

# Psychodynamic Psychosocial Nursing

This programme is only offered at: **Cassel Hospital**. *This programme is no longer recruiting.*

<b>Final award</b>	MA Postgraduate Diploma
<b>Intermediate awards available</b>	PGCert, PGDip
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Psychology
<b>Date specification last up-dated</b>	May 2013

## Profile

### The summary - programme advertising leaflet

#### Programme content

**MA in Psychodynamic Psychosocial Nursing at the Cassel Hospital, validated by the University of East London**

#### MAIN AIMS

- The main aims of the programme are to enable students to: Develop an academic and professional knowledge base relevant to the model of psychodynamic psychosocial nursing, based on psychodynamic, psychological and social theoretical frameworks and empirical research.
- Broaden and deepen professional and academic understanding of therapeutic nursing relationships, with people with mental health problems and family disturbance, and how they operate at intra-psychic, interpersonal, group and organisational levels.

#### MAIN TOPICS

##### **Psychodynamic and Psychosocial Perspectives: Life Span Development and Mental Distress.**

- Child and Adolescent Development
- Psychoanalytic theory and concepts
- Personality Disorders
- Eating disorders, self harm, child abuse

##### **Psychodynamic Psychosocial Nursing and Therapeutic Community Principles:**

- History and Development of therapeutic community principles
- Principles of psychodynamic psychosocial nursing: knowledge and skills
- Inter-professional relationships and dynamics

##### **Family and Group Processes: Theory and Practice:**

- Psychodynamic and systemic models of family work
- Assessment of family functioning and conflict
- Psychodynamic group work theory
- Therapeutic value of groups

### **Management and Research in Mental Health:**

- Management within Mental Health organisations
- Current mental health policies
- Psychodynamics of organisations
- Research methodology
- Evidence based practice

### **Psychodynamic Approaches to Working with Adolescents at UEL**

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### **Admission requirements**

- RMN or RGN Nursing Qualification, or equivalent professional qualification, with UKCC Registration
- And, at least 2 years post-qualification experience in nursing or social care
- In employment in mental health or social care as qualified nurses throughout the duration of the programme
- Applicants who meet these admission requirements will attend a 1-day selection event, composed of group and individual interviews, and an information session about the programme

### **Programme structure**

Part-time two year Postgraduate Diploma, with further year for MA Dissertation. All modules are core. Modules are taught all day Wednesday from 9.30 to 4.30 pm at Cassel Hospital, 1 Ham Common, Richmond, Surrey.

Students selected to study for the programme will be employed either at the Cassel Hospital as F grade nurses, in West London Mental Health NHS Trust, of which the Cassel Hospital is a part, or in other mental health services. It is a requirement that students continue in their employment during the programme, as the integration of theory and practice is central to its philosophy and assumptions. This employment, in the field of mental health or social care, must provide learning opportunities for students to develop their practice as psychodynamic psychosocial nurses, with appropriate professional supervision.

### **Learning environment**

Lectures, guided reading seminars, practice based workshops, clinical work, clinical seminar and clinical supervision, self directed study.

### **Assessment**

All four 30 credit modules, for the Award of Postgraduate Diploma, are individually assessed. This is by written assignments, e.g. essays, child observation study, case studies, and a presentation about development of reflective practice. There are no examinations. The 60 credit module for the award of MA, is by a dissertation of 10,000-12,000 words

### **Relevance to work/profession**

Central to this programme is the integration of theory and clinical nursing practice/experience. Many of the assessed assignments require the students to integrate theory and practice, and draw upon work experience. The student will also have a work-based mentor, and a clinical supervisor to support this integration.

### **Thesis/Dissertation/project work**

To complete the MA, the student will undertake a dissertation of 10,000-12,000 words that will enable them to pursue a topic of personal and professional interest relevant to the theory and practice of psychodynamic psychosocial nursing. This will either be in the form of a small scale research project, or be based upon a theoretical and research based understanding of the topic that the student chooses to investigate.

