



**University of  
Nottingham**

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# Annual Report 2019-20

## University Counselling Service



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## Executive Summary

During the course of the academic year, the period of lockdown occurred necessitating remote working. We moved all our provision and meetings to video or telephone calls. For a period of approximately 2 weeks, we did not book appointments for new clients but continued to offer support to existing clients.

- 2150 clients (students and staff) were seen, a decrease of 8% on 2018/19.
- Over 6600 appointments were offered and attended during the academic year, of which 26% were by phone/video call
- 5% of the total student population accessed counselling, down 1% on 2018/19.
- 5% of University staff accessed the service; the same percentage as last year.
  
- Of the 2150 individual clients:
  - 40.1% attended for 1 appointment only
  - 22.4% attended 2 appointments
  - 31.9% attended for between 3-8 appointments
  - 5.6% attended 9 or more appointments

### **Groups and workshops programme**

46 workshops were offered on University Park, Derby, and Sutton Bonington campuses and online. 370 students attended in person and 42 students attended the online workshops.

### **Therapy groups**

Three short term (8 weeks), and 2 long term (year-long) therapeutic counselling groups were provided at University Park or online during lockdown.

- 13 bereavement support groups were offered between May and September.
- Open Group continued to run online through lockdown
- The International Students Support Group also continued online through lockdown

### **Pilot groups and workshops offered:**

- Reflective practice groups for SWEL Officers and Managers
- Medical Students Here and Now
- Bereavement support groups

### **Support groups**

The University Counselling Service provided consultation, support, and guidance to individual schools and departments following critical incidents and events affecting staff groups and individuals in staff teams.

## Head of Service Report

An academic year like no other, still busy but one of two distinct and very different halves. From October to February, the flow and pattern of the year took its usual path. There was the predictable, steady rise in demand building up towards the end of the spring term.

Then came the Covid-19 lockdown and everything changed.

The effects of lockdown and the impact of the Black Lives Matter campaign and protests were present in most personal, political, and counselling discussions and raised anxiety for some about the future and how to assess priorities. For many, it was a time to go into survival mode.

From 23 March, Counselling Service provision moved to remote working. This was an enforced change for all, shaped by the effect and safety implications of the pandemic. The noted aims in our annual report last year to: 'encourage greater use of digital technologies', and to 'develop and maximise our use of digital resources' has proved to be prescient.

The rapid transformation to working remotely, providing counselling support, and consultation to students and staff in the university community, therapeutic support groups, workshops, and webinars has been achieved with remarkable efficiency, which in no small part has been due to the enthusiasm and energies of staff members to learn and develop new skills. With few compromises in terms of quality of provision, the University Counselling Service (UCS) team has delivered on all its stated goals, excelling in some areas. We have even found time to produce a [service video](#), which highlights some of the work we do.

Throughout this year, UCS has:

- continued to provide a safe, secure and confidential space for all campuses, extending this offer where possible to remote (audio and video) provision in the UK and internationally
- offered in excess of 8200 appointments
- provided a varied groups and workshops programme which has been refined and offered online with success
- Continued to liaise with and contribute to a wide range of student and staff health and wellbeing initiatives and events
- been successful in gaining British Association for Counselling and Psychotherapy (BACP) service accreditation and a commendation for the quality of our application and service provision
- trialled an outcomes measurement tool (Open Fit)

### Service data

The service data reflects changes that arose as a result of virtual working and the majority of staff and students working and studying at or from home. Statistics from August 2019 to 22<sup>nd</sup> March 2020 and the same point in the previous year 2018/2019 suggest that there was potential for an approximate 8% increase in overall client numbers.

Final records show a 9% overall decrease in client numbers compared to last year.

Attendance rates have remained the same with an unexpected increase to 88% and 84% (highest ever) attendance rate during June and July respectively at the height of lockdown, during exams and assessment and the end of the academic year. There has been a 2.4% rise in the number of clients who attended for more than 8 sessions.

The significant 38% increase in the number of staff attending for counselling may relate to the impact of the pandemic and the raised capacity for appointments from April - July 2020.

## **Review**

A lot has been learned and achieved during this academic year. Within the limits of time, resources and the effects of the pandemic the team has managed to meet most of its objectives. Additional continuing professional development training was undertaken by team members, supported by the service or self-funded (for example post-sexual violence support, working with trauma, bereavement, mindfulness, EMDR, online counselling and dance therapy.) The administration team have attended courses on first aid at work, information compliance, and GDPR and one person has attended the PEAR women's development programme run by the UoN. This has enhanced the knowledge of the whole team and developed the pool of expertise and experience that the service can and does draw on.

The counselling profession encourages honest reflection and regular monitoring of effectiveness through self and external supervision. There is organisational recognition that counsellor supervision is an essential resource for the service funded through its budget and that this will be maintained for 2020/21.

Continuing professional development activity has encouraged a focus on deepening awareness of equality, diversity and inclusion issues, and how this understanding influences counselling provision and practice.

We have continued with a termly blog and contributed to the Deputy Registrar's newsletter as well as other departmental newsletters which enables us to keep the university community informed of the work and thinking of the UCS team.

## **Learning**

The effects and implications of the pandemic are many and various for clients accessing the service and for counsellors working here. Acknowledgement of losses, bereavement, and the impact of separations, the fears, and anxiety evoked during lockdown were shared human experiences. Like many, team members discovered some of the advantages and disadvantages of remote working. Advantages included time saved for leisure and connection with family with no commuting time and, a plus and a minus, experimenting with and learning new IT skills. Some members of the team discovered hidden online presentation talents and enjoyment in sharing their IT competencies with colleagues resulting in improved team building.

The counsellors had to learn to work confidently with unfamiliar technologies and platforms, offering therapeutic support to clients experiencing distress and difficulties, some of whom had returned home within the UK or to their home countries. Working collectively to offer an adapted, flexible service was essential. The positive feedback from students and staff

suggests that these efforts were appreciated. A major and ongoing challenge for some counsellors in the team has been the creation of a consistent, confidential space working from home, which is also physically comfortable.

Some service users preferred virtual working as a means of accessing support. This particularly applied to students and staff in distant locations and those who had concerns about direct, face-to-face contact in the initial phases. For others, their personal or home circumstances made it hard or impossible to find private spaces to receive virtual counselling on a one off or regular basis and this group would have preferred, like many counsellors in the team, to work face to face if possible.

The experience of online working has given all in the team a good insight into the resource requirements, practicalities, proficiencies, and personal elements, which need to be taken into account in offering a wider range of counselling provision in the short and longer term.

The benefits of physical and emotional self-care, taking breaks, exercising, regularly pursuing enjoyable leisure activity and communicating with supportive family and friends are activities we regularly encourage our clients to pursue and sometimes neglect for ourselves. The pandemic has given all of us a personal reminder of those benefits. Team support to maintain these and other helpful activities has been important especially as the lack of collegial contact and reflection space has been a disadvantage of home working for some in the team.

### **Student counselling**

There has been a decrease in client numbers due to the impact of Covid-19. The common presenting issues remain as stress, low mood, and anxiety/panic.

The International Students Support Group, Managing Depression group and the year round weekly Open Group continued to develop and were all well attended. The positive feedback from participating students and recognition from support staff and tutors of the impact and contribution made by these groups on the long-term health and welfare of students is an encouraging endorsement.

This year we have trialled some joint student and staff workshops and support groups. All have been positively received. A groups and workshops co-ordinating team which includes a specific outreach role has been established and is beginning to see benefits in terms of developing links with student support teams, specific projects and individuals operating at all levels throughout the university. The links between the team working on the OfS (Office for Students) International Students Mental Health project and UCS International Student Support group and the liaison work with Department of Sport colleagues on the Men's Health Active initiative are two cases in point.

### **Staff counselling**

An embedded counselling service for staff is an important aspect of support for the university community. Staff users of the Counselling Service are often reassured that UCS counsellors have knowledge and understanding of the context of the organisation in which they work and this can be a very helpful starting point in the counselling relationship.

The increase in staff attendance for counselling this year demonstrates the importance of this well used provision, especially in times of major changes within and external to the organisation.

## **Bereavement groups**

UCS has continued to offer support groups for staff and students as needed and on request. This has been much valued by the university community. The new addition of a regular online bereavement support group offered during the summer term was especially helpful to students and staff affected by the pandemic and by the reduced opportunities to acknowledge and mourn the death of loved ones.

## **Internal liaison**

- Termly meetings at which staff teams from the Counselling Service, Cripps Health Centre, and the Mental Health Advisory Service (MHAS) update and make connections with each other continue.
- Working with MHAS colleagues, UCS team members have co-delivered training, reflection, and information input for Student Support and Wellbeing team colleagues throughout the year.
- Initiated by Lucy Halberstam, AHOS, in February the Counselling Service began to offer regular monthly reflection and support sessions for Student Support and Wellbeing staff and separate sessions for Support and Wellbeing Managers. These sessions have been valuable for both groups of staff.
- The Head and/or Deputy Head of Service attend Senior Tutor Network meetings, Campus Life forums and the Operations Manager attends Student Welfare Network meetings at which relevant student support information is shared.
- The Counselling Service continues its close links with the Students' Union (SU) developing relationships with SU welfare colleagues and SU elected officers.
- UCS has continued to provide reflection and support to the SU based Nightline co-ordination team.

