

Intercultural Psychoanalytic Psychotherapy (Intercultural Psychodynamic Counselling - PGDip)

This programme is only offered at: **The Refugee Therapy Centre (RTC)**. *This programme is no longer recruiting.*

Final award	MA
Intermediate awards available	PGCert / PGDip
UCAS code	N/A
Details of professional body accreditation	RTC is a full member of the United Kingdom Council for Psychotherapists (UKCP), Council of Psychoanalysts and Jungian Analysts (CPJA) Section.
Relevant QAA Benchmark statements	N/A
Date specification last up-dated	May 2013

Profile

The summary - programme advertising leaflet

Programme content

Programme Aims:

This programme provides professional training in Intercultural Psychoanalytic Psychotherapy, with a flexible specialism in working with refugees and asylum seekers.

Intercultural Psychoanalytic Psychotherapy places the relationship between client and therapist at the centre of the intervention, with a focus on the deficits resulting from the individual's early development, external trauma and/ or culture-bound symptoms that may be presented within the therapeutic context. **The intercultural approach uses the psychoanalytic clinical structure allowing space for some flexibility, so that consideration may be given to issues of race, culture and genuine concerns of the client that may otherwise fall outside the experience of professionals trained and working only within the western framework.** The focus of this programme is on building intercultural competencies in both theoretical and clinical arenas, with a specific focus on refugees. It takes into consideration issues such as the social and intrapsychic impact of racism, prejudice and discrimination, as well as the issues particular to refugees such as separation, loss, and arrival in the place of refuge. The programme's core teaching is psychoanalytical, with continuous reflection upon the application of psychoanalysis to intercultural interventions with refugees, and other black and ethnic minority groups. Theory is taught within its

historical context, as well as with an emphasis on how it relates to contemporary practice. Critical enquiry is emphasised, drawing upon research as it relates to theory and practice.

The training will place emphasis on transference and countertransference within the psychoanalytic framework, self-reflective practice, interpersonal encounters and sensitivity to attunements, and mis-attunements arising from cultural differences, in maintaining an effective therapeutic alliance. By creating and maintaining a clearly formulated and secure working alliance, both patient and therapist are able to focus upon complex interpersonal and intrapsychic issues at conscious and unconscious levels.

The MA programme will provide you with the opportunity to acquire the skills, knowledge and experience necessary to practice as an independent Intercultural Psychoanalytic Psychotherapist, including skills necessary for work within different services, e.g. the NHS and voluntary organisations. Successful completion of the full MA programme leads to eligibility for registration with the United Kingdom Council of Psychotherapy (UKCP) – Council for Psychoanalysis and Jungian Analysis (CPJA) Section. If you wish to exit after completion of the PGDip, you will be qualified to work as an intercultural psychodynamic counsellor and may independently register yourself with BACP (although not accredited by BACP at this time, the programme does meet BACP's training requirements).

MA in Intercultural Psychoanalytic Psychotherapy at UEL

- This programme is one of the first of its kind in Europe: combining psychoanalysis with intercultural perspectives and flexible specialism in working with refugees and asylum seekers.
- It will equip you with practical knowledge of the clinical and theoretical aspects of intercultural psychoanalytic psychotherapy in relation to working with refugees, and other black and ethnic minority groups.
- You will be receiving training from the RTC: a nationally recognised, reputable organisation which specialises in providing therapeutic services for refugee and asylum seekers.
- Regular teaching staff are a wide range of experts with specialist knowledge in the field.
- It is a flexible programme with an option of awards at certificate and diploma level for students who do not wish, or are unable, to complete the full MA.

Admission requirements

Selection is on the basis of a written application form and interview. Prospective candidates must meet the following criteria:

- A relevant first degree or equivalent, although candidates without a formal academic background but with adequate relevant experience may be considered. All applicants will be asked to complete a timed essay on the day of their interview as part of the assessment of their academic ability (reasonable adjustments will be made for students with a disability, for example dyslexia. All candidates will be asked to inform RTC of any disability prior to the interview date, and supply evidence of their need).
- At least two years related work-experience with relevant client groups, and be currently engaged in such work.

