



bacp

British Association for
Counselling & Psychotherapy

Telephone and E-Counselling Training the Trainers

BACP Professional Standards

Acknowledgements

The *Telephone and E-Counselling Training Curriculum* was written by Anne Stokes. She was ably supported by the expertise and contributions of staff and members of the British Association for Counselling and Psychotherapy and external advisers. In particular:

Expert Reference Group: Dr Kate Anthony, Dr Alison Brettle, Professor Tim Bond, Sally Evans, Dr Richard Graham, Andy Hill, Michelle Larkin, Stephanie Palin, Professor Tony Roth, Madi Ruby.

BACP Professional Standards: Helen Coles (Head of Professional Standards); Dr Julie Waumsley (Professional Standards Development Manager); and Dr Sue Dale (Good Practice Guidance Manager).

Editorial discussants with the authors: Victoria Heydon-Hatchett (Education & Development Officer).

Designer: Paul Revell.

A big thankyou to everyone who offered comments on behalf of practitioners and/or clients. This training curriculum has been greatly improved by all the feedback received.

The *Telephone and E-Counselling Training Curriculum* has been approved for implementation to members from 1 February 2016.

Telephone and E-Counselling Training Curriculum

This *Telephone and E-Counselling Training Curriculum* is published by the British Association for Counselling and Psychotherapy, BACP House, 15 St John's Business Park, Lutterworth, Leicestershire, LE17 4HB.

t: 01455 883300
f: 01455 550243
e: bacp@bacp.co.uk
w: www.bacp.co.uk

BACP is the largest professional organisation for counselling and psychotherapy in the UK, is a company limited by guarantee 2175320 in England and Wales, and a registered charity 298361.

Copyright © 2016 British Association for Counselling and Psychotherapy.
All rights reserved.

Permission is granted to reproduce for personal and educational use only. Commercial copying, hiring and lending are prohibited.

Contents

Rationale	1
Introduction to the Curriculum and Training	1
Compulsory Training Topics	1
Course Learning Outcomes	1
Course Delivery	1
Course Assessment	2
Example One – Telephone and E-Delivery	2
Advantages	2
Disadvantages	2
Weeks 1–7	3
Example Two – Face-to-Face Delivery with Appropriate Technology	6
Advantages	6
Disadvantages	6
Weeks 1–7	7
Example Three – Blended Face-to-Face and Telephone and/or E-Delivery	10
Advantages	10
Disadvantages	10
Weeks 1–7	11
Reading List and Resources	14
Journals specialising in online/e-learning	16

Rationale

The concept of telephone and e-counselling is a growing one and to meet market demand there is a need for more trained practitioners in these areas who are also able to train others to work competently using telephone and e-counselling techniques. The training programme offered in this document has been developed to prepare trainers who would like to deliver the BACP Telephone and E-Counselling Training Curriculum. This curriculum is based on the BACP Competences for Telephone and E-Counselling. The competences and curriculum are available at: <https://www.bacp.co.uk/research/competences/>

Introduction to the Curriculum and Training

This *Training the Trainers* curriculum should be delivered by qualified telephone and e-practitioners who also have experience of training. If trainers do not already work in this way, i.e. delivering e-training, telephone and e-counselling, it is advisable they do a telephone and e-counselling course before undertaking this course. Realistically, and for a limited period of time, there may be a need to deliver courses to trainers who have had no previous experience of delivering e-training but have an interest in doing so, and have some experience of working as telephone and/or e-counsellors.

Compulsory Training Topics

- The BACP Telephone and E-Counselling Curriculum
- E-teaching and learning – theory and practice
- E-group dynamics
- E-learning delivery methods
- Types of assignments suitable for e-learning
- Assessment methods including criteria and evidence
- Meeting institutional requirements
- Devising a curriculum
- Presentation of teaching and learning sessions to peers

Course Learning Outcomes

- Understand the theory and practice of e-learning
- Be able to evaluate a range of delivery methods suitable for e-learning
- Understand how e-training might be delivered in their own institution
- Understand a range of e-assessment methods
- Be able to deliver the BACP Telephone and E-Counselling Curriculum
- Reflect on personal development as an e-practitioner and e-trainer

Course Delivery

The course may be delivered in a number of ways, preferably with time between sessions to allow for work to take place (e.g. preparation of teaching and learning sessions; writing and sharing assignments; assessing colleagues' assignments). It is unlikely that it will be able to be effectively delivered in less than 30 hours. Possible ways of delivering the course include:

1. All telephone and e-delivered
2. All face-to-face but using appropriate technology in breakout rooms as appropriate
3. Blended face-to-face and e-delivery

Examples of each delivery mode follow. Two trainers for each course is optimal but will depend on size of group, method of delivery and institutional regulations. Another option might be for a lead tutor with other specialist trainers. Possible teaching and learning activities which could be used at a distance might include:

- Large and small group discussions, plus plenaries
- Role-plays
- Intellectual property rights (IPR) of teaching sessions
- Formal lecture style input
- Creative work using online whiteboards, shared and/or co-created images collages, poems, creative writing, drawings etc.

Trainers are encouraged to use as wide a range of activities as possible to deliver the course, and to encourage participants to do the same. Most face-to-face training activities can be adapted to telephone and e-counselling, or stimulate thinking in ways in which to achieve the same outcome in a different way.

Course Assessment

- A portfolio to include the following:
 - A reflective piece of work of no less than 2500 words showing an understanding of the theory and practice of e-learning and ways these impact on development of self and others
 - A range of e-assessment methods applicable to each module within the BACP Telephone and E-Counselling Curriculum
- A peer presentation of critical evaluation of a range of delivery methods suitable for e-learning, the ways in which these relate to all aspects of the BACP curriculum and how these may be delivered within their own institution

Example One Telephone and E-Delivery

The suggested trainer-participant ratio is 1:8. Minimum number of hours 30; maximum 60. 'Days' delivered at fortnightly or monthly intervals. It requires an organisational website with a 'chat room' capable of holding all course members, a notice board for weekly registration tasks, an area for participants to post notices to other course members, and an area with links to course work and documents. For 'individual activities', read activities which do not involve the whole course group. The live group meetings can be in a block on one day of the week, with breaks in between sessions, or delivered at different times during the week. They can be online in text or video or by conference call, or a mixture during the course. They will last 1 to 1½ hours depending on number of participants involved.

Advantages

- It parallels the method of delivering therapy
- It enables participants and trainers to take part from their own homes or workplaces
- It enables participants to follow some of the required elements of the course at a time of their own choosing
- Although the trainer-participant ratio is high, the actual contact time may be lower than other examples



Disadvantages

- It relies heavily on trainers being pro-active when engaging with participants in order to pick up difficulties otherwise seen in face-to-face contact
- It requires a high trainer-participant ratio
- Trainers need a reliable IT department and/or back-up source to provide the website and technical support
- Participant drop-out may be higher without face-to-face contact

Suggested Course Outline

Week One

Trainers

- Welcome message on organisation's message board
- E-mail background papers and links to the BACP Telephone and E-Counselling Competences and Curriculum

Participants

- Post biography on organisation's message board
- Formulate comments and questions on sent literature for live group session
- Form learning support pairs to meet weekly throughout the course to discuss learning and achieving goals
- Formulate learning goals

Participants and Trainers

Participants to have live individual tutorial with personal tutor

Live E-Teaching and Learning Meetings

- Trainer-facilitated. Introductions. Group formation activities
- Hopes, fears and questions about the course
- Trainer-facilitated. Discussion on Telephone and E-Counselling competences
- Trainer-facilitated. Exploration of Telephone and E-Counselling curriculum

Week Two

Trainers

- Post weekly tasks on notice board (checking in with registration task, signing up on presentation chart, meeting learning partner, writing reflective journal, reading papers, beginning presentation preparation)
- Send papers for teaching and learning sessions
- Post chart for participant presentations*
- Send papers for teaching and learning sessions
- Send forms for trainer assessment and feedback for participant led sessions beginning next week

Participants

- Read website notices
- Complete the registration task
- Meet with learning partner
- Add to reflective journal
- Begin work on presentation
- Read background papers for the week
- Arrange tutorials for between weeks 3 and 6

Live Distance Teaching and Learning Meetings

- Theory and practice of e-learning – trainer-led
- E-learning delivery methods – trainer-facilitated

*See course assessment

Week Three

Ongoing tutorials as arranged in Week Two.

