



Karuna Institute

International Training and Retreat Centre

**POST GRADUATE DIPLOMA IN
MINDFULNESS BASED CORE
PROCESS PSYCHOTHERAPY
BRISTOL**

**Core Curriculum &
Information for Applicants**

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1. Eligibility

To be eligible for entry to the Post Graduate Diploma in MBCPP training, applicants are required to show evidence of the following:

- A BA (Honours) degree or ability to work at this level;
- Attendance at a Foundation, or Diploma course.
- The desire and ability to learn, both personally and professionally;
- The capacity and stamina (mental, physical and spiritual) to complete all the requirements of the training, including the written and clinical work, involvement in professional supervision, group enquiry and personal psychotherapy;
- Sufficient financial resources to meet all the costs of the training in addition to the stated course fees, including payment for psychotherapy, supervision, clinical contracts, travel and books;

The admission process involves completion of an application form and a personal interview involving in-depth discussion. We recognize that successful applicants will present diverse sets of skills and competencies.

Each applicant is invited to submit a portfolio showing her/his particular abilities, previous training and relevant experience. We are not looking for a standardized application and consider each submission individually. Once the application and interview have been fully considered, applicants are informed, by letter, of the outcome.

2. The Karuna Institute

The Karuna Institute is a not for profit educational institution .Our intention is to support a professional Training Programme to enable students to achieve a Post Graduate Diploma in Mindfulness Based Core Process Psychotherapy, and for those who choose to continue after graduation, to eventually become accredited professional practitioners of Core Process psychotherapy. This paradigm of mindfulness-based psychotherapy has been pioneered at the Institute since 1984. We have been at the forefront of the development of mindfulness-based psychotherapy, being one of the first Institutes in the world to explore this territory. Our unique Core Process psychotherapeutic paradigm integrates western psychodynamic principles with Buddhist psychology and mindfulness practice in a way that is unique in the therapy field. Our training programme is based upon our signature development and integration of relationally based mindfulness practice, which we call Mindfulness-in-Relationship– an inherently interpersonal contemplative approach to psychotherapy – with a clear integration of Western psychotherapy practice and psychodynamics. It is an exploration of how we are in our present experience and how this expresses the past conditioning and conditions of our lives. The intention of this enquiry is the possibility of transforming our relationship to suffering and the facilitation of greater and more conscious choice in our daily lives. This

also entails a psycho-spiritual orientation to the work, with an exploration into the deeper spiritual potential of greater ease within our experience of suffering.

We thus offer a unique integration of Buddhist mindfulness practice in relationship and Western psychotherapy, which is strengthened and deepened due to the unique residential nature of our training

a) Key values and principles underpinning our approach to learning

Our embodied teaching practice focuses on the quality of relationship. This approach, we believe, maximises the learning experience: all is held as enquiry. There is a high tutor to student ratio which ensures individual guidance and support. The learning environment creates optimum conditions for challenging contemplative and relational work. Setting up in clinical practice is incorporated in the training programme when appropriate. The Karuna trainings in Psychotherapy are work based professional trainings, which lead to accreditation with the United Kingdom Council for Psychotherapy (UKCP)

b) Karuna: Compassion

Karuna is a Sanskrit word that means compassion. This is understood to be a natural dimension of our human condition and manifests through bringing a quality of awareness and presence to our experience. In both everyday life and clinical work, the challenge is to cultivate a state of presence within which we can rest so that this nourishes our perceptions of ourselves and others, facilitating an attitude of non-judgement. This ground establishes what is called a safe holding environment where the deepest personal and interpersonal wounding can be held and explored in safety, within the possibility of reclaiming a deeper sense of being and generating what is known as an inner secure base – an sense of safety both inwardly and in relationship.

c) Mindfulness practice

In the work at Karuna, we have learned that awareness is inherently healing and the cultivation of mindfulness in both therapeutic work and daily life is emphasized. In all our courses, the transformative nature of mindfulness and open-heartedness is understood to be the essential starting point for healing processes and growth. Wellbeing is seen at a core level to be a truly expansive state of presence, compassion, joy and peace, which can manifest within any aspect of our human condition, including our suffering. We explore mindfulness practice personally and interpersonally, with clear input of modern neurobiology, which explains in a grounded fashion how mindfulness practice is indeed inherently healing. This has been backed up by a great deal of modern research into mindfulness practice, showing its validity as a healing modality in depression, anxiety and stress states. Students are expected to have an established daily mindfulness meditation practice.