## **Staffing**

### **Recruitment**

A 0.4 FTE counsellor (Fiona Mercer) joined the UCS team in October 2019 returning the service to its full hours following the departure of a team member.

A 0.5 FTE Placement Counsellor (Beth Hill), was appointed and started in February 2020. The post is funded by the Faculty of Medicine and Health Sciences, and provides additional support for students on placement outside Nottingham and Derby, where we were already offering a service.

### **Staffing reduction**

Two members of UCS team, Rob Sharp and Val Watson, with a combined working time in the service of thirty-one years left through voluntary redundancy in, respectively, July and August. Val occupied various roles within the University. She joined the university in 1993 working in the School of Education for ten years before joining UCS as a counsellor in 2003 and becoming Head of Service in 2015. Rob Sharp joined the Counselling Service in 2005.

### **Management secondment**

From December 2019 to June 2020, the Head of Service was seconded (0.2 FTE) to induct and line manage the newly recruited EDI Co-ordination team, comprising seven staff with a remit to fulfil central and faculty aligned activities to develop university EDI strategy.

This line management role was an interesting and challenging one involving helping a new team carve out a space for itself and build trust in working relationships in order to address equality, diversity, and inclusion. The secondment partially, coincided with the onset of the pandemic. Using the combined knowledge and practice of counselling and EDI principles enabled some sound foundations for relationship forming, reciprocal learning, and was a useful model for positive staff engagement.

### **Training and work experience**

Once again, we have provided advanced training placements for two counsellors and clinical supervision for one advanced practitioner working towards post-qualifying PhD studies.

One of our former training placement counsellors went on to temp in the UCS for three years, recently achieved individual BACP accreditation.

One of our team Kathryn Morris- Roberts achieved a certificate in Clinical Supervision

During November and December 2019, four members of UCS attended a four-day sexual violence liaison officer training, organised by the University.

In March 2020 along with other senior members of the University, a member of UCS attended a Sexual Misconduct Panel training programme

### **Ningbo, China campus links**

Regular communication between the Heads of Service in Nottingham and China continues. This year a temporary informal peer supervisory relationship (March–July 2020) was formed between the two heads of service in Nottingham and China.

### **Continuing professional development**

Team Members who have completed the joint BACP Open University “How to do counselling online”:

- Alison Hammond
- Jane Titterton
- Lucy Halberstam
- Susie Ward

<b>Name</b>	<b>Course Title</b>
Adrian Langham	Mindfulness Accredited Teacher – BPS Approved
Alison Hammond	Polyvagal Theory in Action
Davina Malcolm	First aid at work refresher
Fiona Mercer	Healing Broken Bonds: The Consequences of Traumatic Attachment –
Jane Titterton	ADC briefing



Jane Titterton	Panel discussion: International student mental health policy and practice
Jane Titterton	An international student perspective: interview with Parvathy Ramesh
Kathryn Morris-Roberts	Clinical supervision course
Liz Cowley	Critical Incident Stress Management
Lucy Halberstam	Agency, gender, dissent and subjectivity
Maya Gagni	EMDR Practitioner Accreditation course
Nicolette Poyzer	First aid at work
Nicolette Poyzer	PEAR Women's course
Rob Sharp	ACT for depression and anxiety disorders
Sarah Hinds	Privileged abandonment, normalised neglect & trauma: understanding boarding school syndrome
Sarah Hinds	Psyche and Soma - the sesame approach to drama and movement in therapy
Sarah Olds	Healing the fragmented selves of trauma survivors: transformational approaches to treating complex trauma
Susie Ward	Creative Therapies conference
Susie Ward	Autism: An introduction to effective working with autism in the therapy room
Susie Ward	Shame and self-loathing in the treatment of trauma strategies

### **Head and Deputy Head of Service activities and presentations**

Head and Deputy: Listening skills for Dignity Advisors 2nd October 2019

Head of Service: Presentation to Senior Tutor Network - 'What are we dealing with?' 27th November 2019

Head of Service: Equality, Diversity and Inclusion Co-ordinator recruitment November 2019

Head and Deputy: Overcoming Imposter Syndrome- BecoME: BME Leaders in Healthcare Conference 5<sup>th</sup> March 2020

### **Plans for the academic year 2020-2021**

- To investigate ways of managing high demand in an organisational context, whilst maintaining quality and team wellbeing.
- To make efficient use of our resources and minimise non-attendance and late cancellations.
- To continue to develop effective internal and external support partnerships.
- To continue to be a consistent and reliable service whilst adapting to a reduction in staffing levels during a period of change and increasing demand.
- To continue to develop our use of digital technologies to ensure that the service can provide a blend of online and face to face counselling support.
- To review and return to the pursuit of a suitable outcomes measurement tool for full use in the service when possible.
- To investigate how we might improve access to counselling within the realistic parameters of our provision.

- To continue to align service activity with University EDI policies and University strategy.
- To continue to make effective use of qualitative and quantitative data to improve service delivery.
- To give attention to the professional development and welfare of team members.
- To provide a safe counselling work environment in the context of Covid-19 restrictions in The Orchards building.

This academic year, the team has risen to the challenges faced, and dealt with these by working together and being prepared to take a few risks of getting things wrong. What we have learned is that our explorations and experiments with provision have been met with the support and encouragement of our service users and colleagues in the university. For many of us 'living with uncertainty is our biggest challenge. Covid-19 has brought this into focus and we have learnt that change can be difficult but it is not always a negative thing.

Many thanks are due to all those colleagues who have supported the Counselling Service especially, the heroically patient and brilliant IS help desk team who have maintained our equilibrium when IT systems have been at their most stubborn and impenetrable.

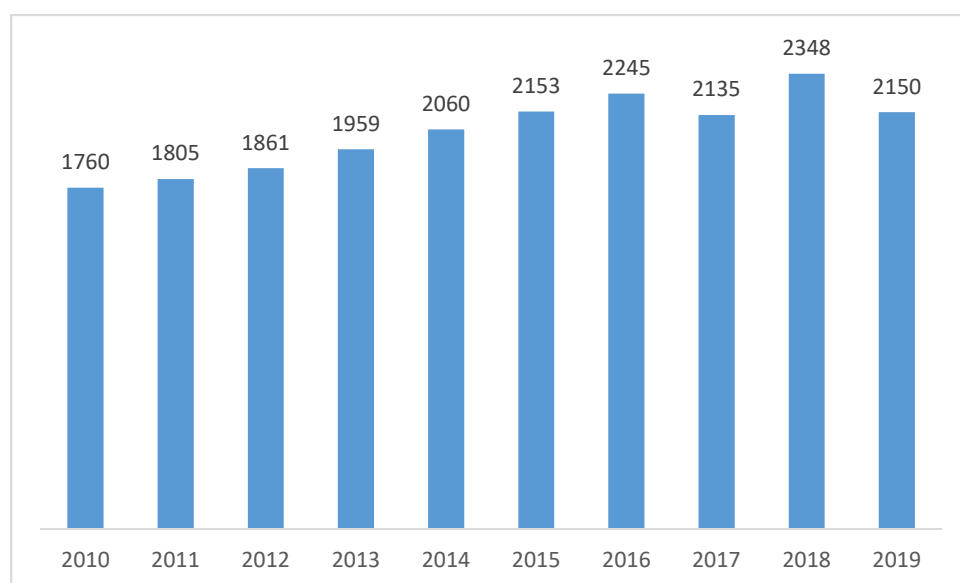
Further changes are ahead during 2020/2021 as we adapt to the 'new normal' in our delivery of counselling and in our staff team. As always, my thanks to the team for their steadfast support, energy, creative problem solving, and optimism. It has been my fortune and a pleasure to lead the UCS team.

**Val Watson**  
**Head of University Counselling Service**  
**August 2020**

## Statistics

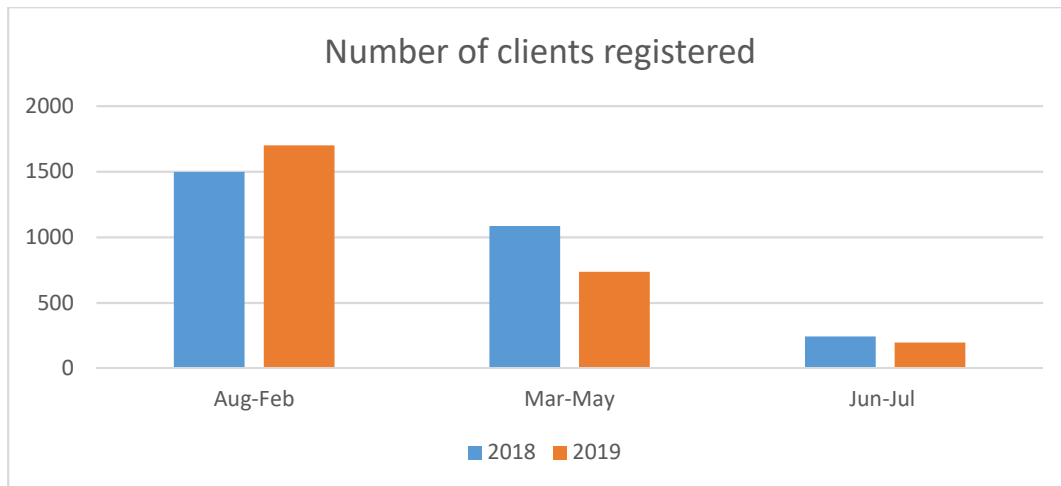
The statistics reported in this section are drawn from comprehensive data recorded for students and members of staff who attended at least one appointment with the service. We aim to collect data for every client and appointment and normally the data analysed represents at least 90% of the client population. This year, due to the impact of Covid-19, we managed to collect and analyse data for 83% of the clients seen by UCS. In the early stages of homeworking some data forms were not completed as team members lacked access to Titanium and this will have reduced our client numbers (where possible the impact of the pandemic on data has been taken into account)

### Total number of clients registered



UCS registered a total of 2150 individuals this year, 8% fewer than last year. The actual number registered was similar to that of the 2017 academic year, during which the service also faced operational difficulties.