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation (between now and Week Six depending on timing of presentation)
- If involved, feedback and assessment meeting with participant presenters

Live Distance Teaching and Learning Meetings

- Trainer-led – checking understanding of self, peer and trainer assessment and assessment methods suitable for e-learning.
- Participant-led session on Module One of Telephone and E-Counselling Curriculum
- Participant-led session on Module Two of Telephone and E-Counselling Curriculum

Week Four

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation (between now and Week Six depending on timing of presentation)
- If involved, feedback and assessment meeting with participant presenters

Live Distance Teaching and Learning Meetings

- Participant-led session on Module Three of Telephone and E-Counselling Curriculum
- Participant-led session on Module Four of Telephone and E-Counselling Curriculum
- Trainer-facilitated session on e-group dynamics

Week Five

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation (between now and Week Six depending on timing of presentation)
- If involved, feedback and assessment meeting with participant presenters

Live Distance Teaching and Learning Meetings

- Participant-led session on Module Five of Telephone and E-Counselling Curriculum
- Participant-led session on Module Six of Telephone and E-Counselling Curriculum
- Trainer-facilitated session on e-group dynamics

Week Six

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant-led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation
- If involved, feedback and assessment meeting with participant presenters

Live Distance Teaching and Learning Meetings

- Participant-led session on Module Seven of Telephone and E-Counselling Curriculum
- Participant-led session on Module Eight of Telephone and E-Counselling Curriculum
- Trainer-facilitated session on e-group dynamics

Week Seven

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters
- Arrangements for post course self, peer and trainer portfolio assessments

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation
- If involved, feedback and assessment meeting with participant presenters
- Arrangements for post-course self, peer and trainer portfolio assessments

Live Distance Teaching and Learning Meetings

- Devising a curriculum and meeting individual institutional requirements
- Ending the course – trainer- and/or participant-led activities

After the course (date decided by trainers)

- Send copy of portfolio to trainer and peer assessors
- Peer, self and trainer written assessment of portfolio
- 'Meet' to agree portfolio assessment
- Trainers to record assessment and collate feedback

Example Two Face-to-face with appropriate technology

The suggested trainer-participant ratio is 1:10. Delivery might be one day per week with at least two weeks between sessions. Minimum number of hours 30; maximum 60. It requires internet service, sufficient breakout rooms for presentations to simulate e-delivery, and the use of technology (telephone, online live or text) for some tutorials.

Advantages

- Lighter on staffing than complete telephone and e-delivery
- Less technological back-up required than complete telephone and e-delivery
- Easier for trainers to be aware of individual and /or group issues

Disadvantages

- Doesn't replicate/parallel distance therapy, which is the focus of the course
- Participants have to physically attend the training institution
- Heavy on room requirements

Week One

Introductions and check in

- Hopes and fears
- Group forming activities
- Trainer-led sessions:
- The Telephone and E-Counselling Competences
- The Telephone and E-Counselling Curriculum
- Exercise to check internet access and mobile phones for participants in the teaching areas
- Choosing learning partners and paired work to form learning goals
- Small groups to meet with personal tutor
- Check out

Tasks between Week One and Week Two

- Reflective journal
- Familiarisation with Telephone and E-Counselling Competences and Curriculum
- Familiarisation with portfolio requirements
- Consider which unit(s) to present

Handouts

- Information about accessing Telephone and E-Counselling Competences and Curriculum
- Portfolio requirements
- Information about participant-led sessions
- Information about learning partners and learning goals



Week Two

- Check in
- Thoughts and questions from Week One
- Trainer-led sessions on telephone and e-counselling theory which might be held on either Skype, VSee, GoToMeeting or other platforms with trainer presenting online and participants in the main teaching room
- Agree which units to be led by which participants in the following weeks
- Trainer-led session using an internet platform on the practice of e-learning with participants using own laptops, tablets or phones. If there are insufficient breakout rooms for each person, participants may need head phones and microphones to give a sense of being 'alone' while working
- Face-to-face trainer facilitated exploration around the experience of the e-sessions
- Telephone time with learning partners
- Check out

Tasks between Week Two and Week Three

- Telephone or online tutorial
- Work on presentation
- Reflective journal
- Read all handouts
- Research internet sources about e-learning and share with other participants

Handouts

- E-learning
- Stimulus paper for internet search on the above
- Feedback forms on self, peer, and trainer assessed sessions
- Information on IPR and its use in e-learning

Week Three

- Check in by conference call using breakout rooms
- Trainer-led remote session on types of assignments for telephone and e-counselling courses
- Two participant-led sessions and their choice of mode of delivery on Telephone and E-Counselling Curriculum Modules One and Two
- Self, peer and trainer feedback sessions for presenters or time with learning partners reflecting on learning and progress towards learning goals.
- Check out