d) Relationship as a vehicle for change

Karuna has developed a unique approach in creating safe and optimum conditions for working therapeutically in relationship. This involves bringing attention to the multi-level nature of the relational field, and practising a depth of mindfulness within our embodied experience. It also involves cultivating heart-centred qualities, such as empathy and compassion, which resonate with the Buddhist descriptions of illimitable mind-states of equanimity, loving-kindness, compassion and sympathetic joy. Practised together, these help to create and maintain an empathic holding field within which a depth of healing can occur.

e) Intentionality and ethical guidelines

We ask that all our staff and students commit to the intention of non-harm. This forms one of the ground rules established by every group for working together. We understand that all work in relationship needs to be supported by recognized ethical codes of practice and community procedures for implementing such codes. As a psychotherapy training organisation, in line with UKCP requirements and our own ethical principles, we have our own codes of ethics and practice and procedures for any difficulties or complaints. You are welcome to see our respective Ethical Guidelines and Codes of Practice. These are congruent with the Codes of Practice of the accrediting bodies to which we subscribe.

f) Quality Assurance

Tutors and all staff listen to student feedback carefully, and take action as appropriate in response to any issues raised.

g) Diversity, Equality & Inclusivity

The Karuna Institute, in keeping with its Buddhist roots and cross cultural perspective, values diversity and is continually striving to address both direct and indirect discrimination.

We accept students from a wide range of different backgrounds, both academic and non-academic, and from all spiritual and therapeutic traditions. One of the hallmarks of our courses is a stimulating diversity, which makes up the learning community of each course group.

The Institute wishes to ensure that student enrolment and progress is fair and equitable and we pro-actively respond to the particular needs of individual students. The Directors are responsible for decision-making and implementing policy in this area, and the Tutor has responsibility for monitoring equal opportunities in relation to selection. We collect Equal Opportunities data across our student membership. The Directors monitor the selection process to ensure that the process takes account of diversity, collect Equal Opportunities information from applications and review the Equal Opportunities recruitment process at every intake.

There is constant feedback between the Tutor, the Directors and the year tutors concerning Equal Opportunities issues arising in the training. Equal Opportunities issues such as working with difference inform the awareness of year tutors and are embedded in the curriculum.

3. Introduction to the Post Graduate Diploma in Mindfulness Based Core Process Psychotherapy

Intentions

This training programme is intended for participants who would like to complete a Post Graduate Diploma in Mindfulness based Core Process Psychotherapy, with the potential for becoming professional psychotherapists accredited by the UKCP. The course entails a personal and interpersonal journey into one's own personality and psycho-spiritual process, with the clear intention of developing mindfulness-based therapeutic skills in professional practice. The understanding and generation of what is known as a safe holding environment is the essential starting point in the work, along with the development of personal and interpersonal mindfulness practices. The three years comprising the degree are outlined below. "Year" here means 1 year of training.

Years

During the first year, Year One : **Inner Dharma**, we journey through our personal and interpersonal process, with the intention of developing clinical understanding and personal and interpersonal clinical skills. We begin this journey with a theoretical and experiential introduction to pre- and perinatal psychology which orients us to the nature of early felt-experience and the woundings that may generate defended personality forms and insecure attachment processes. This is integrated with concepts from British object relations theory and Buddhist self- psychology. All explorations are integrated with personal and interpersonal mindfulness skills. Along with this foundation, we orient to modern neurobiology in relation to the stress response and mindfulness practice. This helps to ground our experiential process, clarify our clinical work and help us understand shock and trauma and develop appropriate clinical skills. Each seminar includes supervision and group enquiry, with clear structure and interpersonal boundaries for sharing one's process and mindfully holding interpersonal group process.

Along with this, in year one students learn **how to**:

- Create a safe holding environment with clear ethical and interpersonal boundaries.
- Orient to the client's unfolding process

- Differentiate their own process from the client's with an introduction to issues of transference and counter-transference
- Recognise their own strengths and learning needs
- Work collaboratively with other students and teaching staff
- Explore, describe and critically discuss theoretical concepts
- Begin to integrate mindfulness-based psychotherapy skills into practice (during exchanges)
- Cultivate their own regular contemplative meditation practice to support and integrate learning and development

During the second year, Year Two : **Dharma in Action**, the conceptual foundation is further developed with an exploration of personality development through the lens of British object relations theory and Buddhist self-psychology. The role of research (models and practice) in the contemporary psychotherapeutic context is also examined.

