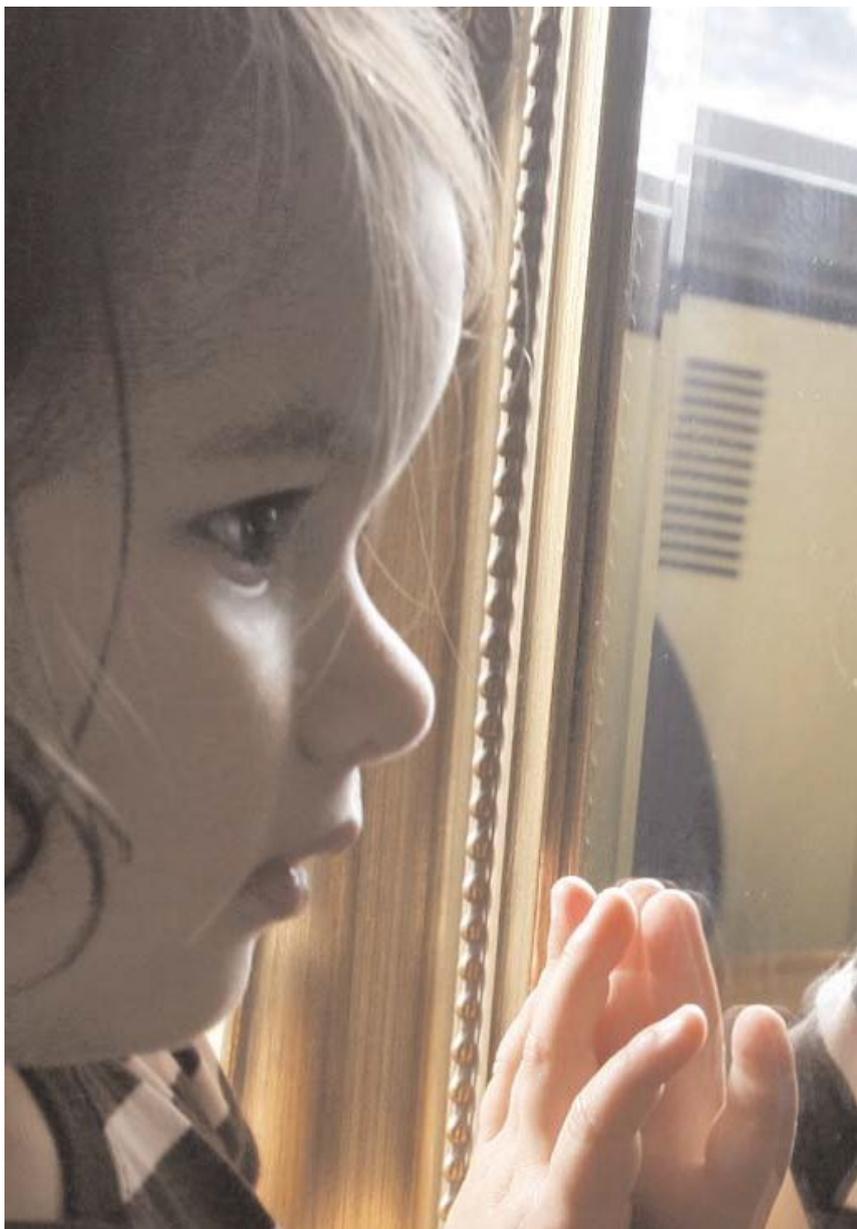


Postgraduate Diploma/MA in Psychoanalytic Observational Studies (M7N)

Commencing October 2014

THIS COURSE IS OFFERED IN PARTNERSHIP WITH THE UNIVERSITY OF EAST LONDON



"We now have a number of funded places, subject to approval, for the full Diploma. Those working in specialist CAMHS and other specialist child care teams within the Health Service will be eligible to apply for funded places."

The course is held at:
The Centre for Psychotherapy
Belfast Health and Social Care Trust
Knockbracken Healthcare Park, Saintfield Road,
Belfast
BT8 8BH

(Teaching Days
Thursday 10:00am-4:30pm)

This course has been accredited by NIPQET. Social Workers successfully completing the Diploma will be eligible for the full P.Q. Specialist Award and at Masters Level, 3 of the Requirements for the NI Leadership & Strategic Award.

