

MASTERS/POST-GRADUATE DIPLOMA IN PSYCHOANALYTIC OBSERVATIONAL STUDIES

The Masters/PG Diploma in Psychoanalytic Observational Studies in Liverpool is a programme of the Tavistock Clinic, accredited by the University of East London, and managed by the Northern School of Child and Adolescent Psychotherapy with support from the University Department of Child Mental Health, Alder Hey.

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 (Thursdays) in mainly small-group seminars. The programme is designed to give students flexibility to complete the modules over a time period 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 duration) or the Masters (minimum 3 years duration). It is also possible to undertake individual modules without registering for either qualification.

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 research including basic research methodology.

OUTLINE OF MODULES

<i>Module</i>	<i>Frequency and duration</i>
Infant Observation	Weekly for 2 Years
Work Discussion	Weekly for 2 Years
Young Child Observation	Weekly for 1 Year
Psychoanalytic Theory	Fortnightly for 2 Years
Personality Development Series	7 seminars
Introduction to Child Development Research	Fortnightly for 1 Year
Postgraduate Diploma	Min 2 years
Dissertation	Seminars and supervision
Masters	Min 3 years, Max 6 years

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 recorded afterwards in detail. Discussion in the seminars centres on 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 on 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 seminars of 1^{1/4} hours (fortnightly) 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 to complete a dissertation of 10,000 to 15,000 words. 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

Course Organiser	Course Administrator
<ul style="list-style-type: none">• Julie Boardman	<ul style="list-style-type: none">• Amy Crawshaw
Seminar Leaders	
<ul style="list-style-type: none">• Suzanne Blundell• Paul Foster• Nina Harris• Julie Klingert-Hall	<ul style="list-style-type: none">• Tanya Leonard• Beth Miller• Lisa Miller – visiting tutor• Calla Thompson – dissertation tutor

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.

HOW TO APPLY

The next intake of students will be in September 2010.

Applications are online only. Please visit www.nscap.org.uk for a link to the application form. The closing date for the application is 31st July 2010. 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:

The Course Administrator
Northern School of Child and Adolescent Psychotherapy
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