Tasks between Weeks Three and Four

- Written feedback for those involved in self, peer and/or trainer feedback sessions
- Ideas for delivering e-curricula modules One and Two other than those presented during Week Three
- Reflective journal
- Compile ideas for possible assignments for telephone and e-counselling courses
- Continue work on presentations if applicable

Handouts

- Designing assignments for use on telephone and e-counselling courses
- Handouts from participant presentations/sessions

Week Four

- Check in using breakout rooms for text-based live session
- Two participant led sessions on Telephone and E-Counselling Curriculum Modules Three and Four
- Self, peer and/or trainer feedback sessions for presenters or time with learning partners reflecting on learning and progress towards learning goals
- Check out

Tasks between Weeks Four and Five

- Written feedback if involved in self, peer and/or trainer feedback sessions
- Ideas for delivering Telephone and E-Counselling Curriculum Modules Three and Four other than as presented during Week Four
- Reflective journal
- Continue work on presentations if applicable
- Begin to compile ideas and the pros and cons for delivering the telephone and e-counselling course in own training establishment

Handouts

- Handouts from participant presentations and/or sessions
- Stimulus paper on designing telephone and e-courses

Week Five

- Check in using breakout rooms for voice-based live session
- Three participant-led sessions on Telephone and E-Counselling Modules Five and Six
- Self/peer/trainer feedback sessions for presenters or time with learning partners reflecting on learning and progress towards learning goals
- Check out

Tasks between Weeks Five and Six

- Written feedback if involved in self/peer/trainer feedback sessions
- Ideas for delivering Telephone and E-Counselling Modules Five and Six other than as presented during Week Five
- Reflective journal
- Work on presentations if applicable
- Take part in an e-tutorial
- Prepare and share ideas for a range of training activities for e-learning

Handouts

- Handouts from participant presentations and/or sessions
- Paper on e-group dynamics in preparation for Week Six



Week Six

- Check in using breakout rooms for live session
- Two student led sessions on Telephone and E-Counselling Modules Seven and Eight
- Trainer-led session on e-group dynamics; delivered remotely and using breakout rooms for participants
- Self/peer/trainer feedback sessions for presenters or time with learning partners reflecting on learning and progress towards learning goals
- Check out

Tasks between Weeks Six and Seven

- Written feedback if involved in self/peer/trainer feedback sessions
- Ideas for delivering Telephone and E-Counselling Modules Seven and Eight other than as presented during Day Six
- Reflective journal
- Begin to put together ideas for the delivering the Telephone and E-Counselling Curriculum in own training organisation
- Create two images, one of personal journey through the course and one of the group's journey

Handouts

- Handouts from participant presentations and/or sessions
- Stimulus paper on ending telephone and e-courses
- Arrangements for assessment of portfolios

Week Seven

- Check in – participant choice of mode
- Trainer-led sessions on devising a telephone and e-counselling curriculum and revisiting the BACP Telephone and E-Counselling Curriculum
- Ending telephone and e-courses – activities where participants are face-to-face and also working remotely through use of breakout rooms
- Check arrangements for assessment of portfolios
- Check out

Task after Week Seven

- Telephone and/or e-support learning partners with portfolios
- Compile portfolio
- Take part in self/peer/trainer assessment of own and partner's portfolios either face-to-face or remotely

Handout

- Reminder of portfolio requirements and dates for exchanging portfolios

Example Three Blended face-to-face and telephone and e-delivery

Face-to-face suggested trainer-participant ratio is 1:10. Suggested trainer-participant ratio for e-delivery is 1:8. The course may be delivered on one day a week for the face-to-face sessions in the training institution and throughout the week for the e-sessions, with at least two weeks between sessions. The minimum number of hours for delivery is 30 and the maximum 60. It requires an organisational website with a 'chat room' capable of holding all course members, a notice board for weekly registration tasks, an area for participants to post notices to other course members, and an area with links to coursework and documents. There is also a requirement for mobile phone and internet access in the main training room and breakout rooms.

