

## Trainee Teaching Guidelines

- You are working in pairs or a three, this is a collaborative exercise.
- You have 15 minutes (in total) of teaching time.
- You can use any methods, media or materials you wish (except computers, tablets etc. No digital media). The 15 minutes can be interactive or not.
- We have extracted a series of themes for each chapter of '*How to be a BAD therapist*'. Base your teaching on the themes in the chapter you have been allocated.
- You do not have to teach *all* the themes, you may want to focus on one or two themes in particular.
- Compare and include the perspectives of some of the following humanistic theories in relation to the theme/s you are teaching.
  - Person Centred - Carl Rogers
  - Gestalt - Fritz Perls
  - I - Thou - Martin Buber
  - Hierarchy of Needs - Abraham Maslow
- Create a handout which you can give to all the trainees and tutors at the end of your teaching piece and which we will upload to the portal. Please print 17 copies to bring with you. (If printing is a problem for you, please contact Audrey at least 2 days before the training day).
- Your teaching piece will be followed by a 20-minute group discussion of all the themes in the chapter.
- Please remember that your teaching piece is not a test. You will not be evaluated on how well you teach or on the content of your teaching. You will not be evaluated at all.
- The aim is to provide you with an opportunity to research and explore some questions and to share your findings and your thoughts with the group. You are not responsible for making sure we have all the facts or for providing any definitive answers.
- As W.B Yeats said '*Education is not the filling of a pot but the lighting of a fire.*' Your teaching piece will be the stimulus for conversation and further thinking and exploration.

# **‘How to be a BAD therapist’ Chapter Themes**

## **Good and Bad Therapists (and people)**

- Your motives as a therapist - why are you doing/saying what you are doing/saying?
- Accepting and making use of your imperfections, messing up and doing things ‘wrong’
- Staying with the relationship as it unfolds, giving your full attention and taking responsibility for your part in the relationship
- Attending to ‘the way in which’. Paying attention to form rather than just the content.

## **Ethics and Technique**

- Being truthful, sincere and genuine with yourself and your client
- Being aware of any temptation to cheat
- How clean are your words and actions?
- Where are you in the gravitational field of the therapeutic relationship?

## **Intimacy, Disclosure, Mutuality & Enactment**

- How available and open are you to this relationship?
- How honest and spontaneous are you being?
- How is your own wounding present in the session?
- What disclosure might be helpful to the relationship and what questions are you willing to answer?

## **Privilege and Power**

- How aware of and open are you to your client’s social and political context?
- What set of beliefs about how people should be are you operating from?
- How do you hold privilege in this relationship?
- Are there ways in which you are using your rank or privilege in this relationship?
- How do you see the client as having privilege in the relationship?

## **Therapy as Wild**

- How are you paying attention to all channels of communication; facial expression, posture, intonation, the atmosphere in the room, anything that might be happening outside the room, and your own experience in all zones of awareness?
- How are you trying to control the session?
- How might you trust the change that is already happening in the session?

## **Play and Relaxation**

- How are you allowing yourself to play in this session and with your client?
- What are you learning about your client?
- How might you embrace the juiciness and messiness of this relationship?
- How might you allow yourself to relax, knowing that nothing is under control?