- Possess an understanding of basic psychoanalytical knowledge before starting the programme, i.e. having successfully completed RTC's Introductory/Foundation Course on counselling refugees or equivalent.
- Be in personal therapy with a psychoanalytically based psychotherapist approved by RTC for approximately a year prior to entering the programme, at a minimum frequency of twice weekly for candidates wishing to complete the full MA and become registered with UKCP, or once a week for candidates wishing to exit with the PGDip and to register themselves independently with BACP.
- Be able to demonstrate a commitment to the objectives of the programme and to achieve the standard required for the work.
- If relevant, candidates must also have the endorsement of their previous training institution and clinical supervisor; both of whom will be required to submit references.
- In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.
- Students who apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

Candidates will be interviewed by two members of the RTC team and are expected to demonstrate:

- Evidence of capacity for study at postgraduate level.
- Self-awareness and the personal maturity appropriate for developing as successful counsellors/ psychotherapists.
- Ability to critically evaluate life experience and account for the impact of life events and social, historical, cultural and political factors in the development of the self; and an ability to evaluate readiness for psychotherapy training.
- A commitment to ongoing personal and professional development.
- Personal readiness and an emotional, intellectual and psychological capacity to work therapeutically in a professional manner that is safe, ethical and competent.

The principles of equal opportunity will be applied. Applications from refugees and asylum seekers, as well as candidates from other black and ethnic minority backgrounds, will be encouraged and positively assessed.

Programme structure

The typical length of the MA programme is three years part-time. Students wishing to exit after completing 2 years (4 modules) will receive the award of a Postgraduate Diploma in Intercultural Psychodynamic Counselling.

The programme structure has two major components – the academic and clinical. Required attendance will be half a day a week (Fridays 12.00—6.00pm) for approximately 30 weeks a year, across two semesters. You will need to allocate additional time for private study, assignment preparation, supervision, placement hours and personal therapy.

Learning environment

Teaching and learning is based on lectures, seminars, experiential group work, clinical seminars, self-directed and peer study, clinical placements/private practice, supervision, personal therapy, preparation of written work, seminar presentations and training/professional logs.

Teaching will take place at RTC in Islington. Learning resources include a specialist library with dedicated study space at RTC, as well as access to UEL's specialist library and IT facilities including electronic journals and databases.

Assessment

Students are assessed based on each module and assessment methods vary. Assessments include essays, observations, journals of personal learning, seminar presentations, clinical case studies, professional practice portfolio incorporating supervisor's reports, exams and a dissertation.

In line with UKCP & BACP training requirements, student progress will be assessed throughout the programme, including knowledge and understanding of both the theoretical and clinical aspects of the programme, an assessment of how well each student is coping with the programme, and ultimately an assessment of each student's readiness to undertake the responsibilities of a professional psychotherapist.

Relevance to work/profession

This is an applied programme. PGDip and MA students must complete clinical placements during their second year; students will be responsible for securing appropriate clinical placements within the NHS or similar clinical setting.

Students aiming to qualify as psychoanalytical psychotherapists will also be encouraged to start their own private practices from the end of second year of their training (in order to be eligible for registration with UKCP, trainees will need to have seen a minimum of two clients at least twice per week; one for not less than 18 months and one for not less than 24 months). Students who successfully complete the MA, but do not yet meet the UKCP clinical requirements, may continue to work on their clinical practice with support from RTC's staff and will only continue to pay for their supervision and personal therapy.

Students must ensure they adhere to the UKCP and BACP codes of ethics and practice, and have in place appropriate indemnity insurance and regular clinical supervision before starting placements and seeing clients.

Thesis/Dissertation/project work

Students undertaking the full MA programme will have the opportunity to develop their own ideas for their research dissertation. At the end of the second year, students moving on to the third year will be asked to submit preferences from a range of possible topics; depending on space, each student will then be allocated a Dissertation Supervisor with expertise in their subject area. The student's resulting research proposal must satisfy the Programme Leader and their Dissertation Supervisor. Students will conduct a thorough literature review of their

topic area; and design, carry out, analyse and interpret an original empirical investigation in this area. Students will have obtained the skills needed for such work via the research components and lectures integrated into previous modules.