Advantages

- It is a good compromise between examples one and two, which might be helpful in providing the transition from training in a known and understood environment, to telephone and e-training
- It offers some experience of telephone and e-working
- It may reduce the trainer-participant ratio
- It may capitalise on the advantages of both examples one and two

Disadvantages

- It may seem confusing or disjointed to some participants
- It still requires good IT back-up in the training institution
- It may well have the disadvantages of examples one and two

Day One

In the training institution

Introductions and check in

- Hopes and fears
- Group forming activities
- Trainer-led sessions:
 - The Telephone and E-Counselling Competences
 - The Telephone and E-Counselling Curriculum
 - Exercise to check internet access and mobile phones for participants in the teaching areas
- Choosing learning partners and paired work to form learning goals
- Small groups to meet with personal tutor
- Check out

Tasks between Weeks One and Two

- Reflective journal
- Familiarisation with Telephone and E-Counselling Competences and Curriculum
- Familiarisation with portfolio requirements
- Consider which module(s) to present

Handouts

- Information about accessing Telephone and E-Counselling Competences and Curriculum
- Portfolio requirements
- Information about participant led sessions
- Information about learning partners and learning goals

Week Two

Blended telephone, e-delivery and face-to-face

- Check in
- Thoughts and questions from Week One
- Trainer-led sessions on telephone and e-counselling theory which might be held on either Skype, VSee, GoToMeeting or other platforms with trainer presenting online and participants in the main teaching room
- Agree which units to be led by which participants in the following weeks
- Trainer-led session using an internet platform on the practice of e-learning with participants using own laptops, tablets or smartphones. If there are insufficient breakout rooms for each person, participants may need headphones and microphones to give a sense of being 'alone' while working
- Face-to-face trainer-facilitated exploration around the experience of the e-sessions
- Telephone time with learning partners
- Check out

Tasks between Weeks Two and Three

- Telephone or online tutorial
- E-time with learning partners
- Explore training organisation's website
- Post biographies on training organisation's message board
- Work on presentation and reflective journal
- Read handouts
- Research internet sources about e-learning

Handouts

- E-learning
- Stimulus paper for internet search on the above
- Feedback forms on self, peer, and trainer assessed sessions
- Information on IPR and its use in e-learning

Week Three Telephone and E-delivery

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation (between now and Week Six depending on timing of presentation)
- If involved, feedback and assessment meeting with participant presenters

Live Distance Teaching and Learning Meetings

- Trainer-led – checking understanding of self, peer and trainer assessment and assessment methods suitable for e-learning.
- Participant-led session on Module One of Telephone and E-Counselling Curriculum
- Participant-led session on Module Two of Telephone and E-Counselling Curriculum



Week Four E-delivery and Face-to-Face

In Training Institution

- Check in
- Exploration of experiences of telephone and e-working so far
- Meet with learning partners

Telephone and e-sessions

- Participant-led sessions on Telephone and E-Counselling Curriculum Modules Three and Four
- Self, peer, and trainer feedback sessions for presenters or time with learning partners reflecting on learning

Tasks between Weeks Four and Five

- Written feedback if involved in self/peer/trainer feedback sessions
- Ideas for delivering Telephone and E-Counselling Curriculum Modules Three and Four other than as presented during Day Four
- Reflective journal
- Continue work on presentations if applicable
- Compile ideas and pros and cons for delivering the telephone and e-counselling course in own training establishment

Handouts

- Handouts from participant presentations/sessions
- Stimulus paper on designing telephone and e-counselling courses

Week Five Telephone and E-delivery

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation (between now and Week Six depending on timing of presentation)
- If involved, feedback and assessment meeting with participant presenters

Live Telephone, E-Teaching and Learning Meetings

- Participant-led session on Telephone and E-Counselling Curriculum Module Five
- Participant-led session on Telephone and E-Counselling Curriculum Module Six
- Trainer-facilitated session on e-group dynamics

Week Six Telephone and E-delivery

Trainers

- Post weekly tasks
- Send papers for trainer-led session
- Send arrangements for small groups for self, peer and tutor meetings following participant led sessions
- Send teaching and learning feedback form
- Feedback and assessment meeting with participant presenters

Participants

- Read posts on teaching and learning
- E-check in
- Meet with learning partner
- Continue reflective journal
- Presentation and portfolio work
- Send feedback sheets to presenters
- Send material for own presentation
- If involved, feedback and assessment meeting with participant presenters

Live Distance Teaching and Learning Meetings

- Participant-led session on Telephone and E-Counselling Curriculum Module Seven
- Participant-led session on Telephone and E-Counselling Curriculum Module Eight
- Trainer-facilitated session on group dynamics at a distance