This is an experience-based course offering a thorough-going exploration of emotional development and communication in the early years and through the lifespan, within families and in work with children, adolescents and parents.

The course seeks to enhance the capacity to observe and to make use of observational skills in furthering awareness and understanding of the emotional meaning of observed behaviour at individual and inter-personal levels.

“M7 has helped me face things I’d rather ignore, develop greater resilience and contain emotions.

Observation of development from birth onwards has changed my outlook in ways I could never have imagined.”

**Sonia Aboage, M7 Student
November 2012**

I did not expect to enjoy this course as much as I have. Working with children and families for the past few years, I wanted to gain further qualification and knowledge. This course is a pleasure for anyone looking to gain further understanding of child development and psychoanalytic theory. Moreover, it develops a comprehensive and creative professional.

Anthony Ogoe, M7 First Year Student, November 2014

The experience of learning to observe is supported and illuminated by the opportunity to find out about key psychoanalytic ideas and to evolve a personal psychoanalytically informed way of thinking.

This course is a partnership between the Tavistock Centre and the University of East London and is supported in its delivery in Belfast by CAPPNI (Child & Adolescent Psychoanalytic Psychotherapy Northern Ireland). The course was established in 2009 and this is our 4th intake).

Unique aspects of Psychoanalytic Observational Studies

- All of the seminars and lectures are taught by child and adolescent psychotherapists working clinically in the NHS, community health and education settings, with exceptional experience and expertise in the areas of ordinary and unusual child development.
- The emphasis on learning to observe includes learning to reflect on ones own professional role and interaction with children, families and colleagues; one of the fundamental aspects of the work discussion seminar. This affords students a distinctive opportunity to think about professional context, role and responsibility, enhancing enjoyment and understanding of current work and helping students develop professionally as well as personally.
- The two year infant observation and the one year young child observation and related seminars offer rare and rich learning experiences. The relatively long periods of close observation give time to form a careful understanding of the complexity of ordinary human development and relationships and the links between early development and later patterns of relating. It also allows

students to investigate the observer role and discover its value while gradually learning to tolerate the discomfort that is integral to the observer position.

- An understanding of ordinary child development and of the emotional meaning of what is observable is furthered by the one-year lecture series on child development research. This offers a range of perspectives, including attachment theory and neuroscience, and makes use of recent and seminal research studies.
- A psychoanalytic approach is offered throughout the course as a way of thinking that can be engaged with, questioned and debated in the process of trying to make sense of emotional experience. There are also two one-year theory modules that consider the growth of key psychoanalytic ideas and ways of thinking.

This course has a worldwide reputation for helping students find a more satisfying relationship to their current professional role based on a greater capacity to sustain close and careful attention and to tolerate anxiety. The learning on the course and the personal tutor system can also help students reflect on their longer term professional development, including whether to consider a clinical training. While the course stands as a developmental opportunity in its own right, successful completion of the course is also one of the pre-clinical requirements for the Tavistock training in psychotherapy with children, adolescents and parents (M80: please see M80 webpage for full information about the application process and requirements).

Course membership and entry requirements

This course welcomes applications from people from every social, educational and cultural background who are working directly with children, young people, parents and families in a wide range of settings. Students' work settings have included: health, education, social services, youth work, play work, community work, family support and mental health.

We encourage and support students who may be concerned about institutional prejudice and ignorance in relation, for example, to race, culture, sexuality and disability.

The seminars require significant reading and participation in group discussions, as well as regular detailed observation write-ups.

Selection is based on applicants' interest in and aptitude for learning about emotional development and communication, observation and psychoanalytic thinking; this is demonstrated through the application form, references and personal interview.

Students are required:

- To have had at least one year's prior experience of significant direct work, paid or voluntary, usually of a non-clinical nature, with children, young people, parents or families in a professional capacity;

- To be currently undertaking direct work with children, young people, parents or families in a professional capacity (minimum one day a week);
- To have a first degree, or the equivalent, or to be able to demonstrate in other ways that they will be able to meet the academic demands of the course;
- To provide two references, including at least one from an employer or manager who can give an account of the student's work with children, young people or families. Personal psychotherapy or analysis is optional for this course. The course team can help with finding a psychotherapist or analyst if students want to explore this.