Exchange sessions continue and group enquiry continue throughout this year to enable the further development of mindfulness-based personal and interpersonal psychotherapeutic skills. The territories of shock and trauma, as well as pre- and perinatal psychology are explored in greater depth. Psychiatric diagnosis and psychotropic medication are considered in relation to the practice of mindfulness-based psychotherapy. Issues of gender and sexuality including abuse are explored along with the social and cultural context of professional practice. Supervision is highlighted in this year as students begin to see clients.

Along with this, in year two students learn **how to**:

- Continue to create a safe holding environment with a deepening understanding of transference and counter-transference issues
- Understand and communicate the nature and scope of confidentiality in the therapeutic relationship
- Recognise and mindfully negotiate difficulties and ruptures in the therapeutic relationship with appropriate supervision and consultation
- Integrate legal and professional requirements pertaining to equal opportunity, diversity and discrimination into their understanding of clinical practice
- Recognize the social and cultural context of their practice
- Be aware of their responsibilities to clients, employers, their profession, society and the planet
- Appreciate the important role of supervision in clinical practice
- Continue to integrate mindfulness-based psychotherapy into practice (exchanges and clinical placement)
- Assess potential clients using appropriate consultation where need, which may include risk assessment
- Appreciate the usefulness of research and the importance of updating their knowledge base while in clinical practice
- Begin a clinical placement. Continue exchanges throughout this year.
- Cultivate their own regular contemplative meditation practice to support and

integrate learning and development.

During the third year, Year Three : **Subtle Dharma**, students continue to expand their theoretical base through the lens of Buddhist and western developmental and psychodynamic understandings. Understanding of the subtle nature of personal and interpersonal transferential dynamics is deepened and expanded, and the nature of personal transformation is examined.

This year includes input on existential issues, the territories of death and dying and spiritual crisis. Emphasis is placed on a rigorous examination of the ethical and practical issues of safety in the therapeutic relationship. This year considers issues of cultural, sexual and religious diversity in the practice of psychotherapy. Students continue developing skills and experience through ongoing clinical practice, exchanges and group enquiry.

Along with this in year three students learn **how to**:

- Continue to create a safe and holding therapeutic environment within a deepening understanding of the subtle nature of transference and counter transference.
- Develop an internal and external ethical framework for the therapeutic relationship
- Recognise, assess and work appropriately with extreme states in psychotherapy with appropriate supervision and consultation.
- Understand the nature of spiritual emergency within the context of a potentially psychotic presentation.
- Learn skills appropriate to the ethical promotion and maintenance of a clinical practice.
- Integrate key theoretical frameworks into mindfulness-based core process psychotherapy practice.
Understand and appraise key contemporary treatment modalities used within mental health systems.
- Cultivate their own regular contemplative meditation practice to support and integrate learning and development.

Phase Four - Clinical Pathway including completion of Clinical Year

In Phase Four, **students**:

- Integrate the learning from previous years, and applying this in writing, clinical work, supervision, and peer support groups.
- Assimilate the MBPP model into existing work or professional practice.
- Continue to manage a clinical practice, including working with a range of different client issues and presentations, including extreme states.
- Make effective use of Active Contemplative Supervision with attention to the

systematic monitoring and critical evaluation of therapeutic process and outcomes.

- Develop confidence, independence and resilience as a practitioner of MBPP.
- Develop appropriate resources and networks for ongoing support, problem solving and professional development.
- Review relevant theory.
- Produce a dissertation, with due attention to relevant research issues.
- Prepare for graduation

Abbreviations and acronyms

UKCP denotes the United Kingdom Council for Psychotherapy

ACPP denotes Association of Core Process Psychotherapists

HIPC denotes Humanistic and Integrative Psychotherapy College

4. PATHWAY AND ASSESSMENT MAP

Entry Requirements

- An undergraduate honour degree or ability to work at this level
- A Foundation Training in CPP or Diploma in Relational Mindfulness
- Contract (comprising Course Information Letter, Course Conditions and Terms and Conditions) signed at entry