Week Seven In Training Institution

- Check in – participant choice of mode
- Trainer-led sessions on Devising a telephone and e-curriculum and revisiting the BACP Telephone and E-Counselling Curriculum
- Ending telephone and e-counselling courses – activities where participants are face-to-face and also working remotely in breakout rooms
- Check arrangements for assessment of portfolios
- Check out

Task after Week Seven

- Support learning partners with portfolios – remotely
- Compile portfolio
- Self/peer/trainer assessment of own and partner's portfolios, either face-to-face or remotely

Handout

- Reminder of portfolio requirements and dates for exchanging portfolios

Reading List and Resources

Adlington, J. (2010). Rapport in cyberspace. *Therapy Today*, 21(6), [online]. Available at: <http://www.therapytoday.net/article/show/2029/rapport-in-cyberspace/> [Accessed 20 July 2015].

Adlington, J. (2009). *Online Therapy: reading between the lines*. London: MX Publishing.

Anthony, K. and Goss, S. (2009). *Guidelines for Online Counselling and Psychotherapy: Including Guidelines for Online Supervision*. 3rd ed. Lutterworth: BACP.

Anthony, K. and Nagel, D.M. (2010). *Therapy Online: A practical guide*. London: Sage.

Anthony, K., Nagel, D.M. and Goss, S. (2010). *The Use of Technology in Mental Health: Applications, Ethics and Practice*. Springfield, IL: Charles C. Thomas.

BACP Good Practice in Action 040: Commonly asked questions about social media and the counselling professions (2015) Lutterworth: BACP.

BACP Good Practice in Action 047: Ethical Framework Supplementary Guidance: Working Online (2015) Lutterworth: BACP.

Balick, A. (2014). *The Psychodynamics of Social Networking: Connected-up Instantaneous Culture and the Self*. London: Karnac.

Blackmore, C., Tantam, D. and Stokes, A. (2014). Thinking about training fit for the digital era. In: P. Weitz, (Ed). *Psychotherapy 2.0: Where Psychotherapy and Technology Meet (Volume One)*. London: Karnac, pp. 41–71.

Blackmore, C., Tantam, D. and van Deurzen, E. (2008). Evaluation of e-learning outcomes: experience from an online psychotherapy education programme. *Open Learning: The Journal of Open and Distance Learning*, 23(3), 185–201.

Bond, T. (2015). *Standards and Ethics in Counselling in Action*. 4th ed. London: Sage.

Bor, R. and Watts, M. (In press). *The Trainee Handbook: A Guide for counselling and Psychotherapy Trainees*. 4th ed. London: Routledge. In Press.

Buckingham, D. (2013). Making Sense of the 'Digital Generation': Growing Up with Digital Media. *Self and Society: An International Journal for Humanistic Psychology*, 40(3), 7–15.

Chen, C-Y. and Pedersen, S. (2012). Learners' internal management of cognitive processing in online learning. *Innovations in Education and Teaching International*, 49(4), 363–373. doi: 10.1080/14703297.2012.728873