UCS registers new and returning clients throughout the academic year and client numbers were down largely due to the impact of Covid-19 on registrations between March and May (see below).

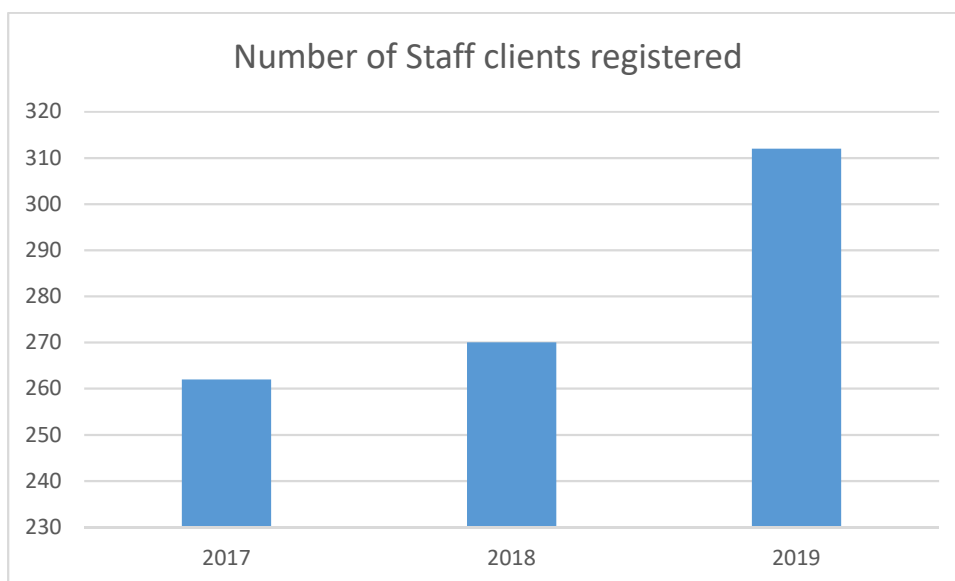


### Composition of client population

We recorded demographic and presenting issues information from 1838 of our clients.

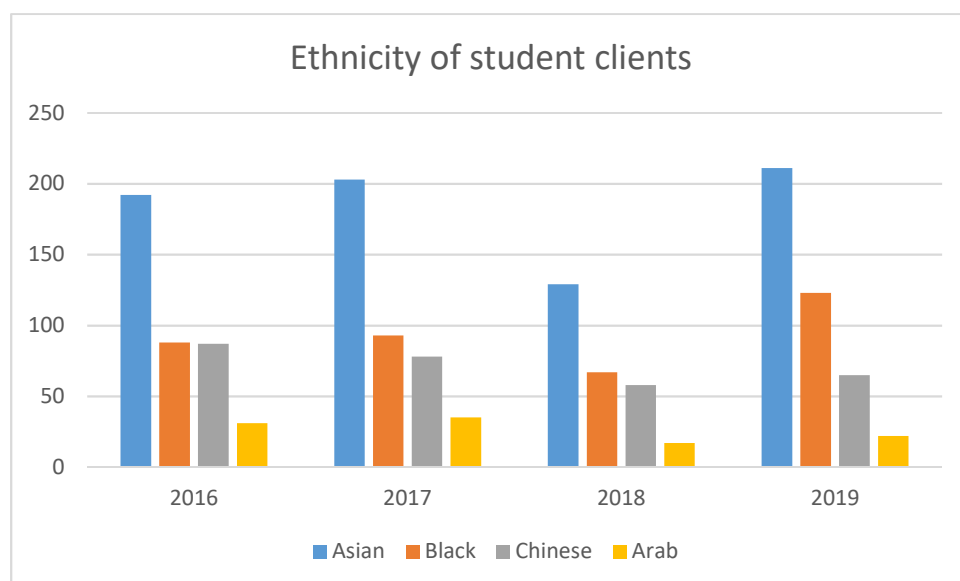
As in previous years, the data collected confirms that students from all schools and departments use the service, and the proportions of mature, international, and postgraduate students seen were similar to previous years and generally representative of these groups in the University of Nottingham general student population (data not shown).

There was an increase in the number of University staff clients seen this year (312 people in total, compared with 270 last year), which is approximately 5% of the staff population (based on the June 2019 staff head count). The increase in staff client registrations was particularly marked between August and December 2019: 187 compared with 134 in 2018.



Men continue to be under-represented in our client population. Around a third of UCS clients were male (32%), whereas male students and staff comprise approximately 47% of the University population.

We record the ethnicity of our student clients (using the information recorded in Campus Solutions). This year the proportion of Asian (Asian, British Asian and Asian other), Black (Black, Black British and Black other), Chinese and Arab students seen was 27%, compared with 23% in 2017 and 14% in 2018. The biggest increase this year was in the number of Black students seen. Note: ethnicity was only recorded for 55% of the students seen in 2018, as UCS did not have access to this student information for half of the academic year.



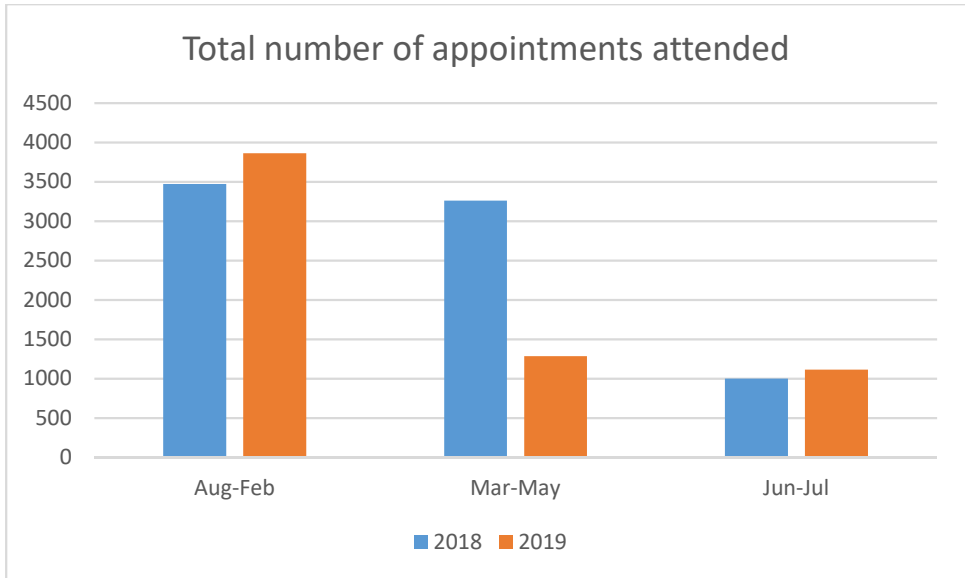
### Waiting times

The average waiting time between scheduling an initial appointment and the date the appointment was offered/accepted was 11.2 days for a total of 1615 initial appointments.

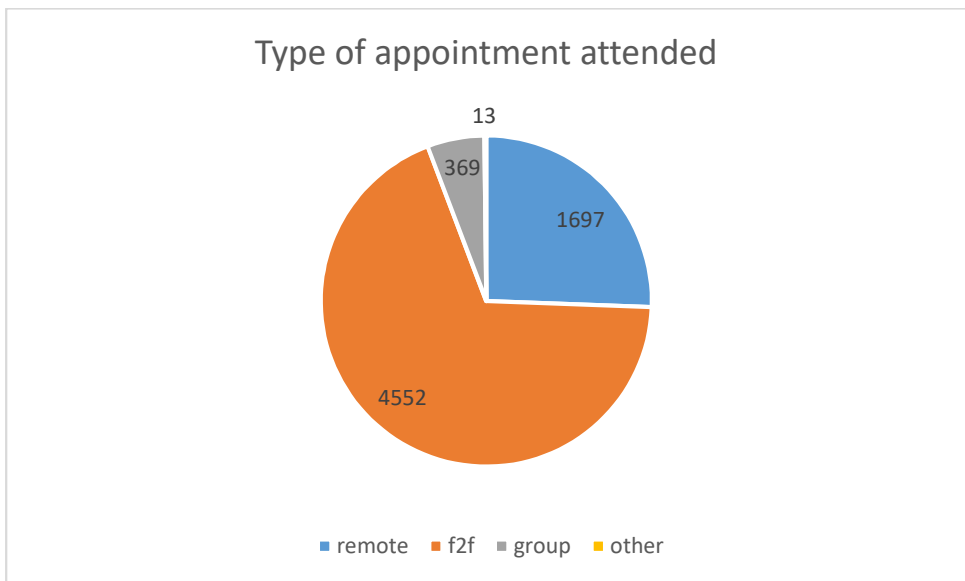
UCS continues to offer a variety of ongoing contracts following assessment. These include follow-up appointments and regular weekly or fortnightly counselling sessions. The median waiting time for a second appointment (1069 client contracts) was the same as last year at 3 weeks.

