
				The activity of counselling is situated as one of facilitation in contrast to the construction of a client's view of the counselling process as one which can 'fix me'		
				Participants experiences depict how scary a process this must be for new clients when they neither know, nor understand what is going to happen. A situation which creates an immediate power imbalance between client and counsellor		
4.	Learning by doing	4.1	Transforming Transitions	This was a 'placement in action' with experiential learning	Staff transitioned to placement providers and identified this as stressful at times, particularly as these roles ran concurrently	Students transitioned to counsellors with accompanying stress, yet stress was less within this in-house transition
						Students also saw themselves transitioning to supporters for incoming trainees

		4.2	First client experiences – A scary leap in the dark	The most crucial point of counsellor training. The stress of early client work was recognised by all participants, although there was a slight difference of emphasis and understanding between the groups	Staff recognised the stress involved at this time	First client experiences and early client contact is very stressful and a time when trainees need high levels of support
					Yet seemed not to be so mindful of just how stressful this time was for trainees	The stress of early client work is not always recognised
					Staff stressed how the BACP reduction in staff/student contact hours could result in trainees being less prepared for client work	Students were stronger in their assertion that this was a time when high levels of support are necessary
				All participants felt that trainees could be better prepared for client work and a mentor, as well as a supervisor, would aid early client experiences		
		4.3	Practice makes perfect	A huge learning curve where knowledge of placement organisation, counselling processes and clinical practice improved through work at the placement		
				The concept of life long personal and professional development was introduced		
		4.4	Counselling practice enhances teaching and counsellor trainers and placement providers need to be in practice	Counsellor Educators and Placement Providers need to be, and remain, in current practice	It is vital that counsellor trainers and placement providers are practicing counsellors	Students welcomed the fact that their lecturers and placement providers were practicing counsellors
		4.5	The significant role of supervision.	Supervision was seen as a lifeline by all participants, the lynchpin for	Staff greatly valued supervision which supported them within a difficult role	Supervision, welcoming that it has been provided at all and was unifying, free and

				work at the placement.	Staff had to learn to trust the trainees' supervision as this impacted greatly upon work of the placement.	suitable for trainees
				Difference between a supervisor for qualified counsellors and trainees identified, a training supervisor would be helpful	Referral issues were recognised as essential to be covered within supervision	
		4.6	The importance of robust assessment	Robust assessment is important, particularly for trainees and their early client work	Staff stressed the importance of robust assessment and recognised that this is not always present in other placements. Supervision can help with this process Assessment processes were stress inducing.	Students found the assessment process to be excellent and welcomed that there was any assessment process at all, as this does not happen in some other placements
5.	Risky responsibilities	5.1	A risk iceberg	Work at the placement carried with it a degree of risk	Risk factors were high, yet much of the risk was not always apparent or visible. Work at the placement was rewarding, yet demanding and raised issues of doubting self and ability	Students were far less impacted upon by risk factors, only considering to a minimal extent their responsibility to their clients
					These hidden issues made client referrals one of the risky tasks	
					Staff were very aware of the risk of referring clients to trainee counsellors and the narrow margin for error	
		5.2	A weighty responsibility	Responsibility was constructed differently by staff and trainees	Staff felt a massive weight of responsibility,	Students were far less affected by issues of responsibility
					Assessment processes were an onerous	

					burden, yet the support of supervision in this process was not recognised until towards the end of the placement project	
					There were conflicts of responsibility to themselves as caring professionals, the university, trainees, clients and counselling as a profession	
6.	Thought Provoking Processes	6.1	Who is helping who?	The balance between helping and being helped was raised by both groups, with placement resources constructed in different ways by staff and trainees	The main focus was on the service provided and how the placement benefitted all other stakeholders, with recognition that staff also benefited.	Students concentrated how the placement helped them, with recognition that clients also benefited. No benefits to the staff or the university evidenced.
		6.2	Values: self and counselling	The valuing and prizing of counselling as a service and valuing themselves within that was paramount for both focus groups and questioned	Staff questioned the perceived value of the service by clients and the university	Students questioned whether clients valued the profession, the trainee counsellor and the service provided
					Staff questioned the self-wisdom of working in a seemingly unsupported position, offering a service not valued by client or employer	Students differentiated between working for nothing and paying to work
					Staff questioned the value of 'self' within the provision of the service.	Students questioned the power of clients in facilitating counselling qualifications
					The construct of power and systems within the university were questioned	
				This service and counselling in general is undervalued when it is free		
				Counsellors need to value themselves and the service they provide more		