Year One – Year One : Signed Contract (As per Entry Requirements)

- 1 x 3,000 word essay, submission 1st April
- 1 x 3,000 Personal Project submission by penultimate module
- Self and Peer Assessments (1,500 words) related to the learning outcomes of Year
- Ongoing weekly psychotherapy and signed Psychotherapy Log
- Mental Health Familiarisation Placement
- Regular mindfulness/contemplative meditation practice, normally daily
- 12 x Peer Exchange Sessions
- Completed Progress Sheet



Year Two – Year Two : Signed Contract (As per Entry Requirements)

- 2 x 3,000 word essay, submission 1st February and 1st April
- 1 x 3,000 Personal Project submission by penultimate module
- Self and Peer Assessments (1,500 words) to be linked to learning outcomes of Year 2, submission by last 2 seminars.
- Ongoing weekly psychotherapy
- Starting in clinical practice, once Permission to Practice given
- Clinical contract and Professional Indemnity Insurance until Graduation and Accreditation
- Regular supervision – if in clinical practice
- Regular mindfulness/contemplative meditation practice, normally daily
- 12 x Peer Exchange Sessions
- Completed Progress Sheet



Year 3 – Year Three : Signed Contract (As per Entry Requirements)

- 1 x 5,000 word essay, submission 1st March
- 1 x 3,000 word Personal Project submission by penultimate module
- Self and Peer Assessments (1,500 words) to be linked to learning outcomes of Year 3, submission by final two seminars.
- 12 x Peer Exchange Sessions
- Ongoing weekly psychotherapy, clinical practice and supervision
- Maintain Clinical Contract and Professional Indemnity Insurance
- Regular mindfulness/contemplative meditation practice, normally daily
- Completed Progress Sheet



Phase Four - Pathway to Graduation

Brief overview of Clinical, Supervision and Psychotherapy Requirements for Graduation

Please obtain further much more detailed information on these categories in the Key documents provided:

- Completion of Clinical Year
- Personal Psychotherapy: Minimum of 160 hours prior to graduation
- Clinical Hours: minimum 150 hours for graduation. When you start Clinical Placement is negotiated with your Tutor(s)
- Supervision: regular supervision whilst in clinical practice, with a minimum ratio of 1:4 supervision sessions to client sessions within the first year of practice, then 1:5 in the second year and 1:6 thereafter whilst working toward Accreditation.
- Annual Clinical Contract and Professional Indemnity Insurance until Accreditation.
- Completion of Dissertation (10,000 words)

Following graduation students then follow the pathway to Accreditation with UKCP



Clinical Pathway to Accreditation with UKCP

Brief overview of Clinical, Supervision and Psychotherapy Requirements for Accreditation

Please obtain further much more detailed information on these categories in the Key documents provided:

- Further 2 years to accredit
- Min of 4-6 clients at point of accreditation
- 450 hours of client work
- Minimum of 150 hours in private practice to include additional 12 month client and 1 x 18 month client
- 18 month 5,000 word Case Study by 1st March
- Minimum of 100 hours of supervision with final ratio of 1:6
- Annual clinical contract (1 Aug to 31 July) and copy of Professional Indemnity Insurance
- Annual Supervisor's Report by 31 July
- Annual Self – Assessment by 31 July
- Completion and submission of full Accreditation Application Portfolio by 1st May
- Panel Interviews in June or July

Due dates for assignments are supplied by your tutor each year.

5. Graduation Full Criteria



Graduation Criteria

- Completion of Clinical Year
- 20 months to graduate from end of year 3 (maximum time)
- 150 Clinical hours – including 2 x 6 month clients and 1 x 12 month client (48 - minimum 44) weekly sessions
- Minimum of 2 weekly clients at point of graduation
- Minimum of 38 hours in Core Process Psychotherapy supervision including a minimum of 19 hours of supervision with UKCP accredited Core Process training supervisor
- Supervision ratio: 1 hour supervision for 4 hours client work for the first year, 1:5 in the second year, and 1:6 thereafter until Accreditation
- Supervisor's report annually by 31st July. Additional Supervisor's Final Report and Statement of Attendance with graduation application 1st May.
- 2 x 6 month and 1 x 12 month 3,000 word case studies by 1st March
- Annual Self assessment 1,500 words by July 31st each year and an additional one for Graduation Application 1st May
- Annual Clinical Contract, maintained and renewed every year by 1st August
- Dissertation proposal (1000 words) by 30th November 12 months before submission
- Dissertation 10,000 words by following 30th November
- Completion of 160 hours weekly individual psychotherapy (preferably CPP) –
- Signed letter of attendance by your Psychotherapist by 1st May of year of graduation
- Regular mindfulness/contemplative meditation practice, normally daily.
- Signed code of ethics
- Client contract (GDPR compliant)
- Advertising approved by tutor
- MHFP completed and report received
- Current insurance certificate
- Completion of full Graduation Application Portfolio by 1st May in the year of application
- Panel Interviews June or July

