

Psychoanalytic Psychotherapy with children, parents and young people

This version of the programme is no longer recruiting.

This programme is only offered at: **Tavistock and Portman NHS Trust**.

Final award	M.Psych.Psych
Intermediate awards available	N/A
UCAS code	N/A
Details of professional body accreditation	Association of Child and Adolescent Psychotherapy
Relevant QAA Benchmark statements	Psychology
Date specification last up-dated	September 2003

Profile

The summary - programme advertising leaflet

Programme content

The course provides a clinically based training for qualification as a Child Psychotherapist, recognised by the Association of Child Psychotherapists and the Department of Health. The course leads to the award of the Masters in Psychoanalytic Psychotherapy.

Psychoanalytic Psychotherapy with children, parents and young people at UEL

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Admission requirements

Students who are accepted onto this training have successfully completed a pre-clinical component, comprising a minimum of two years of study on the Psychoanalytic Observational Studies Course (Postgraduate Diploma/MA in Psychoanalytic Observational Studies) or its equivalent. The course has a graduate membership and students must also have substantial experience of work in a professional capacity with children and adolescents. Prior to starting the course, students must have completed at least a year of personal psychoanalysis. (minimum three times weekly)

Programme structure

The course is a full-time training course. Students work as trainee child psychotherapists in a clinical setting alongside weekly attendance at training events which take place at the Tavistock Clinic on Wednesdays and Thursdays in term time. Trainees complete a number of

clinical cases under supervision. These include both intensive and non-intensive, long-term psychotherapy cases with children and young people of different ages and with a range of difficulties, as well as a variety of other clinical interventions such as brief work, family interventions and group work. This clinical experience is supervised, recorded and documented in the way required for qualification as a member of the Association of Child Psychotherapists and a portfolio of written work is prepared for submission for assessment for the award of M.Psych.Psych.

Learning environment

The Tavistock Clinic is the largest training school for child psychotherapy in the country and the programme has been running since 1948. The M.Psych Psych was validated in 1994 and the first award conferred in 1998. Students have the opportunity to learn from highly experienced members of the profession. Trainees receive managerial and clinical supervision in their clinic placements. At the Tavistock Clinic they have intensive case supervision and attend seminars which support the development of their clinical skills and provide them with a theoretical and technical framework and grasp of research methodology relevant to the clinical context. Teaching events at the Tavistock Clinic include theory seminars, clinical seminars, small group supervisions and a wide range of specialist seminars and workshops from which students select according to their particular interests and requirements. Students are given individual tutorial support throughout the course and are given supervisory support on the preparation of their written submissions.

Assessment

At the point of qualification, students submit for assessment a portfolio of clinical writing which demonstrates a capacity for a wide range of clinical work and an ability to describe and analyse that work and to communicate effectively with CAMHS colleagues and with professionals in allied fields. The portfolio consists of four sections, which include an account of the candidate's professional development, a clinical paper, several shorter clinical presentations and a range of professional writing.

Relevance to work/profession

The work described in the portfolio has been completed in a clinical setting, most commonly within the CAMHS service of the NHS but occasionally under the auspices of a voluntary sector organisation. The combination of experience in the clinical setting and attendance at teaching events at the Tavistock Clinic ensures that current issues from the NHS are brought into the training school and that new thinking in theory and research fields is disseminated to colleagues in the NHS.

Thesis/Dissertation/project work

There is a good deal of flexibility in the selection of written work, which is submitted in the portfolio. Students have the opportunity to approach the task in the way which best reflects their experience of the training and their particular strengths and interests. The portfolio is also an opportunity to indicate areas for future professional and/or academic development.

Added value

Not all training schools are yet able to offer an academic award alongside the professional qualification. A high level pass at M.Psych.Psych. level entitles the student to proceed to the doctoral programme. (D.Psych.Psych).

Your future career

The acquisition of the M.Psych. Psych and further research activity under the auspices of the doctoral programme can be useful in terms of supporting applications for employment and promotion within the profession.

How we support you

Students are given tutorial support throughout the course and are given extensive individual and small group supervisory support with their clinical work and on the preparation of their written submissions. Students are also supported by their ongoing personal psychoanalysis.

Bonus factors

The Tavistock Clinic is an internationally renowned centre of excellence for psychoanalytic studies, research and clinical work with children and families. There are opportunities to hear highly qualified and influential speakers and to meet colleagues from diverse backgrounds who share an interest in psychoanalysis. There is an outstanding library providing a specialist service.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- The course aims to provide a clinically based training for qualification as a Child Psychotherapist, recognised by the Association of Child Psychotherapists and the Department of Health.
- The course aims to train child psychotherapists who will be able to develop the profession within the NHS, offering specialist psychotherapeutic treatment to children, adolescents and their families, as well as taking on a variety of other tasks within child mental health services.
- The course aims to prepare students for the requirements of the academic assessment and to ensure that they can produce a portfolio of written work of the standard required to entitle them to go on to doctoral work where appropriate.
- The course aims to educate students in the current thinking on evidence based practice and to foster and promote clinical research work.