### **Added value**

All clinical staff who teach on the programme have a wide range of clinical, research and training experience, and come from a wide range of disciplines, e.g. clinical nurse specialists, group analysts, psychiatrists, child/adult psychotherapists, and social work. Therefore, they are well placed to be able to help students to integrate their personal/experiential, clinical and theoretical aspects of the programme.

### **Your future career**

The programme aims to develop and enhance the student's academic and professional knowledge and skills so that they may go on to become senior nurses, clinical supervisors and managers, and apply and develop this practice model in a range of mental health and social care settings.

### **How we support you**

Each student will be:

- Allocated a personal tutor who will provide pastoral and academic support.
- Provided with a work based mentor, with whom they will have regular meetings.
- Receiving clinical supervision from a senior G grade nurse for a minimum of 1 hour per fortnight.
- Attending a clinical seminar weekly throughout the 2 academic years, to discuss and reflect upon their development as psychodynamic psychosocial nursing.
- Supported administratively by the Cassel Training and Consultancy Administrator.
- Members of the Cassel Hospital specialist library and the data bases and internet facilities it provides.
- Provided with refreshment facilities, and access to the Cassel staff common room.

## **Bonus factors**

You will have the opportunity to:

- Undertake placements at the Cassel Hospital, with agreement from your employer, or be employed at the Cassel for the two years of the Postgraduate Diploma in Psychodynamic Psychosocial Nursing.
- Study at an environmentally beautiful location at the Cassel, which is on Ham Common and near to Richmond upon Thames.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

Programme Aims:

- Develop an academic and professional knowledge base pertinent to the model of psychodynamic psychosocial nursing, based on relevant psychodynamic, psychological and social theoretical frameworks and empirical research.
- Broaden and deepen professional and academic understanding of therapeutic nursing relationships, with people with mental health problems (particularly those with personality disorders) and family disturbances, and how they operate at intra-psychic, interpersonal, group and organisational levels.
- Develop and enhance professional competencies and capabilities, essential to the practice of psychodynamic psychosocial nursing, in a range of mental health assessment and treatment settings.
- Develop an in-depth understanding of different models of family work and group work relevant to psychodynamic psychosocial nursing practice with families and groups.
- Develop and enhance understanding of management within the mental health system, and how to manage the role as a nurse, in relation to the service user, their families and carers, and in different organisational contexts.
- Develop the knowledge and skills to be able to critically evaluate and undertake research into the model of psychodynamic psychosocial nursing and other relevant mental health issues.
- Develop and enhance academic and professional knowledge and skills, so that they may go on to become senior nurses, clinical supervisors and managers and apply and develop this practice model in a range of mental health and social care settings.

#### **What will you learn?**

##### **Knowledge**

- Psychoanalytic theory and social and developmental psychology relevant to child and adolescent development and family group processes.

- Psychoanalytic and systemic theory applied to work with people with personality disorder/family disturbance.
- History and development of psychodynamic psychosocial model of nursing and therapeutic community/environment principles.
- Psychodynamics of organisations and management/leadership in mental health services.
- Quantitative and qualitative research methodology.
- Issues of difference and diversity in mental health work.

### **Thinking skills**

- Critical analysis and evaluation in relation to theory and evidence based nursing practice.
- Reflective skills in relation to nursing work with service users, staff teams, and experiential learning in students groups.
- Problem solving in relation to work with service users, external agencies, and organisational dilemmas and difficulties.
- Integration and application of psychodynamic, systemic and social analyses at an individual, group and organisational level.

### **Subject-Based Practical skills**

- Evidence based practice skills, e.g. Research and Audit.
- Managing self and others; team work and organisational skills, e.g. chairing meetings, time management.
- Psychodynamic psychosocial practice skills with service users with personality disorders, e.g. self harm, eating disorders, depression.
- Family and group work skills, e.g. Family and carer meetings, setting up a group.
- Clinical and line management supervision skills, as supervisor and supervisee.