- Corrie, S. (2010). What is evidence? In: R. Woolfe, S. Strawbridge, B. Douglas and W. Dryden, (Eds). *Handbook of Counselling Psychology*. London: Sage, pp. 44–61.
- Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave Macmillan
- Crene, P. and Lea, M.R. (2008). *Writing at University: A Guide for Students*. 3rd ed. Maidenhead: Open University Press.
- Derrig-Palumbo, K. and Zeine, F. (2005). *Online Therapy: A Therapist's Guide to Expanding Your Practice*. London: W.W. Norton & Company.
- Dunn, K. (2012). A qualitative investigation into the online counselling relationship: To meet or not to meet, that is the question. *Counselling and Psychotherapy Research*, 12(4), 316–326.
- Dunn, K. (2011). How does meeting online impact the therapeutic relationship? *Therapy Today*, 22(8), 48–50.
- Evans, J. (2009). *Online Counselling and Guidance Skills: A Practical Resource for Trainees and Practitioners*. London: Sage.
- Feltham, C. and Horton, I. (Eds.). (2012). *The Sage Handbook of Counselling and Psychotherapy*. 3rd ed. London: Sage.
- Fenichel, M., et al. (2002). *Myths and Realities of Online Clinical Work: Observations on the phenomena of online behaviour, experience and therapeutic relationships*. [online]. Available at: <http://www.fenichel.com/myths/> [Accessed 21 July 2015].
- Fletcher-Tomenius, L. and Vossler, A. (2009). Trust in Online Therapeutic Relationships: The Therapist's Experience. *Counselling Psychology Review*, 24(2), 24–34.
- Goss, S. and Anthony, K. (Eds.). (2003). *Technology in Counselling and Psychotherapy: A Practitioners' Guide*. Basingstoke: Palgrave Macmillan.
- Goss, S., Anthony, K. and Nagel, D.M. (2012). Wider Uses of Technologies in Therapy. In: C. Feltham and I. Horton, (Eds). *The Sage Handbook of Counselling and Psychotherapy*. 3rd ed. London: Sage, pp. 594–601.
- Hanley, T. and Reynolds, D.J. (2009). Counselling Psychology and the internet: A review of the quantitative research into online outcomes and alliances within text-based therapy. *Counselling Psychology Review*, 24(2), 4–13.
- Jackson, C. (2013). E-therapy, equality and access. *Therapy Today*, 24(1), [online]. Available at: <http://www.therapytoday.net/article/show/3541/e-therapy-equality-and-access/> [Accessed 21 July 2015].
- Joinson, A.N. (2003). *Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives*. Basingstoke: Palgrave Macmillan.
- Jones, G. and Stokes, A. (2009). *Online Counselling: A handbook for practitioners*. Basingstoke: Palgrave Macmillan.
- Kraus, R., Stricker, G. and Speyer, C. (Eds.). (2010). *Online Counselling: A Handbook for Mental Health Professionals*. London: Academic Press.
- Malone, J.F. Miller, R.M. and Walz, G.R. (Eds.). (2007). *Distance Counseling: Expanding the Counselor's Reach and Impact*. Ann Arbor, MI: Counseling Outfitters, LLC.
- Mulhauser, G.R. (2005). 9 Observations About the Practice and Process of Online Therapy. [online]. Available at: <http://counsellingresource.com/lib/wp-content/managed-media/online-practice.pdf> [Accessed 21 July 2015].
- Murphy, L.J. and Mitchell, D.L. (1998). When writing helps to heal: E-mail as therapy. *British Journal of Guidance and Counselling*, 26(1), 21–32.
- Palfrey, J. and Gasser, U. (2008). *Born Digital: Understanding the First Generation of Digital Natives*. New York: Basic Books.
- Quashie, R. (2013). Skype and HIPAA: The Vexing Question. *TILT Magazine Issue 14*, 3(3), 43–47. Available at: http://onlinetherapyinstitute.com/wp-content/uploads/2013/10/SkypeHIPAA_FEATURE_Vol3_Issue314.pdf [Accessed 21 July 2015].
- Rosen, L. (2012). *iDisorder: Understanding Our Obsession with Technology and Overcoming Its Hold on Us*. New York, NY: Palgrave Macmillan.
- Salmoni, A.J. and Gonzalez, M.L. (2008). Online collaborative learning: Quantifying how people learn together online. *Medical Teacher*, 30(7), 710–716.
- Schon, D. (1987). *Educating the Reflective Practitioner*. San Francisco, CA: Jossey-Bass.
- Suler, J. (2004). The Online Disinhibition Effect. In: *The Psychology of Cyberspace*. [online]. Available at: <http://users.rider.edu/~suler/psycyber/disinhibit.html> [Accessed 20 July 2015].
- Weitz, P. (Ed). (2014). *Psychotherapy 2.0: Where Psychotherapy and Technology Meet (Volume One)*. London: Karnac.
- Zembylas, M. (2008). Adult learners' emotions in online learning. *Distance Education*, 29(1), 71–87.

Journals specialising in online/e-learning

Open Learning: The Journal of Open, Distance and e-Learning

Journal of Asynchronous Learning Networks

The Journal of Interactive Online Learning

European Journal of Open and Distance and e-Learning

The International Review of Research in Open and Distance Learning

Journal of Educators Online

Therapeutic Innovations in Light of Technology – quarterly journal published by the Online Therapy Institute:
<http://onlinetherapyinstitute.com>



bacp

bacp

British Association for
Counselling & Psychotherapy

BACP House
15 St John's Business Park
Lutterworth LE17 4HB
t: 01455 883300
f: 01455 550243
e: bacp@bacp.co.uk
w: www.bacp.co.uk

Company limited by guarantee 2175320
Registered in England & Wales
Registered Charity 298361

© BACP 2016