### Types and number of appointments offered

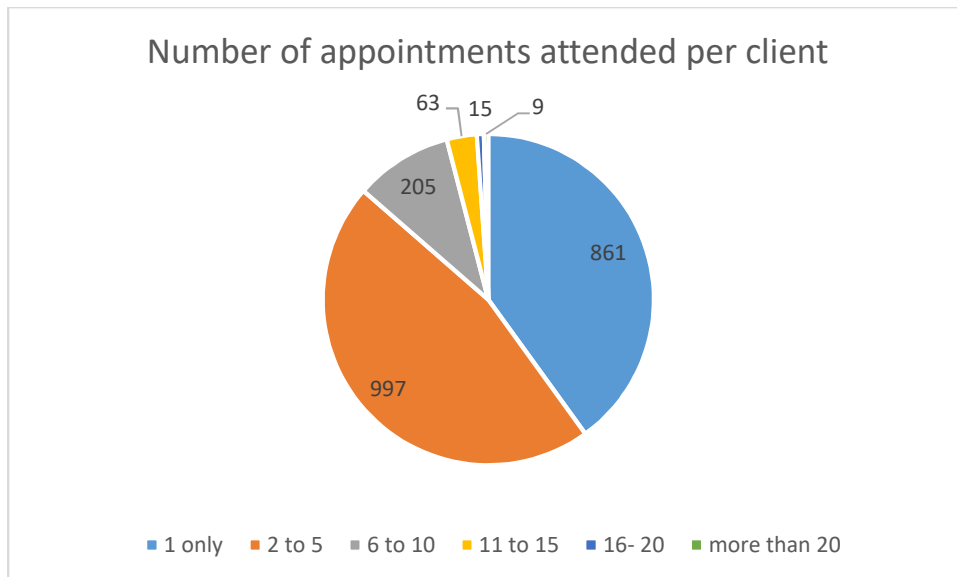
UCS offered a total of 8825 appointments, individual and group, 75% of which were attended. Due to Covid-19, there was a big drop in the number of attended appointments in March-May when UCS changed all face-to-face appointments to remote appointments (telephone or online video).



69% of all attended appointments were face to face (only available until the middle of March 2019) and 26% were carried out remotely. 5% of appointments were group appointments.



40% of clients attended for one appointment only. This group represents those for whom a single session was sufficient to help them resolve or manage their situation, those who were referred to another appropriate source of help, either within UCS (a group or workshop) or external to the University, and those who were offered additional appointments but only attended for one.



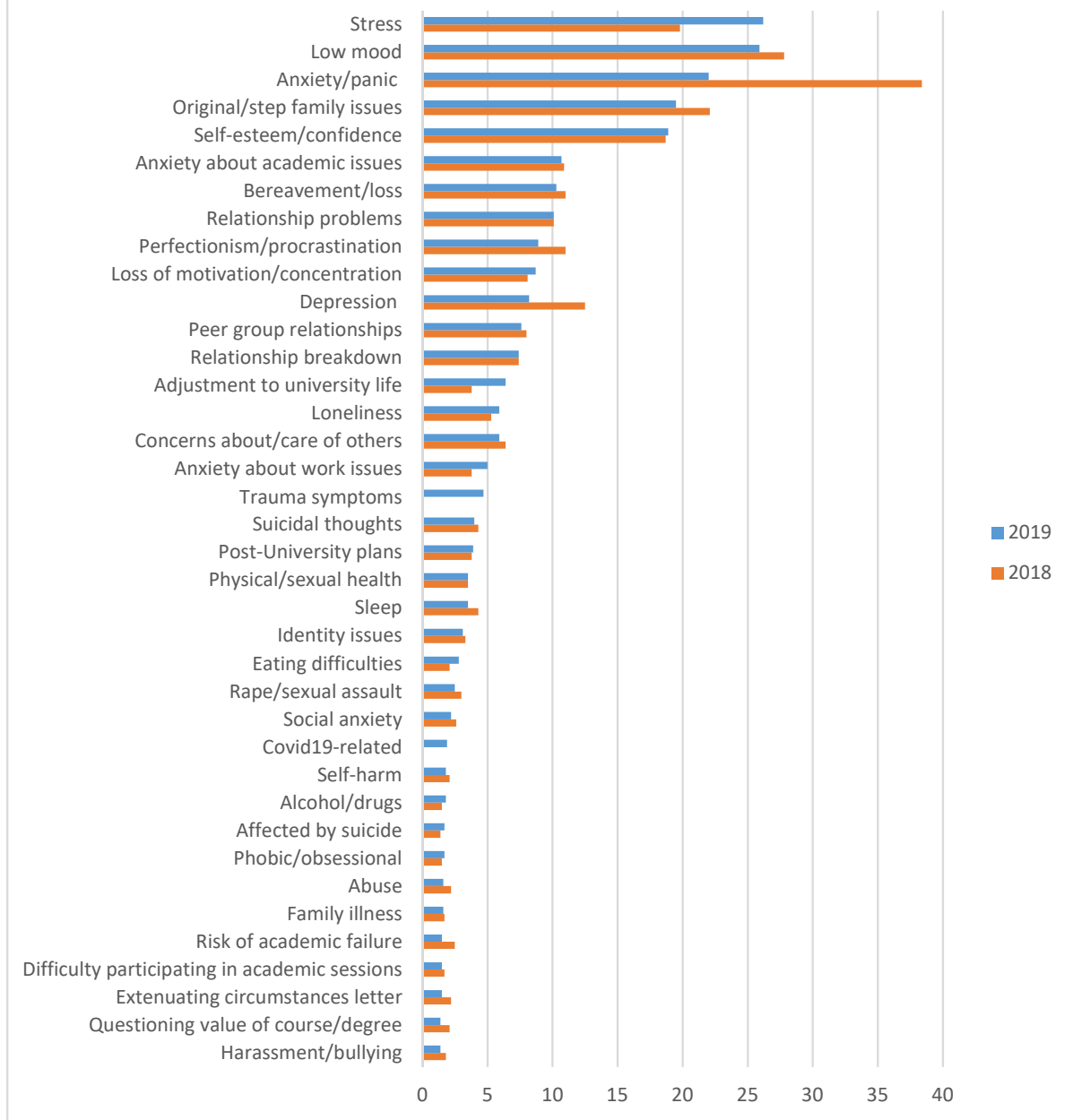
46% of clients came for between two and five sessions. This is a combination of those who came for short term therapeutic work, which provides an opportunity to work through moderate emotional and psychological problems and those, mostly students, who attend for intermittent appointments spaced out during the academic year with the aim of maximising the effect of counselling in support of their academic study.

4% of clients (87 individuals) were seen for more than 11 sessions (individual and group combined). The pressure of demand means that this extended work is only offered to those with more serious concerns. Counselling services in higher education see students and staff who present with long standing emotional and psychological difficulties and who benefit from the stabilising effect of an abiding therapeutic relationship whilst they complete their studies or fulfil their workplace role.

### **Presenting problems of UCS clients**

Stress was the most reported presenting problem this year. Reported anxiety/panic and depression were both reduced this year compared to last year. This may be in part due to counsellors being stricter with the recording of these problems, using these codes only for those clients who meet clinical criteria for these conditions.

### Presenting problems: % of clients reporting



Prepared by Alison Hammond  
 Statistics lead  
 August 2020



## Client Feedback

The information in this report includes responses received from clients who were accessing the service online following the introduction of lockdown measures in March 2020 which meant that face to face contact could not be continued.

- 83% of respondents were satisfied or very satisfied with the counselling they received, down from 85% last year.
- 83% of respondents were satisfied or very satisfied with the administrative aspects of the service, down from 86% last year.
- 74% of staff and 58% of student respondents said that counselling had improved their overall well-being significantly or very significantly compared to 72% and 67% respectively in 2019-2020.
- 48% of staff respondents said the counselling was “an important factor” or “the most significant factor” in helping them stay at work or get back to work, down from 58% last year.
- 56% of student respondents said that counselling was “an important factor” or “the most significant factor” in improving their overall experience of university compared to 52% last year.
- 52% of student respondents said that counselling was “an important factor” or “the most significant factor” in doing better in their academic work or on placement, while 11% reported that counselling helped them develop skills that might be useful in obtaining future employment.
- 46% of staff respondents said that counselling was “an important factor” or “the most significant factor” in developing skills that might be useful in their work. 55% felt that counselling improved their overall experience in the workplace.
- On a scale of 1 to 10 (1 being “not at all likely” and 10 being “extremely likely”) 91% of respondents scored our service 6 and above in recommending us to others while 68% rated us 9 or 10.

### How are we doing?

- All students and members of staff who attend at least one appointment at the University Counselling Service are asked to complete an anonymous questionnaire via Microsoft Forms within a month of their counselling ending. Responses are regularly monitored and responded to when requested.
- In 2019-2020, 2216 requests to provide feedback were sent out and 283 responses were received, giving a response rate of 13%, the same as last year.