### **Skills for life and work (general skills)**

- Establish and sustain effective working relationships with service users, their families and carers, colleagues and external agencies/professionals.
- Communication and presentation skills, e.g. in CPA meetings, court, child protection meetings.
- Work independently and be part of a team, e.g. as member of a duty team, multi-disciplinary team, key worker or primary nurse.
- Observation, recording and assessment skills, e.g. risk assessment, child and parent interactions.
- Management of change, e.g. new work role, personal relationships.

## **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 this programme is 60 for PGCert, 120 for PGDip, 180 for Masters.

### **Typical duration**

The duration of this programme is 2 years (Postgraduate Diploma). 3 years (MA). Students can register for either the MA or the Postgraduate Diploma.

### **How the teaching year is divided**

The teaching year is divided into two semesters of roughly equal length. The teaching year begins in September and ends in July. A typical part-time student will study for one day a week and will complete 60 credits in each year.

### **What you will study when**

This programme comprises four taught modules, each carrying 30 credits at M Level, and a 60credit Dissertation module at M Level. This structure is outlined diagrammatically, below. Although each of the four taught modules is free standing, in terms of its structure, curriculum or practice content, overall coherence and assessment, links will be made between these modules and knowledge and skills can be transferred and enhanced.

#### **SEMESTER 1**

**(September – January)**

Year 1

Psychodynamic & Psychosocial Perspectives:

#### **SEMESTER 2**

**(February - June)**

Year 1

Psychodynamic Psychosocial Nursing and

Life Span Development and Mental Distress (30 credits)	Therapeutic Community Principles (30 credits)
Year 2	Year 2
Family and Group Work Processes: Theory and Practice (30 credits)	Management and Research in Mental Health (30 credits)
Year 3	Year 3
Dissertation Module (60 credits)	Dissertation Module (60 credits)

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<b>Year</b>	<b>Module title</b>	<b>credit status</b>	
1	Psychodynamic Psychosocial Nursing and Therapeutic Community Principles	30	Core
1	Psychodynamic & Psychosocial Perspectives: Life Span Development and Mental Distress	30	Core
2	Family and Group Work Processes: Theory and Practice	30	Core
2	Management and Research in Mental Health	30	Core
3	Dissertation	60	Core

### **Requirements for gaining an award**

#### **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 60 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
- Seminars
- Guided Reading
- Self Directed Study
- Personal Tutorials

#### **Thinking skills are developed through**

- Clinical Supervision
- Seminars
- Personal Tutorials
- Self Directed Study
- Case Material

#### **Practical skills are developed through**

- Clinical Work
- Clinical Supervision
- Work-based Mentor
- Skills Workshops

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

- Presentations to Student Group
- Self Directed Study
- Experiential Group Work

## **Assessment**

A wide range of assessment methods are used:

- Essays
- Case Studies
- Practice Study
- Presentation on Reflective Practice
- Critical Reflective Analysis of a Family
- MA Dissertation

Each one of these methods assesses knowledge, thinking and practice skills, although some of them place more emphasis on subject based practical skills (e.g. Presentation on Reflective Practice), and others knowledge and thinking skills (e.g. Essays and MA Dissertation). This

range of assessment methods underpins one of the overarching assumptions of the programme that: **Learning is best achieved by the integration of clinical nursing experience and practice, and a relevant theoretical and conceptual knowledge base.** Additionally, informal peer and self assessment supports the above formal assessment methods, and ordinary life/work skills.

## **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 School of Social Sciences, Media and Cultural Studies' 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 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:

- End of academic year Module evaluations
- Student representation on Programme Committee (twice a year)
- Student/Staff Business Meeting (not less than twice a semester)

Students are notified of the action taken through:

- Circulating the minutes of the Programme Committee
- Circulating the minutes of the Programme Business Meeting
- Informal verbal contact

### **Listening to the views of others**

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

- Questionnaires to former students
- Feedback from Clinical Supervisors

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
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## **Where you can find further information**

Further information about this programme is available from:

- The UEL web site
- 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/>
- Lesley Day, Head of Training and Consultancy, Cassel Hospital, WLMHT, [lesley.day@wlmht.nhs.uk](mailto:lesley.day@wlmht.nhs.uk)