What will you learn?

- A thorough grasp of the many aspects of the professional role of a child psychotherapist and a working knowledge of the structure and function of CAMHS within the NHS.
- A thorough grasp of the theoretical and technical framework which underpins clinical practice and a knowledge of current debate.
- Clinical skills required for intensive and non-intensive, long-term psychoanalytic treatment of children and adolescents.
- A range of clinical interventions based on the application of psychoanalytic thinking.
- Competence in communicating ideas to colleagues in the same discipline and to wider professional networks.
- Knowledge of the legal framework affecting children and young people.

Thinking skills

- The capacity to think critically about clinical practice.
- The ability to recognise the impact of working with disturbed and distressed patients and to understand the relationship between personal analysis and clinical work.

Subject-Based Practical skills

- Cooperative working within multi-disciplinary teams.
- Highly developed clinical skills in psychoanalytic psychotherapy with children and young people.
- Highly developed skills of observing, recording and presenting clinical material.
- The capacity to make use of supervision and to offer it to colleagues.

Skills for life and work (general skills)

- Self reflective practice.
- The ability and confidence to present ideas to small and large groups of colleagues and to wider audiences.
- To be aware of issues of difference and to maintain thoughtful, anti-discriminatory practice.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels: 478

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 180 credits.

Typical duration

The clinical training course is a four-year taught programme. If a student takes longer to complete the clinical requirements, supervision continues along with attendance at some seminar events.

How the teaching year is divided

The teaching year consists of three terms of ten weeks, with breaks at Christmas, Easter and in the summer. Clinical trainees have standard leave entitlement (25 days) in their place of employment and so clinical work (and supervision) continues outside term time.

What you will study when

- Psychoanalytic theory -Years 1,2,3,and 4.
- Clinical seminars -Years 1 and 4
- Small Supervision Groups -Years 1.2.3 and 4.
- Professional Context -Year 1
- Work with parents seminars -Two years attendance
- Assessment Seminar -One year's attendance
- Report Writing -Year 3
- Portfolio -Year 4
- Specialist seminars and Workshop Options -Years 2,3 and 4
- Management Event -Year 4
- Group Relations Event -Year 3 or 4.

Requirements for gaining an award

The portfolio of written work is submitted when the student has completed their clinical requirements and has attended all required teaching events. The portfolio is assessed in accordance with the criteria specified in the course handbook.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a

percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

- Knowledge and skills are developed through:-
- Presentation and discussion of detailed clinical material in individual and group supervision.
- Seminar teaching in which there is an emphasis on the opportunity for participation in an atmosphere of thoughtful debate.
- In depth study of theoretical and clinical texts.
- Individual managerial supervision in the clinical placement.
- Experiential learning through attendance at events such as the Group Relations Conference, Management Training event etc.
- Lectures, scientific events and conferences offering the opportunity to hear a wide variety of internationally renowned speakers.

Assessment

Assessment continues throughout the course. The student's progress as a clinician is monitored by seminar leaders, supervisors and personal tutor. Their capacity to describe clinical experience and to reflect on it in an enquiring and critical way, is assessed by tutors and by the student themselves. The tutor and student review each year's progress with the aid of a training log on which the student records details of all work undertaken and teaching events attended.

The candidate's work is brought together in the portfolio of clinical writing submitted for the M.Psych.Psych award.

Quality

How we assure the quality of this programme

Before this programme started

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;

- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality Standing Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;

- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Termly meetings of student year representatives and members of the Training Group.
- Annual Course Committee Meeting of students, staff and supervisors
- Personal Communication to tutors and supervisors
- Regular Seminar reviews
- Periodic distribution of feedback forms to be completed anonymously by all students.
- Students are notified of the action taken through:
- Minutes of the Course Committee
- Verbal Communication between students and staff
- Annual amendments to the course handbook and teaching timetable in the light of feedback

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- There is regular communication between Tavistock tutors and service supervisors in clinical placements. An annual visit is made by one of the liaison tutors to each trainee's clinic for in depth review.
- Service supervisors are invited to an annual meeting at the Tavistock Clinic to discuss issues of common interest.
- Visiting teaching staff and intensive case supervisors are invited to comment on matters of curriculum and course delivery.
- An annual report is submitted to the Training Council of the Association of Child Psychotherapists, who make a re-accreditation visit every four years.
- Discussion with the external examiners

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The course handbook (available from October 2003, on the Tavistock website see below, 'student area')
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/manual>
- The Tavistock & Portman NHS Trust website <http://www.tavi-port.org>