- The responses show that 33% of our clients heard about us through our website, and 11% through friends, family, tutor, supervisor or line manager. In 2018/19 the most common referral route was through their GP

### **Feedback Remarks Included the Following Comments**

*I found my counselling very useful in helping me reflect on what and why I was feeling how I was and to think about ways to avoid me thinking the negatively in the particular situations faced.*

*I found my counsellor's understanding of my thoughts, feelings and my own interpretation of them to be very helpful and instrumental in putting them into perspective. It really helped me to re-align myself in relation to the issues I was having at work.*

*I found the service discreet and easy to use. Members of staff were friendly and the counselling I received had a very positive impact on my mental health and wellbeing. I felt I was listened to and given tools to use both personally and professionally*

*The counselling service was so great and really helped me to cope with being on placement*

Remarks also included dissatisfaction with the appointment booking system – especially the requirement that clients phone in to book (this has now been changed); the length of time people had had to wait for an appointment and some clients did not like the intermittent timing of appointments. As with previous years, there are a significant number of remarks about the fact that the service should have more capacity. There were also remarks where clients had not been happy with the style of the counsellor that they saw.

All respondents are given the opportunity to request a further discussion with the Head of Service about their feedback.

**Maya Gagni**  
**Feedback coordinator**

## Counselling provision at other campuses.

UCS continued to provide regular counselling support at Derby Royal Education Centre, Sutton Bonington, and Jubilee Campuses during 2019-20.

Prior to lockdown four counsellors from the team provided counselling support on site, on fixed days of the week, to students studying at and living on or near these campuses.

Each of these counsellors uses their specialist knowledge, links with the schools and faculties and with student support staff to ensure counselling provision is responsive to the study/living context.

Counsellors working at other University of Nottingham UK campuses attend termly support meetings with the Deputy Head of Service to ensure that issues specific to the sites they are working at are communicated and addressed.

Prior to lockdown a programme of workshops was provided at Sutton Bonington, at times identified by students as being the most accessible, on subjects such as healthy sleep routines, perfectionism, and mindfulness.

UCS also provided workshops for PGCE students based at Jubilee in December 2019 on Perfectionism and Creative Stress Management.

Our International Students Support Group took place on Jubilee campus for the first two months of its launch after which time students indicated they would prefer to access the group at University Park.

In the first term, we faced some accommodation challenges – not unusual on a busy university campus with lots of demand for rooms, which we were able to resolve.

UCS has been working with the School of Health Sciences to appoint two counsellors to provide support to students on clinical placements away from Nottingham. One counsellor was appointed – Beth Hill – and she is in the process of developing this area of counselling support (see separate section)

Since lockdown remote working has meant that students from different campuses can access counsellors from across our team and for the time being there is no requirement for us to allocate them to specific counsellors. Once we resume face-to-face working clients will be given the choice as to whether they access counselling through remote contact or face to face at a site that suits them.

**Lucy Halberstam**  
**Deputy Head of Service**

## Clinical Placement Counsellor

### **Initial stages:**

I took up my role as Clinical Placement Counsellor at the beginning of March. The aim is to support students in the health sciences on site while they are on placement. I do this in the following ways:

- One to one counselling support
- Groups
- Workshops
- Providing information about tailored mental health resources
- Attendance at the Special Circumstances meeting within the Medical School

I began by establishing contact with the hospital sites I have responsibility for – Derby, Chesterfield and King's Mill. Rooms were confirmed where the one to one and group facilitation would take place and I made links with staff who make referrals and promote access to counselling on site.

### **Issues affecting the role and service delivery:**

With the outbreak of Covid-19 and the ensuing lockdown, placements were curtailed, and students found themselves working through their curriculum from home. In response to this, I created the following spaces for students to access online:

- CP1 & CP2 support and reflection groups
- One to one counselling online
- CP3 remediation groups

Initially this support was not well accessed. Reflection in the medical school identified that students were not contacting or responding to academic staff and that many were focused on life at home and trying to concentrate on their work.

It is important to acknowledge that the role is new and will take time to embed in the support network, which the students already access through their personal tutors and the Support and Wellbeing team. By creating relationships with these members of staff and attending meetings and events, I am developing pathways which will highlight where and when my role can be accessed. I have met with the nursing and clinical staff to understand how to support their students in the upcoming term. I have also had the opportunity to meet with MedSoc who are keen to stay in touch with me to highlight any mental health issues they identify as we move forward into the new academic year.

### **Now & moving forward:**

*“Medical student wellbeing is already something that we take extremely seriously, but there must be additional care and attention paid to our community as we return for the 2020/21 academic year.” – BMA*

As students return to placement, I am aware of a greater demand for mental health support that has already increased student contact with UCS and requests for counselling support from the end of July. I now have a waiting list of students who want to see me. The

remediation groups for CP3 are well attended and I have had a request for a support group for the midwifery students from the School of Nursing. In discussion with staff, I have reflected on the issues, which may be affecting health sciences students as they return:

- Transitioning back from home to placement – expectations, hopes and fears
- The placement itself – risks, friendships, socialising, support
- Issues affecting achievement and motivation – procrastination, perfectionism, anxiety and low mood

I will be developing resources and webinars to address these issues in the coming term.

**Beth Hill**  
**Clinical Placement Counsellor**

## Reception and Administration team

The Reception and Administration (R&A) team is made up of three staff members, who manage all incoming emails and telephone calls and are the first point of contact for all visitors and clients. Between September 2019 and March 2020, we were seeing a 6% increase in the number of appointments being booked. This was managed primarily by a team of two R&A Officers in addition to their front of house and other administrative duties.

At the start of the year, we decided to trial a telephone queuing system for appointment booking. Calls for appointments would be responded to between 10 am and 3 pm. Outside of these times a recorded message would be played. The queuing system would notify the caller where they were in the queue or to ring back if all the operators were busy or if we no longer had any appointments left. Additionally, the system showed the operators the number of callers waiting, number of calls received by the system and average call duration. It was hoped this would help manage client expectations so they would be able to see where they were in the queue and not get a constant engaged tone. However, due to lockdown we were unable to assess the impact / value of the telephone system and clients' response to it.

From the 20 March, all in-person appointments were stopped, current clients were rearranged to telephone support, and all services were suspended for new clients. This resulted in the R&A team contacting all new clients, and those booked on workshops to cancel appointments/sessions and explain the situation. We also had to contact clients of counsellors not at work that day to advise them that their appointment would be moved to telephone support.

The team was fully working from home from 23 March and telephone support was made available to new clients from 3rd April. Prior to this date the Reception team contacted all those whose appointments had previously been cancelled to offer them first choice of appointments.

As a result of our working from home, clients now email the service for us to contact them to arrange the appointment, after completing the registration form.

Working from home, has accelerated change in how we work and increased our technology skills. It has also encouraged collaborative working as we all navigate new processes and the changed situation together.

We will be continuing with this way of working for the time being. Once the situation has either returned to pre-lockdown or a new normal is established we will review our processes further for the benefit of users, stakeholders, and colleagues.

**Davina Malcolm**  
**Operations Manager**

## Workshops 2019-20

The University Counselling Service offers a comprehensive programme of psychoeducational workshops designed to enhance students' ability to cope with some of the common difficulties experienced in university life. This year we have continued to develop our range of topics to keep pace with the changing needs of our student population and have trialled different modes of delivery to adapt to the new remote-working environment.

### **Numbers**

Over the past year, 322 students and staff have attended our workshops. Of these, 271 took part in the 42 workshops held on campus before lockdown, and 51 attended a total of 4 online workshops. This suggests that had the year progressed as planned, the number of participants would probably have exceeded the previous year's total (365).

### **Overview**

All our workshops are interactive and aim to encourage participants to think about their existing resources and identify any changes they might want to make. This year we introduced a new system to build on workshop content by sending participants a customised follow-up email providing a selection of online resources, apps and reading material. We also decided to minimise the number of rooms used for workshops to increase familiarity with our venues. A large proportion of workshops were held within the student wellbeing hub in the Portland Building enabling us to offer participants a more comfortable environment compared to our more traditional classroom locations.

Lockdown brought various challenges on the workshops front, forcing us to cancel a significant proportion of our schedule. It soon became clear though that this period had given us an opportunity to make sustainable changes, allowing us to experiment with some of the new formats we had been considering for some time by introducing a flexible range of resources to support students during this difficult period.

### **Programme developments**

Following consultation with Support and Wellbeing staff and senior tutors, we decided to reorganise our entire workshop programme into three key thematic areas. This was designed to increase accessibility by shifting the timings of sessions to lunchtime and early evenings and to offer maximum support at some of the most challenging points in the academic cycle. Within this framework, several of our workshops were timetabled to coincide with University and national awareness campaigns to ensure maximum reach. We also continued to strengthen links within the University pastoral community through our new Changes and Challenges workshop series co-facilitated with colleagues from the University Support and Wellbeing teams.

### **Theme 1: Looking after yourself creatively**

This group of workshops has grown organically over the last few years, starting with the popular Being Outdoors sessions, which are timed to coincide with changes in the seasons, followed by successful pilots of Film as Therapy and Writing as Therapy, and the Dance for Health and Wellbeing and Therapeutic Drumming sessions trialled over the last year. Each

of our creative workshops shows participants how they can use everyday resources and engage different senses to support their wellbeing. This year we rolled out an expanded programme incorporating additional media (Art and Music as Therapy) into our existing repertoire. We also trialled staff-only sessions for the Dance as Therapy workshops and these were very well attended. Some of the creative workshops were cancelled due to lockdown, but we plan to carry most of these sessions forward into next year's schedule through a variety of new online formats.