Added value

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Your future career

- PGDip students will gain confidence and ability to practise as counsellors. They will have the specific knowledge and experience to help them pursue a career in specialist agencies working with refugees and asylum seekers. Diploma graduates may continue academic and professional development to Masters' level, opening the door for further study and research.
- Successful completion of the MA programme and all the clinical requirements will qualify graduates to practise as Intercultural Psychoanalytic Psychotherapists with a specialism in work with refugees.

How we support you

- Each student is assigned a Personal Tutor with whom they meet with at least three times a year to discuss their individual progress, as well as other professional or personal concerns.
- Open Seminars are held each semester for students to raise any questions about the programme, gain additional support with learning, and gain advice on career paths.
- Students attend a fortnightly Clinical Seminar group throughout the training.
- Students must engage in their own personal therapy as a requirement of the programme as a means of support for their personal emotions and study-related encounters.
- Writing skills support is available for those who have English as a second language.
- Each module has a Module Leader who is responsible for ensuring smooth running and effectiveness of students' learning, and providing academic support during that module.
- Each student is supported in their research by their Dissertation Supervisor who they meet with regularly.
- Students will have access to support services provided by UEL via the Skillzone, the Employability Team and the UEL Student Union.

Bonus factors

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Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Understand the key theories of psychoanalysis and its contemporary themes, principally the unconscious, with focus on intercultural themes.
- Know psychoanalytic methodology, its strengths and weaknesses, in the context of an intercultural approach specifically in relation to working with refugees.
- Critically evaluate psychoanalytic literature, articles, books or verbally presented materials in presentations, in discussion and in writing.
- Learn the application of theory in a clinical context in order to acquire the skills, knowledge and experience to practice as independent Intercultural Psychoanalytic Psychotherapists (or Intercultural Psychodynamic Counsellors if exiting with PGDip).

What will you learn?

Knowledge

- The foundations of psychoanalysis and the various schools of thought within psychoanalytic psychotherapy. (PGDip)
- An intercultural approach to psychodynamic and psychoanalytical psychotherapy in relation to working with refugees and/or other black and ethnic minorities. (PGDip)
- Ethical issues and good practice when working as a counsellor/psychotherapist. (PGDip)
- An understanding of research methods used within psychoanalysis, specifically observational methods and the literature review (PGDip), as well as the dissemination of results through writing a dissertation.
- Psychoanalytic concepts relevant to the structure and functioning of family, groups, organisations and society at large with specific focus on refugees, and black and ethnic minorities.

Thinking skills

- An appreciation of multiple perspectives. (PGDip)
- The development and enhancement of critical thinking and discussion skills, and the ability to analyse and interpret evidence. (PGDip)

Subject-Based Practical skills

- Integrate the principal skills and techniques of Intercultural Psychodynamic Counselling (PGDip) / Psychoanalytic Psychotherapy.
- Design, develop and implement a range of psychotherapeutic hypotheses and evaluate the interventions which arise from these. (PGDip)
- Deploy clinical skills as intercultural professionals able to work with refugees, and other black and ethnic minority patients, taking into consideration patients' social, cultural and political frameworks and the impact of these upon the therapeutic process. (PGDip)
- Critically evaluate literature and utilise observation as an empirical research method. (PGDip)
- Analyse group dynamics using observation and reflection.

- Contribute to the enhancement of psychotherapy through the effective use of research and inquiry (ability to design and conduct psychoanalytic research, analyse and interpret qualitative data).

Skills for life and work (general skills)

- Engage in critical reflection to develop skills of self-appraisal and insight. (PGDip)
- Demonstrate capacity to underpin practice with reference to ethical principles and to use ethical principles to make informed judgements and appraise courses of action. (PGDip)
- Develop the transferable skill of making links across theories and paradigms. (PGDip)
- Self awareness and reflective analytical thinking. (PGDip)
- Apply the skills of assessing, observing and understanding individuals' social reactions in light of group, family and organisational dynamics, and institutional defences.
- Ability to conduct evidence-based clinical research.

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:

- 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 the MA programme is 180 M Level credits over 3 years. The overall credit rating of the PG Dip is 120 M Level credits over 2 years.

Typical duration

The expected duration of the MA programme is three years part time. The expected duration of the PGDip is two years part time.

