



POSTGRADUATE CERTIFICATE/DIPLOMA/MA IN **Psychodynamic Approaches to Working With Adolescents (M33N)**

This course is offered in partnership with the Tavistock and Portman NHS Foundation Trust and the University of East London

About the course

Adolescents pose a challenge to all who work with them. Front line professionals working with adolescents will find this course a useful learning experience in managing complex cases.

This multidisciplinary course provides a detailed psychodynamic introduction to the understanding of the psychosocial development, problems and disturbances of adolescence.

The interaction between biological, psychological and social factors is highlighted as contributing to mental health and disorders. The course explores ways of working with young people and offering an effective service for them.

Membership

This multidisciplinary course is specifically designed for those professionals whose main interest or workload consists of work with adolescents and young people. These may include workers from across the health care, social care and education settings, including social workers, nurses, probation officers, teachers, psychiatrists, psychologists, counsellors etc.

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Aims

The course will help you to:

- Develop skills in understanding the communications of adolescents and their family members.
- Develop skills in observing, assessing and reviewing your work with young people and their families.
- Develop skills in understanding your emotional reactions to young people and the impact of working with young people on you, and to begin to use this understanding to make formulations.
- Reflect on your work with adolescents, in terms of your role and function within your organisation and agency, and thus within the context of social policy and legal requirements.
- Develop an understanding of the psychodynamic theoretical framework, in particular recent theoretical developments, and their application to work with young people.
- Develop the capacity to make assessments of interactions, clients' communications and needs within a psychoanalytic theoretical framework.

Programme Outline

There are two teaching and learning events which run throughout the year. These are:

- Theoretical lecture and reading seminars (1 ¼ hours weekly)
- Work discussion seminars (1 ¼ hours weekly)



Theoretical Lectures/Seminars Year 1

The majority of these lectures/seminars are given by members of NSCAP staff. The series is divided as follows:

Term One

The adolescent process. We consider the notion of 'normal' development and in particular of contemporary psychoanalytic thinking on adolescence. The adolescent process takes place over a relatively long period (approx.12-21) and is usually divided into early adolescence (puberty), middle adolescence (identity) and late adolescence (leaving home). We will consider the psychosocial as well as the emotional issues arising in each phase. The role of cultural and ethnic issues will also be addressed.

Term Two

Problems of adolescence. This term's lectures focuses on the difficulties commonly experienced in adolescence. These include disturbing aspects of adolescent behaviour including anti-social behaviour, suicidal states of mind, eating disorders, anxieties about gender and sexuality and difficulties in family relationships and relationships with authority. There is consideration of the impact the adolescent has on others, particularly the capacity of the adolescent with difficulties to generate anxiety in others, ie. the family and in the wider community network.

Term Three

Methods of intervention. This term concentrates on ways of intervening and assessing in a range of settings, including residential treatment. Models of individual therapeutic and group work are the focus of discussion. Emphasis will be placed on psychodynamic ways of working, including specific patterns of communication which can be developed between worker and young

person. Ways of working are related to specific groups of adolescents such as those in juvenile justice schemes, in care, leaving care, in psychiatric day and residential settings, and in educational settings as well as the processes of working creatively in a crisis.

Theoretical Lectures/Seminars Year 2

In Year 2, the course consists of the following modules:

- Advanced Psychoanalytical theory and its applications to work with young people
- Work discussion
- Experiential group

Term One

This term focuses on Therapeutic Communication with young people and will provide students with a more in-depth introduction to key analytic concepts that will help them to think about the nature of their interactions with their clients. The aim is to help students to develop a more sophisticated understanding of these concepts and build their capacity to formulate in psychoanalytic terms what transpires in therapeutic interactions with their clients, whatever their work role.

Term Two

In this term students deepen their understanding of some of the more challenging presentation of adolescent clients that typically generate high amounts of anxiety amongst staff, such as suicide and self-harm, violence and anti-social behaviour, trauma/abuse and eating disorders.

Term Three

This term provides a more detailed introduction to three main therapeutic modalities with adolescents – brief interventions, family intervention and group work. Attention is also given to organisational dynamics.



Work Discussion Seminars

Course members work in small groups with one seminar leader. Each seminar leader is an experienced member of NSCAP staff. Course members in turn present a detailed written account of a recent interaction with a young person, the course of their ordinary work role, that has puzzled or disturbed them. This is then discussed in the seminar, where the emphasis is placed on developing:

- the capacity to think about the emotional dynamics in the relationship between worker and adolescent, and
- understanding of the issues which the worker is facing.

Experiential Group

The experiential group provide a forum for students to reflect on the impact of working with young people and their families. It provides a supportive forum for students to digest the ideas presented in the seminars and to obtain a more personal and emotionally live understanding of the psychoanalytic concepts discussed on the course through experiencing and exploring the interactions that arise in the group and each individual's part in them.

Assessment

The first year will be assessed by means of three pieces of written work, to be completed by the end of the year. These will include a theoretical essay and a work discussion paper.

The second year will be assessed by means of three pieces of written work to be completed by the end of the year. These will be a developmental paper, theoretical essay, a case study and a professional development paper.

The third year is assessed by means of dissertation to be completed by the end of May. The year is made up of a combination of workshops, tutorials and supervision.

Accreditation

The course is accredited by the University of East London and the student is awarded a Postgraduate Certificate/Diploma/MA on successful completion.

Method of selection

Applications are encouraged from all those professionals who are involved in providing services for adolescents and young people. Selection is based on an application form, references and an interview.

Time commitment

Year one of the course will take place on Wednesday afternoon and evening from 4.30pm – 7.15pm. Further information will be given to students who proceed to years two and three.

Organising tutor

Jason Kaushal,
Young People's Workforce Development Lead

Further information and an application form can be obtained from:

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