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Author accepted manuscript:

Forward for new edition of "Reporting in Counselling and Psychotherapy, A Trainee's Guide to Preparing Case Studies and Reports".

"Reporting in Counselling and Psychotherapy, A Trainee's Guide to Preparing Case Studies and Reports" was and continues to be an essential, demystifying resource for counselling psychology, counselling and psychotherapy trainees facing the daunting task of writing their first case study or process report.

At our university-based doctoral training programme in counselling psychology, we continue to recommend this book to students as an introductory text for writing ethical and effective reports on their clinical work. Demonstrating effective integration of theory and practice while attending to confidentiality and reflexivity can often be a source of anxiety for new as well as more experienced trainees. The book offers ways of structuring case formulations, summaries of sessions and crucially, provides examples of meaningful reflections on the work.

In the two decades since the book was first published, there have of course been significant developments in our field, and it will be important for new readers to be cognisant of these. Were a revised text on reporting in counselling and psychotherapy for trainees to be written today, I would want to see several additions that would enhance its relevance for contemporary students. These would include (but not necessarily be limited to) the following: A section on digital record-keeping practices and legal frameworks such as GDPR; working with culturally diverse clients; writing culturally sensitive case formulations. These considerations are considered essential components of an effective case study or process report today. The importance of considering power in the therapeutic relationship and working with difference in the client-therapist dyad is much more strongly emphasised in contemporary trainings than when these case studies were written.

There have also been significant theoretical advances in the last 20 years, such as the growth of third-wave CBT approaches, pluralistic and integrative models, and trauma-informed approaches that take account of developments in neuropsychology. Very significantly, there is now a far greater (and still growing) awareness of the intersections between what might have been previously formulated as psychopathology but would now be conceptualised with emphasis on the phenomenology of neuro-divergent clients.

We also ask trainees to consider the advantages and limitations of online counselling, psychotherapy, and supervision, and we have the influence of social media to consider. Twenty years ago, remote counselling was limited to unstable internet or phone sessions but since the Covid 19 pandemic, as professions we have developed considerable knowledge about working effectively remotely using a range of platforms, and there is a growing evidence base.

Despite these absences, this book retains its role as a key resource for trainees learning how to report and reflect on their therapeutic work. A task that is undoubtedly one of the most important learning opportunities that trainees engage with on their journeys to becoming qualified practitioners.

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