				Questioning of perceptions of 'self' and self-worth		
		6.3	Helping and Caring Roles – caring and giving professions	The moral dimension of the placement and participants as helping and caring was experienced as fulfilling a need	A strong emphasis on the helping and caring role	The emphasis on the helping and caring role was weaker within the trainee focus group
				to help others which raised intrinsic worth and instilled a feeling of satisfaction	The desire to help is given higher priority than financial gain.	Greater balance between helping and earning
					Roles of lecturer and placement provider were seen as conceptually joined as caring professions	
		6.4	Changing conundrums	Changes within the counselling profession and the training of counsellors were experienced differently by staff and students	Staff found the reduction in practice hours for qualification worrying and saw the accruing of hours as a chore and a race rather than an educative experience	Students were relieved in having to undertake less counselling hours for qualification as they found this a very stressful process. They also welcomed the cut in staff/student contact hours,yet still hankered after further training. This placement had enabled them to reach their target number of hours.
					Staff voiced concerns regarding the cut in teaching hours for counselling courses and their impact on the counsellors of tomorrow	Accruing client hours was typically framed as stress inducing and a race against the clock
					Concern that these reductions in training	

				devalue the profession and are happening parallel to trainees asking for more training in specialisms and a marked increase in more complicated presenting issues		
		6.5	Do what we say, not what we do	Participants knew that policies were in existence, yet not only was there a breakdown of process in that policies were acknowledged, yet not fully understood and/or implemented, other placements were criticised for their imperfections		
				Strong emphasis on wanting other placements to get everything right, yet unsure of own procedures. Unaware of duplicity in expecting high standards from others yet not reaching these		
7.	Into the future	7.1	Organisations like this placement are needed in communities	The placement had achieved a lot within the community and this and others like it, were needed as community assets		

			7.2	Time to move on	The pilot project had run its course and much of the hard work was done. It was now time to move on, yet there was uncertainty what, having brought the placement to this point, the future held		
			7.3	Huge potential for further growth	The placement model piloted had huge potential, although sustainability and growth depended upon many factors which were beyond participants' control, for example support, resources and funding		
			7.4	Frustration of hope, practicalities and possibilities	Participants hoped that the potential of the placement could be sustained and grown in the future as the CCC had fulfilled a need the community	Staff recognised the practicalities of moving the placement forward as this had been a lot of work for a small team and was getting too big to handle. More backing from the university and increased staffing and/or funding was now needed	
					Organisational and administrative issues needed to be strengthened Introduction of CORE now an early Necessity Need for early assessment of the service delivery at the placement	The main problems blocking growth and the main challenges for the future were identified as staffing and funding.	

APPENDIX 50: Phase Three Summary of main findings of Thematic Analysis [Conceptual]

SUMMARY OF FINDINGS		
GENERAL CONCEPTS Participants described their involvement with the placement as a valuable experience overall and a good initiative in bringing together the training and practice element of counsellor training. They described their experience of this learning/practice initiative as a workable model. In so doing, they acknowledged that whilst issues of inequality of placements had been resolved, other problems had replaced them. It was recognised that for sustainability and progression there would need to be a refinement of operating systems, more support from the hosting institution and funding/staffing implications.		
ALL PARTICIPANTS	**TRAINEES**	**STAFF**
Organisations like this placement are needed in communities		
Overall, a good experience of value to all involved		
Positive comparisons were made of this placement compared to others, with a great variety of experiences evidenced. The best placements identified as those who comply with BACP recommendations		
Securing a placement identified as difficult, multiple placements are common and inequality of experience evidenced		
A transforming transition	From trainee to counsellor	From course provider to placement provider
A joint enterprise for staff and students and also a community enterprise		
A sense of accomplishment	For trainees, the sense of accomplishment related mostly to accruing hours	For staff, the sense of accomplishment related more to conceptual issues and was tempered by relief of having got to this point
The status of the placement as a pilot project impacted upon participants	Trainees felt of a sense of permanence	Staff were aware of the transience of a pilot project
The placement as a resource was constructed in different ways by trainees and staff	Trainees accentuated the value to themselves whilst acknowledging the benefit to others	Staff recognised the advantages to themselves, yet emphasised the value of the placement to trainees, clients, university, community and profession
Volunteering was seen as an intrinsic part of counselling and volunteering at the placement was viewed alongside paid employment	Volunteering can adversely impact upon paid employment	Having the placement alongside lecturing duties enabled staff to fulfil BACP requirements and their desire to volunteer
The investment of time and money put into the project was questioned		
Counselling, lecturing and volunteering were identified as caring roles		
Providing a free counselling service as a volunteer raised questions about the perceived value of the service offered, the value of counselling and the value of one's self within that process		

Counsellor Educators and Placement Providers need to be, and remain, in current practice. Career long personal and professional development identified as integral to the profession of counselling		
Organisations like this placement are needed in communities		
A reluctance to criticise	Some reluctance to criticise	The reluctance to criticise was more prevalent within the trainee group
	The placement recognised as an Important teaching tool that could be developed	