### **Theme 2: Self-care**

This new category offered students a range of strategies for dealing with some of the most common hurdles experienced in everyday student life, bringing together several of our regular topics such as perfectionism and managing depression, alongside a new series of workshops, Changes and Challenges, to support students during periods of transition. This category also included our 6-part Mindfulness programme, which again proved very popular in its regular early evening slot, and our Sleep Better workshop, which was particularly well attended by postgraduate students.

### **Theme 3: Personal Development**

Our two-part Improve Self-Esteem and Managing Depression workshops once again proved popular with students, alongside our new workshop looking at strategies for managing social anxiety. Following requests from staff and students, we had also planned a pilot 'Get Ready for Exams and Revision' programme designed to support students with a range of self-help strategies ahead of the summer assessment period, which unfortunately had to be cancelled due to lockdown.

### **Customised workshops**

The facilitation of one-off bespoke workshop sessions is now an integral aspect of our outreach work, enabling us to provide a range of options for students who struggle to access our regular schedule due to timetabling or placement constraints. This year, for example, we supported faculty wellbeing initiatives through self-care workshops for sports teams and groups of postgraduate medical students, as well as facilitating Dance as Therapy and Managing Perfectionism workshops for PGCE students.

### **New workshop formats during lockdown**

Following the switch to remote working, several members of staff at UCS began to look at alternative ways to provide workshop-quality material online. The result was a blend of different modes of delivery enabling us to gauge levels of demand and engagement and to identify our own strengths and weaknesses in this new environment. One member of staff facilitated a series of webinars on perfectionism with technological support from another colleague, and these sessions were very well received. Meanwhile, some colleagues hosted online Q and A sessions following screening of our new UCS promotional video, whilst other team members produced mindfulness-based podcasts as well as an animated video (Powtoon) providing some general tips on managing anxiety during this period. This work has continued over the summer period with a view to expanding our library of online workshop-style content to support students into the next academic cycle.



**Looking ahead**

Given the lack of clarity about the Covid-19 situation at this stage, we plan to publish a separate programme for each term and adapt our provision in line with demand and any changes in face-to-face contact. We will continue to support University-wide wellbeing and awareness campaigns and many of our online webinars will be timed to coincide with these events. Regular online Breathe Here Now meditation sessions have also been planned alongside a series of podcasts and animated videos on a variety of topics.

The coming year will no doubt bring challenges for UCS workshop provision and lead to a further period of experimentation with different formats and timings. However, our experience of using a blend of different modes of delivery during lockdown has certainly provided plenty of food for thought, creating an opportunity to reshape our programme in a way which is likely to continue beyond the return normal university life.

**Sarah Olds****Workshops coordinator**

## Workshops Feedback

### Highlights

- 87% of respondents were very satisfied or satisfied with the workshop they attended (82% in 2018/19)
- 97% of respondents said they would recommend the workshop to another student (89% in 2018/19)

### Where did respondents hear about the workshop?

UCS website	27% (33% 18/19)
School or department	19% (11% 18/19)
Other (incl. friend/colleague)	15% (13% 18/19)
University communication	12% (31% 18/19)
Counsellor recommendation	12% (15% 18/19)
Support and Wellbeing Officer	11% (new category)
UCS Workshops Leaflet	3% (8% 18/19)
Social media	1% (new category)

Once again, there was a slight fall in the proportion of respondents who first found out about the workshop they attended through the UCS website. This year we focused on increasing awareness of our programme throughout the University community by sending regular updates to personal tutors and support staff as well as continuing to highlight forthcoming events through University social media channels and promotional activities. These figures show the success of this approach as information from personal tutors and friends as well as from University support staff, together with departmental messaging accounts for 57% of all workshop referrals. We will continue to experiment with new methods for promoting our programme online.

### Feedback trends

We received feedback from 95 of the 322 participants who attended our workshops, which equals a response rate of 30% and is only marginally lower than in 2018-19 (31%). This seems particularly positive in view of the widespread disruption experienced by staff and students this year. It is worth noting however that the response rate from online workshop participants was significantly lower than for other workshops at 6%.

The majority of participants appreciated the interactive aspects of the workshops they attended and felt that they came away with new ideas and insights, as well as the opportunity to share their experiences with others. At this stage, it is not possible to ascertain any notable differences between feedback for face-to-face workshops and the comments received following online workshops given the low webinar feedback rate. As usual, we have taken all the comments received into account when planning next year's programme.

Here is a selection of the feedback we received:

**Dance for Health and Wellbeing**

*It was a mixture of fun, energy, and relaxation and felt very therapeutic.*

**Everyday Mindfulness**

*Really helped me to accept myself and become aware of the things I hide*

**Improve Self-Esteem**

*I was very interested in the fact that through a simple game we managed to get a lot of information about ourselves and understand in a deeper way what has affected us until now.....the counsellor gave us a lot of information on how to improve the way that we see ourselves.*

**Managing Depression:**

*I heard a lot of useful information during the workshop - what to do/not to do to improve my mood and well-being as well as all the techniques which help me to understand my thoughts, feelings, and behaviours, and to know myself better. We all got some tasks to complete at home, and I found them particularly interesting too.*

**Nature as Therapy:**

*Just the right amount of participants. The facilitator was very calm and approachable.*

**Perfectionism and Procrastination**

*I thought the fact that it went into detail about why we are likely to experience certain perfectionist traits and how that can lead to increased anxiety and therefore procrastination was really interesting and helped to provide an insight into how to manage those behaviours.*

**Writing as Therapy**

*I liked that there were a variety of writing prompts and that we could take the worksheets away with us to use for journaling in our own time. The short relaxation session at the end of the workshop was also very useful.*

**Sarah Olds**

**Workshops coordinator**

## Therapeutic groups

Group provision at UCS was significantly affected by the Covid-19 pandemic. Prior to lockdown, we were delivering a full programme of therapeutic and support groups but when we started to work remotely, we had to re-think how they could be delivered. One major issue with trying to run groups in an online format was the limitation of the available technology, especially MS Teams. Until recently, only a small number of people could be seen together on screen at any one time. While running therapeutic groups it is particularly important to be able to see everyone in the session to facilitate their support and inclusion. Below is a summary of what has happened to each of our groups and new initiatives that have been developed.

### **International Students Support Group**

Following the pilot of this group as reported last year, it has established itself as a valuable resource. It now runs as an ongoing, monthly group attended by international students wanting to connect with others for support and personal development. When lockdown commenced the service was keen to prioritise its continuation online, as international students were particularly affected by the isolation that many experienced during this period.

### **Open Group**

The Open Group lost one of its key facilitators to voluntary redundancy in the summer. As most of the members of the group were leaving university at the end of the academic year the facilitators brought this group to an organised end. Currently it is paused and will resume later this academic year.

### **Managing Depression group**

This group was also losing its facilitator. It had grown out of the workshops on depression, and because numbers had reduced, it was decided to bring it to an end. It leaves space for other groups like this to evolve.

### **Managing Relationships group**

This group ran as normal in the autumn term and the new intake was meeting in spring when the country went into lockdown. It had met for 6 of the scheduled 8 weeks and the group decided to have an ending at this point, rather than try and continue through the uncertainty being faced at that time. In hindsight, this was a sensible decision. This academic year, the Managing Relationships groups will continue online, with a slightly different name and emphasis, but a similar structure to before.

### **Men's Group**

The men's group scheduled for the summer term 2020 was cancelled. It was decided to use the staff resources to focus on more immediate need around bereavement and re-introduce the men's group again in its usual place in the summer term 2021.

### **Bereavement groups**

As a response to Covid-19, and the bereavements that the university community was experiencing, we decided to bolster our one-to-one support with a series of bereavement group sessions offered jointly to both students and staff during April, May and June.

Because of feedback from these groups and the wider university community, it was decided to offer ongoing, weekly group support for bereavement over August and September. When this ends, it will be reviewed and a decision made about any continuation into the 2020/21 academic year.

**Future plans and challenges.**

The UCS team has been innovative and adaptable in continuing to provide a substantial therapeutic group provision under extraordinary circumstances. 2 members of staff left UCS through Voluntary Redundancy: our head of service and a member of staff who played a significant role in providing group facilitation. Our challenge for next academic year will be to balance reduced staff resources between the various demands on staff time, and still provide a comprehensive group programme. In addition to this, we will need to use online delivery, which has its advantages, but misses the benefits of being physically together and experiencing directly, the presence, support and challenge of others.

**Dan Pitt**

**Groups and Workshops Planning Co-Coordinator**

## Outreach and Departmental Requests

The outreach role was created in September 2019 as a way of integrating the work of UCS into the culture and working practices of UoN, connecting the work of the Counselling Service with other departments across the University.

This role involves taking part in the workshops planning group to co-ordinate departmental requests for workshops with other UCS work. It also involves consultation on the development of projects in the University which link with the work of UCS and the University Wellbeing Strategy.