Course structure and delivery

The Postgraduate Diploma/MA in Psychoanalytic Observational Studies is taught at the Tavistock Clinic, and a number of other associate centres, and is accredited by the University of East London. The Belfast M7N course is taught at the Centre for Psychotherapy, Knockbracken Healthcare Park, Saintfield Road, Belfast BT8 8BH

Time commitment

This is a part-time Postgraduate course. Teaching takes place on Thursdays 10:00am-4:30pm. There are approximately six hours of teaching a week, for three 10-week terms per year for 2 years.

The observations, seminar reading and writing will take at least 9 - 10 hours a week. Most modules require written submissions.

Qualifications

The Postgraduate Diploma can be completed in 2 years; the Masters can be completed in a further year. Students may take a maximum of five years to achieve the Diploma and six years to achieve the Masters.

Teaching structures

Most of the course is taught in small group discussions. Child Development Research, Personality Development and both Theory modules are taught in larger groups.

Personal tutors

Each student has a personal tutor who, in discussion with the student, maintains an overview of the student's professional and personal development on the course. The organising tutor and the assistant organising tutor are also available, if necessary, to discuss issues connected with the course.

Year 1 modules

Work discussion seminars (weekly)

Students bring detailed descriptions of their work for discussion in seminars, including the interaction between themselves and the children, young people or families they work with, and between themselves and colleagues. Possible conscious and unconscious meanings of what has been observed and described are discussed with the help of the seminar leader, with the aim of achieving a more complex

understanding of what is happening. The seminar group is encouraged to notice and look closely at the dynamics at play, to try to gather the detail, including the group's own responses to the descriptions and to try not to leap to conclusions or be driven to find quick solutions.

Infant observation seminars (weekly)

Students are supported in finding an observation family who will agree to the student observing a baby at home with their parent/s for an hour a week from birth to two years. The observer position and the experience of observing are new for most students and the seminar leader and seminar group give a great deal of time to thinking about this. Becoming a receptive observer entails being open to the emotional experience of being with a baby in its family context and paying close, friendly attention to the baby and its relationships and interactions, while not initiating contact and not taking up a professional role. This can be an unsettling experience and the support of the seminar group is essential. Students observe babies in a wide range of family settings and cultures, including families where there are a mother and father, same-sex parents, extended family and single parents.

Part of the purpose of the observation is to learn about ordinary development in the early years in a reasonably stable family setting; it is very important for students to wait until they have been able to have a discussion in their seminar or with their tutor about the suitability of an observation before establishing an observation.

Observations are recorded in detail after each visit, typed and presented for discussion in the small seminar group. In this way, each member of the group has the opportunity to follow the development of a small number of babies over two years.

The seminar leader and group help with managing the impact for the observer of being with a baby and its family, including trying to digest the raw emotional states that are seen in the baby and can be stirred up in the family, as well as in the observer.

Psychoanalytic theory 1 (fortnightly)

During terms 1 and 2, the seminar concentrates on the development of Freud's thinking, with an introduction to Abraham and Anna Freud in the third term. The seminar aims to help students follow the way in which Freud's ideas arose from detailed clinical observation, including observation of himself and his own emotional states, and his struggle to understand what was observed. The third term looks at developments of Freud's thinking, particularly in relation to work with children. Theory is presented as a way of organising and describing observation and experience, with further observation and experience serving to raise questions that can lead to theoretical shifts and changes.

Child development research (fortnightly)

This is a one-year lecture series covering recent and seminal research in the field of child development with an introduction to its historical, cultural and biological context. Many central issues are considered, such as the nature-nurture controversy, the child's adaptation to the environment and the nature of the environment in relation to personal relationships, society and culture as well as developments from neuroscience. Students are also encouraged to make use of their own experience and observations and their relevance to research findings.