6. Accreditation Full Criteria for UKCP



Accreditation Criteria

- Max 2 years to accredit after graduation
- 160 hours personal psychotherapy
- A total of 450 supervised client hours
- 150 hours of which in private practice
- Total of : 2x 6-month clients, 1x 12month and 1x 18-month client 72 (min 65) sessions
- Minimum of 4 weekly clients
- Supervision hours of at least 1:6 minimum of 100 hours
- Supervisors report annually 31st July and one for application 1st May
- 18-month case study 5,000 words by 1st March
- Self assessment 1500 words by 31st July each year and an updated one for Application 1st May
- Completion of clinical year
- Signed code of ethics
- Client contract (GDPR compliant)
- Advertising approved by tutor
- Current insurance certificate
- Contemplative Practice
- Completion of full Accreditation Application Portfolio by 1st May in the year of application
- Panel Interviews June or July

7. Learning Unit Narratives

1. Year One: Inner Dharma

Co-Requisites:

Students are expected to demonstrate the following:

- Relevant experience of working with people in a responsible role (evidence to substantiate this experience is required).
- A lively and enquiring mind, with a capacity for critical reflection and self-directed learning.
- An ability to listen and respond with compassion and respect.
- Awareness of prejudice and discrimination, and the ability to respond openly to diversity including race, gender, age, sexual preference, class, disability, ethnic, spiritual/religious and cultural difference etc.
- Sensitivity to the political, socio-cultural and religious-spiritual contexts of people's lives.
- A capacity for in-depth self-reflection, self-awareness and a commitment to self-development.
- Sufficient emotional competence and internal resources to engage with the demands of the training and the work of psychotherapy.
- Complete a Mental Health Familiarisation Placement during Year One, or at the latest by June 1st of Year Two 2, to enable progression to clinical work.
- Complete 12 exchange sessions with peers.
- Be engaged in weekly Core Process Psychotherapy with a UKCP Accredited Core Process Psychotherapist for the duration of the training.
- Engage in regular contemplative/meditative practice.

Context

This is the first year of the Post Graduate Diploma in Mindfulness Based Core Process Psychotherapy (MBCPP). During Year One students are oriented to key Buddhist psychological concepts and mindfulness-based practices, which are further expanded into the practice of contemplative co-enquiry that forms a foundation for the whole training. Students are also introduced to Kum Nye contemplative practice, on a specially devised meditation retreat. This form of practice then enables ongoing experiential enquiry into the way experience arises in relationship.

Within this context we introduce the early relational environment and experience of the pre-nate and infant, relational wounding and the roots of self/personality development. In addition students are offered a theoretical and experiential introduction to working with the relational field, including shock and trauma.

The emphasis in this first year is on the psychotherapeutic relationship from a client perspective.

Indicative content (main areas of enquiry):

- Contextualising the training in terms of Buddhism: historical and cultural influences and current situation.
- The Four Noble Truths and a Core Process understanding of suffering and its cessation.
- The Four Foundations of Mindfulness including an introduction to mindfulness practice.
- Key clinical skills underpinning MBCPP such as, the concept of a Core State, contemplative co-enquiry and the joint process.
- A Buddhist understanding of self-formation and processes of embodiment including the Skandhas.
- An introduction to pre- and peri-natal psychology, British Object Relations theory, with an emphasis on early relational wounding, the generation of defensive processes and self-tendencies.
- The major contemporary approaches to psychotherapy.
- An introduction to trauma and shock, neuropsychobiology and a clinical approach rooted in body-awareness practices, and the processing of nervous system activation.
- Core clinical skills in particular mindful awareness and presence, and how to co-create a safe relational holding field.
- Relevance and key issues related to the use of compassionate touch in MBCPP.
- Kum Nye practice as a form of experiential contemplative enquiry to enable the embodiment of mindful presence.
- Investigating and deepening into the embodied inner skills of contemplative meditation especially Insight Meditation
- Ethical and professional issues in psychotherapy practice.
- An introduction to Masters Level study skills.