UCS input requested from departments during the academic year 2019-20

Department	Workshop/event	Outcome	Staff involved
Biosciences	Self-care workshop	1.5hr workshop 30/10/20 to dietetic students	Susie Ward
Education	Dance as Therapy and perfectionism workshops	2 x 1 hr workshops 01/09 /19	Sarah Hinds and Adrian Langham
Dignity Advisors	Active listening skills workshop.	2hr workshop 02/10/19	Val Watson and Lucy Halberstam
Biosciences Veterinary Medicine and Science	UCS stall at wellbeing fair	UCS stall at wellbeing fair	Sarah Olds and Jane Titterton
UoN Sports	Mindfulness session for rugby players and coaches	Workshop 10/09/19	Susie Ward
UoN Sports	Mindfulness workshops for Empower project	2 x 1hr workshops 24/11 and 28/11/19	Susie Ward and Jane Titterton
Health Sciences	GEN Induction session on self-care	30 min presentation 10/01/20	Sarah Hinds
Health Sciences	BME Leaders in Health Care Conference talk on imposter syndrome	05/03/20 presentation.	Val Watson and Lucy Halberstam
UoN Sports	Men's Health Active Talk Shops	2 x workshops	Rob Sharp and Dan Pitt
Campus Life	Deputy Registrar newsletter	2 x newsletter reports	Sarah Hinds and Susie Ward
Veterinary Medicine and Science	Perfectionism workshops	2 x 1 hr workshops	Adrian Langham
Computer Science	Postgrad Town Hall event for students struggling during lockdown	MS Teams workshop 23/07/20	Maya Gagni
Student Support	Support for appeals and hearings' staff	MS Teams workshop 22/07/20	Maya Gagni

The remaining Men's Health Active workshops: sleep better, mindfulness, and the proposed Empower Talk Shops for UoN Sports and pilot EDISS resilience and sleep workshops at Derby Campus were cancelled due to the pandemic.

Other outreach work has included collaborating with Careers Development to create a wellbeing module for the Advantage Award; working with the School of Geography to help them use their map collection in support of staff and student wellbeing; liaising with the Chaplaincy about working together on University bereavement support; and developing links with the Welfare Stakeholders Network, Student Minds and the Healthy U Campaign.

**Sarah Hinds**

**Outreach coordinator**

## International Students Support Group

The International Students Support Group continued to run this academic year. It was facilitated by Jane Titterton (UCS Counsellor) with administrative support from Jane Hoddinott.

Posters and postcard sized leaflets were used in marketing. Referrals came initially from UCS counsellors. In January 2020 the decision was taken to open up referral sources to include Mental Health Advisors, chaplains and Support and Wellbeing officers. All referred students were asked to attend a pre-group meeting.

Monthly sessions took place throughout this academic year, taking place on Mondays between 2 and 3.30pm at The Orchards, University Park.

### **Impact of Covid-19**

When the University was closed at the end of March, the decision was taken to contact current members individually to offer one-to-one telephone support if they needed it. Two members took up this offer in April. After gauging interest from members we agreed to meet via MS Teams for our May session. Clear etiquette protocols were emailed to those who accepted invitations to this session. Four international students attended the video call session. It was decided that we would continue throughout lockdown via MS Teams until it was safe to meet in-person again. Referrals during lockdown have continued and pre-group interviews have taken place over the phone and on MS Teams.

### **Referrals and attendance**

There were 31 referrals to the group this academic year. Two of these came from outside UCS. All were offered pre-group meetings. Offers of a place were made to 17 students and 14 accepted. Currently 6-9 members attend regularly. Referrals remain open.

Themes explored and discussed have included: family relationships; maintaining friendships (both here and at home); social language differences; social and cultural differences and divides in the UK; self-esteem and confidence; the impact of Brexit on relating to home students; Covid-19 and its impact; procrastination and low motivation since lockdown; the Black Lives Matter movement and racism, including micro aggressions and overt incidents.

Feedback has been sought (by email) from group members. The group will continue in the next academic year with monthly meetings on a Monday afternoon via MS Teams for the time being. A socially-distanced session or meet up in an outdoor space is being considered.

Co-facilitation of the group was explored for this year. It was agreed that co-facilitation would proceed when numbers increased to above 8. This may happen during the next academic year.

Thank you to the UCS team and external colleagues with direct contact with our international students. Your support is appreciated and ensures the group can continue to grow, develop and support our international students.

**Jane Titterton**  
**Group Facilitator**



## Reflective Practice groups for Support and Wellbeing Officers and Managers

Reflective practice groups provide an opportunity for staff to think about and discuss their roles, with reference to difficult or perplexing situations arising in their work, the impact of these challenges and the opportunity to share and learn from each other's good practice.

From February 2020 to June 2020, UCS provided monthly optional Reflective Practice sessions to all in the Support and Wellbeing team. They provide initial responses to students in difficulty from within the school or faculty in which the student is based, and where appropriate, signpost students to specialist services or other support within the university. The staff in this team are often the first to hear accounts of student distress and have the difficult task of responding beneficially whilst considering with the student and other staff who might be supporting them, the options open to them for resolving or getting the right kind of support for their difficulty.

Officers and Managers from the Support and Wellbeing Team were able to use work time to attend these sessions, which were well attended and received positive feedback from the SWEL team. The sessions have since continued through lockdown and a new programme has commenced for the coming academic year.

**Kathryn Morris Roberts and Lucy Halberstam**  
**Co-facilitators**

## Staff Supporting Students Forum (SSSF)

The Forum met only once this year, in September 2019. We were in the process of trying to plan a meeting for March/April, when the Covid-19 lockdown was announced.

It was becoming more difficult to find time for Forum meetings as the number of other meetings organised to support those who are helping students in difficulty seemed to be increasing. In particular, the Support and Wellbeing (SWEL) team, many of whom have played a major role in the Forum, now have a number of regular meetings and reflective practice groups.

We are very much aware that staff other than SWELs offer support to students too, including personal tutors, those who support students on their year abroad and many others in schools, halls of residence and elsewhere in the University. One of the important aspects of the SSSF was in bringing people together across normal job boundaries. So it was with regret that we decided not to offer any further meetings. We recognise that this may be a loss for those who are not so well connected with other sources of support.

A great deal has changed since this group started meeting. When the University Counselling Service first brought together staff who were supporting students in difficulty, there were fewer counsellors, no mental health advisers and no support and wellbeing staff. Support to students was provided by personal tutors and administrators in schools, staff in halls and in laboratories and probably by some in every staff group across the University. UCS was originally asked to contribute to courses for new personal tutors and we decided to offer short courses on Listening and Responding to Students to any staff members to whom students came for support. The SSSF (originally Counselling Associates) was set up as a way of offering further opportunity to reflect on the issues raised by students in difficulty. The appointment of Welfare Officers in Schools was a major and welcome change. Life got more difficult for a while after Project Transform changed the role of many of these staff. The group continued to meet termly, with a name change to the Student Support Forum, and for a year or two the difficulties associated with Project Transform became a major focus of our discussions. We had a further name change to clarify our purpose and meetings settled on discussing developments in the University, the impact on students and staff, dilemmas about students and how to respond. Those of us who have been involved in organising and running the SSSF have always been impressed by the thoughtfulness and commitment to students of those who have attended.

**Lucy Halberstam and Myra Woolfson**  
**Co-facilitators**

## Introduction to the University Counselling Service outcome measure trial.

Research has demonstrated that clients who complete regular outcome measures have significantly better clinical outcomes (Lambert, 2007).

Following detailed exploration about the use of outcome measures the University Counselling Service decided to trial the Open FIT (Feedback Informed Therapy) measure. The team looked at different models of outcome measure and chose this one as it seemed most in keeping with the culture of the service.

Staff and students presenting to the service from October 2019 were invited to take part in our FIT trial, which was due to complete, followed by a review, in June 2020. Unfortunately due to Covid-19 and the additional adjustments and significant changes to work practices for the team, the trial was suspended until further notice.

### **Summary of the Open FIT trial**

Feedback Informed Therapy (FIT) enables counsellors to have an opportunity to enhance the effectiveness of counselling sessions by using formal rating scales as described below, which allow for increased client engagement in providing their perceptions on making progress and in reviewing sessions. The counsellor is then more likely to identify when clients are 'off track' in terms of making progress and take steps with the client to get back 'on track'.

Based on information gained from rating scales, Open FIT supports conversations to take place between counsellor and client to formally review the helpfulness of sessions; check in with the client about progress towards their counselling goals; keep track of progress and focus on the adjustment of ongoing counselling in line with feedback to ensure clients receive maximum benefits from the service. On a wider level, feedback also helps to support the Counselling Service to monitor and improve the quality of counselling delivered to staff and students.

### **Lessons learned**

- If trial is re-commenced it will be more useful for everyone in the team to start at the same time streamlining the trial and making it a simpler process overall
- Whilst some benefits were identified more time is needed to identify how good the fit is between this outcome measure and the feedback requirements of the Counselling Service

**Susie Ward**

**Outcome Measures Group**

## Continuing Professional Development

The Counselling Service successfully achieved BACP accredited status in 2019. This was a great achievement for the team. This quality stamp marks the service as meeting strict criteria across many areas including reflective practice, equality, diversity, and inclusion and working safely, competently and ethically and can offer the service user reassurance of a high standard of service.

All UCS counsellors participate in ongoing CPD in compliance with BACP and UKCP accreditation requirements.

Individual staff members have successfully completed training in EMDR and Clinical Supervision along with several team members who have done specific training on neuroscience and the emotions.