Year 2 modules

Young child observation seminars (weekly)

A pre-school child (approx 2 - 4 years old) is observed in their family or in a nursery setting for an hour a week for an academic year. This seminar offers an understanding of development through the experience of observation as the child starts to communicate verbally and non-verbally with other children and with adults outside the immediate family and takes a range of steps towards the world outside the family.

Infant observation and work seminars (weekly) These continue as in Year 1.

Psychoanalytic theory 2 (fortnightly)

In terms 1 and 2, the focus is on the work of Melanie Klein, particularly as her ideas help to make sense of the development of the personality. In term 3, the thinking of Winnicott is introduced.

Personality development (fortnightly)

This seminar takes a psychoanalytic approach to exploring ideas about the development of the personality through the lifecycle. Attention is given to what can be revealed about very early parts of the personality through an understanding of transference/countertransference relationships. Ways in which relationship patterns can be helpful or unhelpful to the developing personality are discussed.

Year 3 MA dissertation seminar (weekly in term 1)

A dissertation seminar to help students produce a dissertation proposal at the end of the first term based on one or more of the main units undertaken in the first two years. Once the proposal is agreed, then up to four individual dissertation supervisions are offered prior to submission. S

Social Workers successfully completing the Diploma will be eligible for the full P.Q. Specialist Award and at Masters level, 3 of the Requirements for the Leadership & Strategic Award".

Tavistock staff

Organising Tutor: Katie Argent

Assistant Organising Tutor & Liaison to Associate Centres: Geraldine Crehan

Training Advisory Group:

Biddy Youell

Catrin Bradley

Gillian Ingall

Margot Waddell

Emil Jackson

Katie Argent

Assessment Tutor:

Phillip McGill

Belfast Staff (Ref M7N)

Organising Tutor: Gertie Doonan

Administrator: Brian Cairns

Seminar Leaders

Rebecca Bergese

Kevin Booth

George Crawford

Bernard Cullen

Gertie Doonan

Pauline Mahon

Deirdre Meehan

Jean Murray

Angela O'Rawe

Mary Short

Kristine Tiltina

Further Information & Application Forms

CAPPNI

c/o Family Trauma Centre

1 Wellington Park

Belfast

BT9 6DJ

Tel: 028 9504 4711

Email: cappni@googlemail.com

brianc.cairns@belfasttrust.hscni.net

This course is also delivered at the following Associate Centres:

Birmingham (ref. M7B)

Administrator: Sonia Lloyd
Birmingham Trust for Psychoanalytic Psychotherapy
Flat 1, Queens College
Somerset Road
Edgbaston
Birmingham B15 2QH
Tel: 0121 455 9393
Fax: 0121 454 9457
Email: info@btpp.co.uk

Belfast (ref. M7N)

Organising Tutor: Gertie Doonan
Administrator: Brian Cairns
CAPPNI
c/o Family Trauma Centre
1 Wellington Park
Belfast
Northern Ireland BT9 6DJ
T: 028 9020 4700
Email: cappni@googlemail.com ;
brianc.cairns@belfasttrust.hscni.net

Bristol (ref. M7K)

Organising Tutor: Paul Barrows
Administrator: Jane Randall
North Bristol NHS Trust
Lumsden Walker Service
Fairfield Resource Centre
Fairlawn Road
Montpelier
Bristol BS6 5JL
Tel: 0117 91955 9047
Email: jane.randall@nbt.nhs.uk ;
paul.barrows@nbt.nhs.uk

Devon (ref. M7D)

Organising Tutor: Wendy Shallcross
Treglea
Chytodden
Carleen
Nr Helston
Cornwall TR13 9QT
Tel: 01736 762915
Email:
wendyshallcross@btinternet.com

Liverpool (ref. M7L)

Administrator: Amy Crawshaw
Northern School of Child and Adolescent Psychotherapy
Bevan House
34-36 Springwell Road
Leeds LS12 1AW
Tel: 0113 305 8750
Fax: 0113 244 0966
Email:
amy.crawshaw@leedspft.nhs.uk

Oxford (ref. M7O)

Joint Organising Tutor: Ellie Roberts
The Oxford Observation Course
Ellie Roberts
c/o 31 Charlbury Road
Oxford OX2 6UU
Tel: 01865 514568
Email: ellieroberts@mac.com