2. Year two: Dharma in Action

Co-Requisites:

1. Complete 12 peer-exchange sessions.
2. Continue weekly Core Process Psychotherapy with a UKCP accredited CPP.
3. Engage in regular daily contemplative/meditative practice.
4. Complete a Mental Health Familiarisation placement (unless granted exemption) before beginning client work.
5. Sign a clinical contract and acquire professional insurance.
6. Secure a clinical placement.
7. Set up regular supervision with an accredited CPP training supervisor.

Context

Year Two comprises the second year of the Post Graduate Diploma in MBCPP. The emphasis here is on the psychotherapeutic relationship from the perspective of the psychotherapist, and the development of the core clinical and professional knowledge and skills needed to practice competently in the face of the complexity and risk that arises in real clinical contexts.

Near the end of this year students may be ready to start clinical practice. The end of year assessment includes an evaluation of each student's readiness for clinical practice. In preparation there is a focus on deepening students' understanding and skills for managing more complex clinical situations such as working with diversity and discrimination, ruptures in relationship, erotic counter-transference, and strong emotions. There is also a deepening into and development of the clinical skills necessary for working safely with shock and trauma. Students are introduced to the main psychiatric diagnostic systems and psychotropic medication. Issues of diversity, gender and sexuality are explored along with the social and cultural context of professional practice. In addition, the role of psychotherapy research in the contemporary context of evidence-based practice is examined.

This Year seeks to deepen and broaden exploration of pre- and peri-natal experience, along with the development of the selfhood/personality and personality strategies/defences, within an integrated Buddhist and Western developmental paradigm. Object Relations and Attachment theories are combined with contemporary understandings of Character Strategies. These are contextualised within Buddhist teachings from different traditions, especially Theravadin understandings of the development of a conditioned sense of self in relation to the world, and Mahayana concepts of Form and Emptiness. Buddhist and Western Approaches to understanding the Shadow are explored, in relation to development theory and clinical practice, especially when working with transference and counter-transference.

The MBCPP model of contemplative enquiry used in clinical practice is consolidated and deepened through peer exchanges and joint awareness practices. It is then developed further into an understanding and experience of the Active Contemplative Supervision model used to support the clinical application of MBCPP. A two-day meditation retreat provides students with an opportunity to deepen their Kum Nye and depth awareness practices.

Indicative Content (main areas of enquiry):

- The MBCPP contemplative approach to observation, enquiry and reflective description and the Active Contemplative Supervision model.
- Buddhist self-psychology as applied in MBCPP including, the development of a conditioned sense of self and concepts of Form and Emptiness.
- MBCPP model of personality formation, including the inner response to relational ambiguity and dissonance, the generation of self-constellations, the nature of the defended self, object relations and attachment processes.
- Further theoretical and experiential enquiry into the pre- and peri-natal

- developmental territory.
- Processes of embodiment i.e. Character Strategies and personality styles.
 - Buddhist and Western Approaches to understanding the Shadow and how this relates to MBCPP developmental theory and clinical practice, especially when working with transference and counter-transference.
 - Understanding and skills to manage more complex clinical situations such as working with diversity and discrimination, ruptures in relationship, erotic counter-transference, strong emotions and re-enactment.
 - The main contemporary psychiatric diagnostic systems and psychotropic medication.
 - Practical, legal, and professional issues in starting clinical practice.

3. Year Three: Subtle Dharma

Co-Requisites:

1. Complete 12 peer-exchange sessions or peer support.
2. Continue weekly Core Process Psychotherapy with a UKCP accredited CPP.
3. Engage in clinical practice in a placement with a clinical contract and professional insurance.
4. Have regular supervision with an accredited CPP training supervisor.
5. Continue regular daily contemplative/meditative practice

Context

Year Three comprises the third year of the Post Graduate Diploma in MBCPP. The intention here is for students to expand, integrate and apply what has been learned cognitively, experientially and spiritually, through the previous two years. The emphasis this year is on developing clinical competence and professional knowledge and skills, along with an internal and external ethical framework, in order to implement MBCPP effectively, professionally and ethically in clinical practice, manage complex client presentations and the challenges of working in an organizational context.

