

MASTERS/POST-GRADUATE DIPLOMA IN PSYCHOANALYTIC OBSERVATIONAL STUDIES

The Masters/Post-Graduate Diploma programme in Psychoanalytic Observational Studies in Leeds is provided by the Northern School of Child and Adolescent Psychotherapy (NSCAP) and accredited by the University of Leeds.

ABOUT THE COURSE

The course is designed to help people deepen their understanding and awareness of human development and interaction and to help participants to think about their work from a psychodynamic perspective. The course is relevant to teachers, psychologists, child and adolescent psychiatrists, social workers, occupational therapists, nurses and allied professional disciplines including those working in adult mental health services. The course offers participants the opportunity to develop observational skills within a psychoanalytic framework and to apply this in their professional work.

Completion of the course is a pre-requisite for those wishing to apply for the clinical training in child and adolescent psychotherapy. Alternatively, students may wish to undertake individual modules of the course as an introduction to the subject area or as an aspect of their continuing professional development.

COURSE STRUCTURE

This is a part-time course with teaching taking place one day a week in mainly small-group seminars. The course day is currently on a Friday. The programme is designed to give students flexibility to complete the modules over a period of time appropriate to their personal and professional development and to fit in with their work and other commitments. Which modules the student should undertake in their first year can be discussed at interview and then decisions about the pace of progress agreed subsequently with personal tutors. Due to high demand for the course it may not be possible to offer every student their preferred choice of seminars in their first year. Most students register for either the Postgraduate Diploma (minimum 2 years, maximum 5 years duration) or the Masters (3 to 5 years duration). It is also possible to undertake individual modules without registering for either qualification. In all circumstances Infant Observation and Work Discussion must be taken together.

The programme content can be broadly divided into two areas:

- The close observation of infants and young children in their home or care setting together with the opportunity to reflect on and discuss this observational experience in a small-group setting facilitated by experienced child and adolescent psychotherapists. These groups provide opportunities also to reflect on the student's work setting.
- A series of seminars and tutorials enabling the student to become familiar with a large body of theoretical knowledge concerning child development, psychoanalytic theory and child development research including basic research methodology.

OUTLINE OF MODULES

Module	Frequency and duration	Credits
Infant Observation	Weekly for 2 Years	37.5
Work Discussion	Weekly for 2 Years	22.5
Young Child Observation	Weekly for 1 Year	22.5
Psychoanalytic Theory	Fortnightly for 2 Years	22.5
Personality Development Series	7 seminars	<i>Included in Theory</i>
Introduction to Child Development Research	Fortnightly for 1 Year	15
Postgraduate Diploma	Min 2 years, Max 5 years	120
Dissertation	Seminars and supervision	60
Masters	Min 3 years, Max 5 years	180

Infant Observation

Students are required to observe weekly, for an hour, over a period of two years, babies growing up in their families, from birth onwards. Every observation is to be recorded afterwards in detail. Discussion in the seminars centres around the students' written reports of their observational experience.

Seminars run on a weekly basis for 1^{1/4} hours duration. The number of students is kept in proportion to the number of seminars to enable them to present twice a term; in practice this means that observation seminars have a maximum of five participants.

Work Discussion

This seminar runs concurrently with Infant Observation. The experience of work is studied through close observation of the behaviour and the emotional responses of both worker and clients/patients. The observational stance is therefore carried over into the study of professional interaction.

Students bring detailed accounts of their work, from their varied professional contexts. Attention will be paid to the worker's settings, including the expectations and the pressures of the institution in which they work, the experience of teamwork, and the worker's own role within the team, with particular situations.

Young Child Observation

Students are required to observe weekly a young child (under five years old), preferably in his/her family setting and possibly combining observations in another setting, for example day care. Discussion in the seminar centres around the students' written reports.

The aim of the seminar is to sharpen observation; to enrich knowledge of child development through direct experience. To become familiar with the language - verbal and non-verbal, of children's communications with each other and with adults.

Introduction to Child Development Research

This is a fortnightly reading seminar that aims to give students an acquaintance with research in early child development. The seminars take the form of didactic teaching and group discussion; students are given papers or texts to read in preparation for each seminar.

Reading Seminar in Psychoanalytic Theory.

These fortnightly seminars aim to give students a living acquaintance with a range of primary texts in psychoanalysis, to relate this to their work experience, and to their observational studies. The seminars are conducted as a group discussion of the text. This module essentially tracks in a detailed way the historical development of psychoanalytic thinking.

Personality Development

This course takes the form of seven workshop style meetings. Each seminar is led by an experienced Child Psychotherapist and the format includes a lecture presentation and a group discussion at which participants may be invited to bring clinical material.

The students will be invited to think about the interplay of internal and external factors which underlie the development of personality through the life-cycle: i.e. infancy, young child, latency, adolescence and adulthood.

Dissertation

Students going on to complete the Masters will be required, during the third year, to complete a dissertation of 15,000 words maximum. The topic for this dissertation may arise from any of the major components of the course, though most students will choose to develop either an observation study or a work based topic.

PROGRAMME STAFF

The programme teaching staff are qualified Child and Adolescent Psychotherapists with honorary lecturer status at the University of Leeds.

Course Organiser	Seminar Leaders
<ul style="list-style-type: none">Rajni Sharma	<ul style="list-style-type: none">Sandra Fentiman
Chair of the Programme Committee	<ul style="list-style-type: none">Susie Payne
<ul style="list-style-type: none">Alan Butler	<ul style="list-style-type: none">Deborah Marks
Academic Services Officer	<ul style="list-style-type: none">Nina Harris
<ul style="list-style-type: none">Amy Crawshaw	<ul style="list-style-type: none">Stuart Hannah
Course Administrator	
<ul style="list-style-type: none">Amy Crawshaw	

COURSE FEES

All students pay an annual registration fee of £300 and then a further £300 per year for each module taken, including the dissertation module. Therefore a student undertaking four modules at once would pay £1,500 for the year. A student taking two modules at once would pay £900 for the year. In addition there is a separate fee of £220 for the series of Personality Development seminars which some students will have undertaken before registering for the programme.

Example of course fees

Year	Registration Fee	Annual Module Fee	Total Fee
1	£300	2x£300	£900
2	£300	3x£300	£1,200
3	£300	3X£300	£1,200
Personality Development Seminars			£220
Total for PG Dip over 3 years			£3,520

NSCAP operates a small bursary scheme that is designed to support a limited number of students for whom payment of the full fees may cause hardship. The bursary award is normally a reduction of fees by 25% or 50% or occasionally 75%. Application forms for the bursary will be made available to all candidates on request. The closing date for bursary applications is 2nd July 2010.

HOW TO APPLY

The next intake of students will be in September 2010. The closing date for applications is **30th April 2010**.

An application form is available from the Course Administrator. Students are considered on the basis of application forms, references, relevant work experience, aspirations and personal interviews. Students are required to be working in a professional capacity with children, adolescents or families. They are generally expected to have had at least one year's experience of such work before commencing the course. This need not be in a clinical setting.

Further Information can be obtained from:

The Course Administrator
Northern School of Child and Adolescent Psychotherapy
Bevan House
34-36 Springwell Road
Leeds LS12 1AW

Tel: 0113 305 8750
Email: nscap@leedspft.nhs.uk
Web: www.nscap.org.uk