In addition to individual CPD we hold several in house training events as a team. We aim to cover any emerging themes we see in our clinical work. All our CPD training is also connected to the University commitment to equality, diversity, and inclusion. We are continually striving to embed this area into our service through conversation and reflective practice, along with formal training opportunities. Staff attended training on working with neuro non-typical clients in 2019 and this year we have focused on matters of race and inequality and the Black Lives Matter movement.

Since the global pandemic, face-to-face training has not been possible but staff have attended a variety of online CPD events including working with trauma and transition, and working online.

**Adrian Langham**  
**CPD lead**

## Appendix 1 – Our staff

### Current staff – Counsellors

Adrian Langham	BACP Accredited Counsellor
Alison Hammond	BACP, UKCP, UKAPI, BACP-UC
Beth Hill	BACP Accredited Counsellor, Cert. Group Facilitation
Daniel Pitt	UKCP Registered Psychotherapist
Fiona Mercer	UKCP, BACP
Ira Karakatsani,	BACP Accredited Counsellor Cert Focusing and Psychotherapy, Cert Play Therapy.
Jane Titterton	HCPC Counselling Psychologist, BPS, AHPRA,
Kathryn Morris-Roberts	UKCP Registered Psychotherapist, Certificate in Supervision
Liz Cowley	BACP Senior Accredited Counsellor
Lucy Halberstam	BACP Senior Accredited Counsellor, BACP-UC. PG Dip Clinical Supervision, Deputy Head of Service
Maya Gagni	BACP Accredited Counsellor/Psychotherapist, EMDR Accredited Practitioner, HCPC Drama therapist
Myra Woolfson	UKCP Registered Psychotherapist
Sarah Hinds	BACP Accredited Counsellor
Sarah Olds	BACP-UC, UKCP
Susie Ward	BACP Accredited Counsellor and BABCP Accredited Psychotherapist, HCPC, Certificate in Clinical Supervision,

### Current Staff – Reception

Davina Malcolm  
Jane Hoddinott  
Nicolette Poyzer

### Trainee / Placement Counsellors

Jane Wyer  
Mary Bostock

### Leavers

- Jackie Philippides, Sessional Counsellor
- Rob Sharp, Counsellor
- Val Watson, BACP Senior Accredited Counsellor, UKCP, HEA Fellow, RPiO, Head of Service

We wish them all the best with their futures.

### External activities

Lucy Halberstam	<ul style="list-style-type: none"><li>• Supervisor for Metanoia trainee</li></ul>
Maya Gagni	<ul style="list-style-type: none"><li>• Equine-facilitated psychotherapist</li><li>• EMDR practitioner</li></ul>
Myra Woolfson	<ul style="list-style-type: none"><li>• Chair of University Jewish Chaplaincy Board in the East Midlands</li></ul>
Sarah Hinds	<ul style="list-style-type: none"><li>• Expressive Dance facilitator</li><li>• Red School Menstruality Mentor</li></ul>

	<ul style="list-style-type: none"> <li>• UCU departmental rep</li> </ul>
Sarah Olds	<ul style="list-style-type: none"> <li>• Nottingham Counsellors Group training coordinator, committee member and treasurer</li> </ul>

### Internal roles and activities

Adrian Langham	<ul style="list-style-type: none"> <li>• CPD lead</li> </ul>
Alison Hammond	<ul style="list-style-type: none"> <li>• Little Green Button coordinator</li> <li>• Statistics lead</li> <li>• Titanium implementation team</li> <li>• Team meeting chair</li> <li>• Outcomes measures group</li> </ul>
Beth Hill	<ul style="list-style-type: none"> <li>• Counsellor for medical students on placement</li> <li>• Workshop facilitator for Health Sciences and medical students on placement</li> </ul>
Daniel Pitt	<ul style="list-style-type: none"> <li>• Titanium implementation team</li> <li>• Groups &amp; workshops planning meeting chair</li> <li>• Groups &amp; workshops programme co-coordinator</li> <li>• Equality Diversity and Inclusion committee</li> <li>• Groups and workshops facilitator</li> <li>• Facilitator: Men's Group</li> </ul>
Davina Malcolm	<ul style="list-style-type: none"> <li>• Health and Safety Officer</li> <li>• DSE Assessor</li> <li>• First aider</li> <li>• Titanium implementation team</li> </ul>
Fiona Mercer	<ul style="list-style-type: none"> <li>• EDI committee</li> </ul>
Ira Karakatsani	<ul style="list-style-type: none"> <li>• Groups and workshop facilitator</li> <li>• Online counselling lead</li> <li>• Books on Prescription liaison</li> </ul>
Jane Hoddinott	<ul style="list-style-type: none"> <li>• Titanium implementation team</li> </ul>
Jane Titterton	<ul style="list-style-type: none"> <li>• Sutton Bonington campus counsellor</li> <li>• Derby campus counsellor</li> <li>• International Students Support Group facilitator</li> <li>• Groups &amp; workshops marketing and social media coordinator</li> <li>• Research (student and academic) network responder</li> <li>• Co-facilitator of Support and Wellbeing Officer / MHA supervision sessions</li> <li>• Books on Prescription liaison</li> </ul>

Kathryn Morris-Roberts	<ul style="list-style-type: none"> <li>• Lead for Breathe Here Now drop in sessions and Being Outdoors</li> <li>• Equality Diversity and Inclusion committee</li> <li>• Stalls: International and UG fresher's fairs</li> <li>• Support and Wellbeing Reflective Practice co-facilitator</li> </ul>
Lucy Halberstam	<ul style="list-style-type: none"> <li>• Head of Service responsibilities from August 2020</li> <li>• Deputy Head of Service</li> <li>• Clinical lead</li> <li>• BACP Accreditation team</li> <li>• Supervisor for trainees/placement and associate counsellors</li> <li>• Trainee placement co-ordinator</li> <li>• Outreach stalls for UCS at Sherwood Institute of Psychotherapy Training (SPTI) and Metanoia Institute.</li> <li>• Outreach stalls at University Park and Sutton Bonington</li> <li>• Outreach workshop / seminar co-facilitator</li> <li>• Co-facilitator of Support and Wellbeing Officer / MHA supervision sessions</li> <li>• Support and Reflection for S&amp;W/B Team</li> <li>• Senior Tutor Network</li> </ul>
Maya Gagni	<ul style="list-style-type: none"> <li>• Feedback coordinator</li> <li>• Podcast IT technical support</li> <li>• Group and workshop facilitator</li> </ul>
Myra Woolfson	<ul style="list-style-type: none"> <li>• Staff Supporting Students Forum co-facilitator</li> <li>• UCS publications editor</li> </ul>
Nicolette Poyzer	<ul style="list-style-type: none"> <li>• Social media and publicity administrator</li> <li>• First aider</li> </ul>
Sarah Hinds	<ul style="list-style-type: none"> <li>• Counsellor at Derby Medical School</li> <li>• Outcome measures group</li> <li>• Workshop facilitator</li> <li>• Outreach and departmental workshop co-ordinator</li> <li>• Hall tutor training</li> <li>• EDISS contact</li> </ul>
Sarah Olds	<ul style="list-style-type: none"> <li>• Workshops coordinator</li> <li>• Online resources co-coordinator</li> <li>• Liaison with SB welfare officers</li> <li>• Outreach: SB welcome week and wellbeing week</li> <li>• Sutton Bonington campus counsellor</li> </ul>
Susie Ward	<ul style="list-style-type: none"> <li>• Outcome measures group</li> <li>• Social media</li> <li>• Self- help resources</li> <li>• Social committee</li> </ul>

## Appendix 2 – Abbreviations & Acronyms

ACT	Acceptance and Commitment Therapy
AHOS	Acting Head of Service
APPT(s)	Appointment(s)
AHPRA	Australian Health Practitioner Regulation Agency
BACP	British Association for Counselling and Psychotherapy
BAPCA	British Association for the Person-Centred Approach
BME	Black and Minority Ethnic
BPS	British Psychological Society
C&YP	Children and Young People (BACP Division)
CPD	Continuing Professional Development
CP1/2/3	Clinical Placement years 1, 2 and 3
DHOS	Deputy Head of Service
EDI	Equality Diversity Inclusion
EDISS	Eating Disorders in Students Services
EMDR	Eye Movement Desensitisation and Reprocessing
FIT	Feedback Informed Treatment
FTE	Full Time equivalent (36.25 hours)
GDPR	General Data Protection Regulations
GEN	Graduate Entry Nursing
GP	General Practitioner
HCPC	Health and Care Professions Council
HEA	Higher Education Academy
HEI	Higher Education Institute
HUCS	Heads of University Counselling Services
IAPT	Improving Access to Psychological Therapies
IGA	Institute of Group Analysis
IPPR	Institute for Public Policy Research
MHAS	Mental Health Advisory Service
NCG	Nottingham Counsellors Group
PEAR	Florence Boot PEAR Womens Program
PGCE	Postgraduate Certificate in Education
PTUK	Play Therapy UK
RPIO	Reflective Practice in Organisations
SB	Sutton Bonington campus



SEDC	Staff Equality and Diversity Committee
SU	Students' Union
SWEL	Support & Wellbeing Officers / Managers
UCS	University Counselling Service
UEB	University Executive Board
UKAPI	United Kingdom Association for Psychotherapy Integration
UKCP	United Kingdom Council for Psychotherapy
UKRC	United Kingdom Register of Counsellors
UNMC	University of Nottingham Malaysia Campus
UNNC	University of Nottingham Ningbo Campus (China)
VR	Voluntary Redundancy