Students are encouraged to use their supervision to understand a variety of client presentations within the MBCPP model, and apply this to their clinical practice.

Guidance is offered on how to establish and maintain a psychotherapy practice in public and private sectors.

Key contemporary psychotherapy approaches used in the public sector are reviewed, and students are introduced to extreme states they may well encounter in clinical practice such as, borderline process, spiritual emergency, psychosis, traumatic re-experiencing, dissociation and re-enactment.

Additionally, there is teaching and enquiry focused on the existential territory including death and dying, and the depth aspects of human experience that encompass less conscious, non-verbal, subtle energetic, imaginal and archetypal processes, including an exploration of transformation based on direct contact with the subtle core energy of being. The Buddhist concept of intentionality and compassion practices are a key aspect of this teaching, and a two-day retreat provides an opportunity to further deepen mindful presence.

Indicative Content (main areas of enquiry):

- Guidance on how to establish and maintain a psychotherapy practice in public and private sectors.
- The competent and ethical application of MBCPP in clinical practice.
- Development of an internal and external ethical framework for the therapeutic relationship, based on an understanding of key professional and ethical issues.
- Orientation to graduation, accreditation and becoming a professional psychotherapist
- Working therapeutically with complexity, extreme states, and pre conscious, non-verbal and subtle energetic levels of communication.
- The assessment and formulation of a variety of client presentations within the MBCPP model, and the application of this understanding in clinical practice.
- Transformation through contact with being (the core process) and working with therapeutic intentionality.
- The existential territory including death and dying.
- Review of key contemporary psychotherapy approaches.
- Kum Nye and Buddhist compassion practices to enable continued experiential enquiry and the further embodiment of mindfulness.
- Masters level study skills and research issues.

8. Phase Four - Clinical Year and Clinical Pathway

Graduation

Co-Requisites:

- Complete Clinical Year
- Complete 160 hours of weekly Core Process Psychotherapy with a UKCP accredited CPP.
- Complete 150 hours of client work maintaining a clinical contract and professional insurance.
- Have a minimum of 38 hours of CPP supervision that meets the specified requirements and ratios.
- Continue regular contemplative/meditative practice.

Context

Phase Four continues after the final taught component, Year Three. Students have up to two years from the successful completing of Year Three to fulfil the clinical requirements to graduate. There is no prescribed reading list for this year, because at this stage students are expected to select their own reading according to their particular interests.

Each student is required to complete a minimum of 150 hours client practice, including two clients of at least six-month duration, and one client of at least 12 months duration.

It is possible to do this year concurrently with the clinical year should a student have sufficient clinical hours, and the commitment to do so.

Phase Four consists of Clinical Year and Portfolio for Graduation. This is an important phase of integrating and applying knowledge and skills from all the previous years in practice, through writing, clinical work, supervision, and peer support groups. The main learning vehicle is ongoing engagement in clinical practice, including working with a range of different client issues and presentations. This is combined with substantial written work, and maintaining a sense of confidence and resilience throughout.

To be eligible to progress to graduation, in addition to meeting all the specific requirements, the successful student must:

- Complete the Clinical Year
- Show consistent therapeutic competence in implementing MBCPP.
- Pass all remaining written assignments and
- Demonstrate to the dissertation markers and graduation panel their ability to conduct all aspects of professional practice competently.

Indicative Content (main areas of focus)

Main areas include:

- Integrating the learning from previous years, and applying this in writing, clinical work, supervision, and peer support groups.
- Assimilating the MBPP model into existing work or professional practice.
- Continuing to manage a clinical practice, including working with a range of different client issues and presentations, including extreme states.
- Making effective use of Active Contemplative Supervision with attention to the systematic monitoring and critical evaluation of therapeutic process and outcomes.
- Developing confidence, independence and resilience as a practitioner of MBPP.
- Developing appropriate resources and networks for ongoing support, problem solving and professional development.
- Reviewing relevant theory.
- Producing a dissertation, with due attention to relevant research issues.
- Preparing for graduation

Students are provided with a full student handbook, reading lists and other relevant course documentation at the beginning of Year One.