PRACTICE CONCEPTS		
ALL PARTICIPANTS	**TRAINEES**	**STAFF**
Close links to the counselling course valued in the short term, yet the value of familiarity in the longer term questioned		
		Dual roles of lecturer and placement provider identified as a source of possible problems
As this placement was constructed as very different, it was questionable whether this was real practice experience		
Wide range of practice experiences valued differently by the focus groups.	For example: Trainees focussed on a construct of the placement as a good experience because it had given them an opportunity to practice Trainees offered difficult experiences of a practical nature which could easily be addressed	For example: Staff concentrated more on providing a valuable service to trainees and a needy community Staff constructed more conceptual difficulties linked to clinical practice
Facilitated a wide range of administrative, organisational and therapeutic experiences		
Experience of drafting policies and procedures invaluable		
Shortfall between the drafting/awareness of policies and the understanding and implementation of these		
Reduction in teaching hours and practice requirements for qualification	A huge relief Welcoming less practice hours, yet wanting more training and preparation for client-work	Perturbing Concern that a reduction of training is happening parallel to a change in the interface of counselling, where more complicated presenting issues are evidenced
Accruing client practice hours for qualification	A very stressful time and a race against the clock	Worryingly becoming more like a chore and a competition than an educative experience
Difficulties experienced with the flow of clients	Trainees were concerned because of their need to accrue hours	Staff were frustrated by clients not turning up and the unpredictable number of client referrals for trainees
Robust assessment important, especially when referring clients to trainees	Trainees found the assessment process to be excellent and welcomed any assessment process at all Trainees were unaware of the risk element identified by staff within this process, nor the huge responsibility that this process placed on staff	Staff were very aware of the risk element within this process and struggled with the burden that this placed upon then

Early practice a stressful time for trainees and a time when they would benefit from a mentor	Trainees expressed their huge anxiety around early client-work	Staff articulated how they struggle to include everything within their present curricula and were concerned that this could result in trainees being even less prepared for client-work in the future.
Starting therapy can be a stressful time for clients and the timing of information given to clients is important		
Supervision cornerstone of the placement Need for a 'training' supervisor was evidenced	Trainees valued regular, free, good quality supervision which aided their client-work.	Staff identified the importance of supervision, especially for client assessment processes and alongside their own use of supervision had to learn to trust the supervision of the trainees
	A safe experience for trainees who felt held and secure	Staff did not feel so safe
	A supportive experience for trainees	Staff did not feel supported
	Trainees felt a sense of ownership	Staff felt a sense of ownership of the therapeutic process, yet felt that the placement was disconnected to the main system of the university
Burden of responsibility	For trainees there was an implicit responsibility to their clients and they were unaware of any burden off responsibility above and beyond their own client-work	Staff felt that the placement was a huge responsibility

ORGANIZATIONAL AND ADMINISTRATIVE CONCEPTS

ALL PARTICIPANTS	TRAINEES	STAFF
Information deficit identified. Public and particularly prospective clients need better information about counselling. Better communication between all stakeholders would avoid confusion	Information overload caused confusion for trainees	
	Space limitations caused problems	
Administrative/organisational protocols need to be refined to take the project into the future		

THE FUTURE FOR THE PLACEMENT

ALL PARTICIPANTS	TRAINEES	STAFF
Evaluation of the service needed to progress		
Huge potential for growth, although funding/staffing needed for sustainability and development currently block planning		

Summary of Main Findings of Thematic Analysis

APPENDIX 51: Table of findings: The role of the counsellor placement in facilitating early practice

TABLE OF FINDINGS: THE ROLE OF THE COUNSELLOR PLACEMENT IN FACILITATING EARLY PRACTICE:
PHASE ONE: The underlying structures and characteristics that define the counsellor placement:
DIMENSION 1: PRE-PLACEMENT ASPECTS
Trainees recruited through courses
Better preparation needed for placement element
Better support needed for placement element
Personal contact best way to secure placement
From immediately to eighteen months to secure a placement
Induction procedures vary from none to full day
Trainees need to fully engage to make most of placement
Readiness to practice is awarded by counsellor courses prior to the commencement of the placement
DIMSENSION 2: ORGANISATIONAL APSECTS
Placements aim is to provide free/low cost counselling
Working relationships vary greatly
BACP Policies/procedures need to be in place and implemented
Most placements & courses have robust documentation
More contact needed between stakeholders
Placement involved huge time pressures
DIMENSION 3: PROFESSIONAL ASPECTS
Group supervision usually provided
Most placements & stakeholders have professional indemnity
Organisational Membership: All respondents BACP members
BACP Ethical framework guides work
DIMENSION 4: PRACTICE ASPECTS
Client referrals to trainees vary greatly
Most placements offer contracted one-to-one counselling but little variety of clients
Most common presenting issues = anxiety, depression & interpersonal issues
Supervisors first contact for help/emergency situation
Confusion over clinical responsibility
Robust client assessment is vital, yet some placements have none
First client pivotal point of training and stressful
Time just before first client particularly stressful
First session huge learning curve & very stressful
Huge relief after first client
Need for robust supervision
A training supervisor needed
Supervision prior to first client necessary
Mentor needed for early client work
Inequality of experience, safety and ethics of practice
DIMENSION 5: FINANCIAL ASPECTS
Placements funded through combination of WAG funding, charity shops & donations
Trainees pay to work through supervision & insurance
Most placements pay travelling expenses
DIMENSION 6: CHANGE ASPECTS
Concern over BACP drop in training hours
Placement alongside course possible, but needs hard work support, commitment & sensitivity
DIMENSION 7: IMPACT ASPECTS
Supervision reports assess placement learning
Huge pressure on doing well to pass course
Trainees with positive hopes & expectations reported better placement experience and vice versa
Good placements greatly aid personal and professional development
Bad placements can damage self esteem
Permanent employment within placement very unlikely and counsellors often have to have other jobs to survive
Counsellors need to experience their own therapy