How the teaching year is divided

The teaching year begins in September and ends in June. A typical student registered in a part-time attendance mode will study for one afternoon per week and will complete 60 credits per year (30 per semester).

Students will have standard leave entitlement in their clinical placements, and so clinical work and supervision continues outside semester time.

What you will study when

PGDip

Level	UEL Module Code	Module Title	Credit Status	
M	GCM801	Foundations of Psychoanalysis	30	Core
M	GCM802	Contemporary Psychoanalysis	30	Core
M	GCM803	Psychoanalytical assessment and treatment in an intercultural context	30	Core
M	GCM804	Intercultural psychoanalytic approach	30	Core

MA – in addition to the above will also study the following modules

Level	UEL Module Code	Module Title	Credit Status	
M	GCM805	Group, family and organisational dynamics	30	Core
M	GCM806	Dissertation	30	Core

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M.

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 30 credit level M core module of advanced independent research.

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 is developed through

- Lectures
- Guided reading
- Seminar presentations and discussion
- Clinical work and supervision/clinical seminars
- Clinical placements

Thinking skills are developed through

- Student presentations
- Written assignments
- Clinical reports
- Personal therapy
- Reflective activities with feedback
- Group work and supervision

Practical skills are developed through

- Observations
- Supervision
- Clinical work
- Reflective Journal
- Research skills-based activities
- Placement

Skills for life and work (general skills) are developed through

- Self and peer appraisal
- The demands of the study medium (i.e. lectures, group discussions)
- Independent study
- Planning activities with feedback (i.e. placements and clinical reports)
- Research and project work (i.e. dissertation)
- Academic writing and oral presentations

Assessment

Knowledge is assessed by

- Written assignments and examinations
- Seminar presentations
- Clinical case studies and presentation in supervision
- Tutor and Supervisor reports
- Dissertation

Thinking skills are assessed by

- Seminar and experiential group discussions
- Written assignments, presentations and examinations
- Observational studies and personal learning journal
- Clinical case studies and presentation in supervision
- Tutor and Supervisor reports
- Dissertation

Practical skills are assessed by

- Clinical work, professional practice portfolio, case studies and supervision
- Observational studies and personal learning journal
- Preparation of written work, presentations and dissertation
- Tutor and Supervisor reports; final report of the personal therapy
- Self and peer assessment

Skills for life and work (general skills) are assessed by

- Tutor and Supervisor reports; final report of the personal therapy
- Group discussion
- Observational studies and personal learning journal
- Preparation of written assignments and presentations
- Clinical work, case studies and supervision

Quality

How we assure the quality of this programme

Before this programme started

Before this 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 Quality and Standards 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 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:

- Student representatives: each year students are asked to nominate a representative to join the Programme Committee (meetings are held once each semester)
- Students complete a Module Evaluation Form at the end of each module, although feedback is an open process and students' comments are always welcome
- Individual exit interviews are conducted at the end of the programme

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Open Seminars
- Module leaders

Listening to the views of others

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

- Feedback from former students
- Comments from external examiners, and external evaluator
- Feedback from placement providers and professional bodies

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
RTC	Entire programme	No	Yes	Part-time
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Where you can find further information

Further information

The educational philosophy of this programme reflects the philosophy of the intercultural approach. We are committed to sharing learning and debate, as well as recognizing the uniqueness of each student and their contribution to the discipline and to the practice of intercultural therapy. This training builds on students' existing knowledge and skills. It is firmly grounded in clinical practice, enabling students to develop confidence and skill in practising high quality therapy. The academic opportunities are varied and challenging, enabling the development of innovative intercultural approaches to work with refugees. Self-awareness and self-assessment are particularly emphasised as integral to the programme, so that students are able to develop skills that promote lifelong learning.

Students are expected to be critical of theory and to work towards a synthesis of different approaches, with a clear understanding of the conflicts and underlying differences between

them. Students' clinical work should continuously inform the intercultural and psychoanalytical theoretical perspectives. Indeed, theory provides a way of understanding the clinical situation. Professional development is the process of developing one's attitudes and approaches to learning, as well as adding to knowledge.

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook
- Module study guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- The RTC web site <http://www.refugeetherapy.org.uk>