



MSC IN PSYCHOANALYTIC OBSERVATION & REFLECTIVE PRACTICE: THERAPEUTIC WORK WITH CHILDREN & YOUNG PEOPLE



PROSPECTUS



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INTRODUCTION

This Masters professional development course offers an understanding of emotional development and relationships, and their relevance to working with infants, preschoolers, children, young people and their families.

COURSE AIMS

The aims of the course are:

- To enhance work practice and facilitate professional development by extending knowledge and therapeutic skills from a psychoanalytic perspective
- To promote a model of 'learning from experience', with particular emphasis on the importance of detailed observation, an increased awareness of the emotional qualities of interactions, and the significance of emotional experience, including an enhanced capacity for self-reflective practice
- To provide an in-depth understanding of emotional and personality development from a psychoanalytic perspective, an awareness of psychoanalytic thinking and its application to work practice
- To provide an understanding of psychoanalytic observation as a research method
- To extend students' capacity for partnership working between professions, organisations and agencies through participation in multi-disciplinary, multi-agency learning groups.

LEARNING OUTCOMES

The general learning outcomes of the course are:

- The enhancement of observational skills plus a capacity to make detailed, comprehensive written records of observations
- The increased ability to observe and reflect on interactions between others, and between self and others
- The ability to apply an emotional and psychoanalytic perspective to observations, including unconscious processes at individual, inter-personal and institutional levels
- The understanding of psychoanalytic perspectives of emotional, social and personality development, and their relevance to work with children, adolescents and families
- An understanding of factors that promote or impede ordinary child development
- The opportunity to apply psychoanalytic observation as a research method to a piece of work practice, presented as the MSc dissertation.

VENUE

The course is currently offered in Glasgow on Wednesdays from October to June during the 30 week academic year. The teaching day is from 13:00 – 18:30.

COURSE CONTENT

The course is modular in structure, taught in small seminar groups, each seminar is 1¼ hrs in length. A student's selection of modules and their pathway through the course is based on a combination of their needs, availability of places, module timetabling and a sufficient demand in a given year. The modules are:

Infant Observation (2 modules – 2 years)

These modules offer the opportunity to study a baby's emotional development from birth to his/her second year, within the context of their family. The observer is required to visit the baby's home weekly for one hour, over a period of two years. Each observation is written up in detail and members of the seminar take it in turn to present an observation for discussion. In this way students learn in depth about the personality development of a small number of babies. These two modules must be taken in consecutive years.

Young Child Observation (1 module – 1 year)

This module offers the opportunity to study the emotional and social development of a child between two and four years of age, within the context of his/her home or nursery. Consideration is given to the impact of the family, the wider community, and in nurseries the impact of peer relationships and institutional dynamics.

Work Discussion/Institutional Processes (1 module – 1 year)

This module provides opportunities for students to think about their work with children or adolescents from a psychoanalytic perspective. The focus is on thinking about the interaction and relationship between the child and worker, how this may reflect the child's emotional and inner world, and how this understanding can inform work practice. Members of the seminar group take it in turn to present a detailed account of a current piece of their work.

The Institutional Processes component provides opportunities for students to consider the organisational context of their work. The psychoanalytic study of organisations offers insights into factors that undermine effectiveness at work. Sharing specific observations of institutional life enables students to link relevant concepts to their experience and to apply course learning in their work setting.

THEORY MODULES

Personality Development (1 module – 1.5 semesters)

This module explores emotional and personality development from a psychoanalytic perspective, with reference to stages of the life cycle.

A History of Psychoanalytic Thinking (1 module – 1 year)

This module introduces students to a selection of key psychoanalytic papers from the history of psychoanalysis.

Child Development Research (1 module – 1.5 semesters)

This module acquaints students with the tradition of research in psychoanalytic work and child development, including attachment theory, cognitive, social and experimental psychology. Students examine the theoretical assumptions and hypotheses of these approaches, together with the clinical implications of the findings.

It is strongly recommended that students take this module after completing one of the psychoanalytic theory modules as it requires a knowledge of psychoanalytic theory in order to be able to compare different theoretical paradigms.

Masters (1 module – 1 year)

Having completed the previous 7 modules, students are able to undertake a discreet research project that is part of their usual work practice, utilising the observational skills and research knowledge developed during their earlier studies. *Please note that the MSc research year is the workload equivalent of 3 previous modules.*

COURSE REQUIREMENTS

In order to achieve the Masters, students are required to complete all 8 modules. The course can – *subject to availability of places and/or modules* – be completed in a minimum of three years but may be taken over a longer period to meet student needs. Students wishing to complete the course in 3 years need to allocate a minimum of 10/12 hours study per week. If a student is unable to complete the course but has completed 7 modules, the University will confer a PG Diploma; if a minimum of 3 full-year modules have been completed, the University may confer a PG Certificate.

ENTRY TO THE COURSE

Entry Requirements

- A professional qualification requiring a minimum of one year's training in: health; social work; education or child care e.g. residential or community care, counselling or the 'therapies', etc
- One year (minimum) post-qualifying experience in work with children, young people and their families
- Graduates who have undertaken considerable relevant voluntary work during their undergraduate years may also be considered
- Continuing professional direct work with children and/or young people throughout the course at a work setting that supports the work practice and observations necessary for the course requirements
- A capacity to reflect on oneself in relation to work and to others.

Applicants whose first language is not English are required to meet the English Language Criteria as specified by the University and Faculty.

Course staff must have a reasonable expectation that the applicants will be able to fulfil the objectives of the course.

Personal therapy is not a requirement although it may help to support personal and professional development during the course.

Selection

- (a) Preliminary inquiries may be made at any time.
- (b) Applicants are required to send their completed application form to the Academic Courses Administrator.
- (c) The referee will be written to and asked their opinion on the applicant's suitability to undertake the course work.

Admission

- (a) Acceptance is decided by course staff.
- (b) A written offer of a place on the course will be sent. Applicants are required to complete and return a Course Acceptance Form in order to confirm their place and choice of modules.
- (c) The applicant's Line Manager will be asked to confirm agreement for release from work for study, where applicable.

Entry with Advanced Standing

Accreditation of Prior Formal Learning includes:

- Students who have completed modules in other equivalent Tavistock related courses, such as the Psychoanalytic Observational Studies Course, are eligible for advanced entry. Students are required to submit evidence of having completed specific modules. This includes a copy of the final essay for each module, along with marks and comments related to it as well as a reference from their previous course tutor
- Each case is considered separately by the Course Staff Group and requires students to provide evidence of authenticity and currency.

COURSE FEES

Module fees consist of tuition fees and the University of Strathclyde registration fee. Students should note that fees are reviewed each year.

APPLICATIONS

To apply, please complete an application form and email to Lynne Learmonth - lynne@hds.scot.

For further information, please contact the HDS office by phone on 0141 331 2419 or drop us an email - info@hds.scot.



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