DIMENSION 8: REFEXIVE ASPECTS
Reflexivity key for placement learning
Questionnaires a rare reflective experience
Mandatory personal therapy essential

PHASE TWO: The lived experience and understanding of the placement as a facilitator of early therapeutic practice:

THEME 1: A COMPLEX ENVIRONMENT
A valuable environment of service-delivery and placement facilitation, if done properly
A conflicting environment where dual roles can cause conflict of interest
A variable and unequal environment, fuelled by inconsistent policies and procedures
THEME 2: EARLY CLIENT WORK IS IMPACTFUL AND STRESSFULL
Robust client assessment is vital for trainees
Accruing client hours evokes anxiety resulting in an emphasis on quantity rather than quality
Early client work is a crucial and stressful point of counsellor training
Mentor needed at the time of early client work
There is an economic and value laden road to employability and beyond
THEME 3: SUPERVISION AS LYNCHPIN
The role of supervision is pivotal to training and placements
Confusion over clinical responsibility
Need for a training supervisor and a stepped approach to supervision
THEME 4: GROWTH AREAS FOR THE PROFESSION
Personal development key for personal and professional growth
Need for organisational and professional development
Registration and regulation are key issues for the profession
Need for improved information, contact and communication

PHASE THREE: The experience of establishing and working in a placement parallel to a counsellor training course:

THEME 1: MAINLY GOOD POINTS IDENTIFIED
Benefitted all - positive impact for all involved
Links to the course were appreciated in the short term
Links to the course more problematic in the longer term
A mixed myriad of practice experience
Positive comparisons to other placements
THEME 2: NOT ALL PLAIN SAILING
Big sighs of relief and reluctance
Some difficult experiences
A questionable investment of time and money
Frustrations of client flow
Feeling out on a Limb
THEME 3: MIND THE GAP
A grey zone of different versus better
A transient zone of permanent versus temporary
A blurry zone of indistinct procedures and accountability
A confused zone of mixed messages
THEME 4: LEARNING BY DOING
Transforming transitions
First client experiences – A scary leap in the dark
Practice makes perfect
Counsellor educators and placement providers, need to be, and remain, in current practice
The importance of robust assessment
The significant role of supervision
THEME 5: RISKY RESPONSIBILITIES
A risk iceberg
A weighty responsibility
THEME: 6: THOUGHT PROVOKING PROCESSES
Who is helping who?

Values: self and counselling
Caring and Giving Roles
Changing conundrums
Do what we say, not what we do
THEME: 7 INTO THE FUTURE
Organisations like this placement are needed in communities
Time to move on
Huge potential for further growth
Frustrations: Hope, practicalities and possibilities

Overall Findings: Key practice concepts common to all three research phases:

1. Variation and differentials in placement experiences result in inequality of experience
2. Confusion over clinical responsibility
3. Policies and procedures are in place, but not always understood and applied
4. Robust client assessment and stepped referrals are essential when referring clients to trainees
5. The impact and stress of early client-work are not fully recognised or addressed
6. A mentor would be helpful at the time of early client-work
7. The important role that supervision plays in early practice/placement work is not acknowledged or used to best advantage
8.There is a lack of contact/communication between stakeholders

Conceptual Findings: The role the counselling placement plays in facilitating early practice:

1. As the counsellor placement is the main facilitator of early practice for trainees in this area it is an educative tool of significance to the training and qualification of counsellors and is the public face of counselling within communities. Nonetheless, it is seldom recognised as fulfilling these roles
2. Placements offer inequality of experience and there is no mechanism by which they are centrally monitored or evaluated.
3. An alternative model of offering a placement alongside a counselling course is a valuable, viable model although in addressing identified problems in outsourcing placements, different problems were created.