

PROGRAMME SPECIFICATION

UNIVERSITY OF ESSEX

SECTION A

Awarding Body/Institution	University of Essex
Teaching Institution	Tavistock and Portman NHS Foundation Trust
Professional accreditation by	NB This course forms Part 1 of the Qualifying Course in Psychodynamic Psychotherapy, accredited by the British Psychoanalytic Council
Final Award	Post Graduate Diploma or MA
Programme Title	Foundation Course in Psychodynamic Psychotherapy
Relevant QAA Subject Benchmark Group(s)/Other Reference Points	n/a
UCAS Code	n/a
Publication/Revision Date	November 2012
Admissions Criteria	Professional qualification in field of mental health Or Significant clinical experience in field of mental health Or Completion of course Introduction to Counselling and Psychotherapy or equivalent including psychiatric experience. And Personal suitability for clinical work

SECTION B

Programme Aims
<p>*1 This Programme aims to enable students to:</p> <p>Acquire the foundations of a psychodynamic approach to psychotherapy, including:</p> <p>Develop the skills, capabilities and thinking required to be consistent and personally reflective when forming and maintaining therapeutic relationships with patients and others in order to enhance professional capability, including awareness of the therapeutic value of perceptive observation of self and others.</p> <p>Critically evaluate a psychoanalytic understanding of the evolution and maintenance of mental health problems and be able to begin to use this understanding in the practice of psychodynamic psychotherapy.</p> <p>Critically apply psychoanalytic thinking to case discussion and clinical supervision of their work with patients.</p> <p>Work with an understanding of the external context of individuals whose experience is affected by differences of ethnicity, disability, social class or gender as well as the internal unconscious psychic meaning of this experience.</p> <p>Equip students with knowledge and experience of working in NHS psychotherapy departments as a beginning practitioner, which includes the issue of evidence based practice and the presence of other paradigms.</p> <p>Achieve an understanding of the limitations of their practice and the need for referral and/or further training and experience in order to progress to a qualification in psychodynamic psychotherapy</p> <p>Critically evaluate the source of knowledge upon which the practice of psychodynamic psychotherapy is based.</p>

Understand the ethical context in which psychodynamic psychotherapy is practiced, included becoming fully familiar with the BPC ethical code.

Develop the knowledge, skills and attitude required to plan and execute a case study which is a coherent and in-depth synthesis of their work which employs theoretical evidence and the emotional evidence of their patient's and their own unconscious.

Programme Outcomes

<p>A.</p>	<p><u>Knowledge and Understanding</u> *3 Learning Outcomes A1 An introduction to the main principles and development of psychoanalytic theory. A2 A preliminary understanding of the main elements in the practice of psychodynamic psychotherapy and how this relates to understanding in other fields e.g. cognitive behavioural therapy A3 An awareness of the experience of patients who are affected by differences in culture, gender, class or physical or psychological ability and the impact on the therapeutic process. A4 A critical demonstration of in-depth understanding of research and clinical enquiry in the practice of psychoanalytic psychotherapy A5 Development of an awareness of the effects of early experience on subsequent development. A6 Development of an ability to recognize ways in which the current therapeutic relationship is coloured by the early relationships of the patient A7 A capacity to recognize, identify and monitor the students own affective response to the patient. A growing capacity to reflect on this response and to find meaning in it.</p>	<p><u>Learning/teaching methods/strategies</u> *2 Students gain knowledge and understanding through doing and reflecting, reading, listening, observing and experiencing. This is achieved by lecture/discussion in theory units and by reflective application in the clinical seminars, supervision seminars and workshops. The experiential learning cycle of doing, reflecting on experience and generating hypotheses which are then tested out again by doing, is made possible largely in the clinical seminars where all elements are brought together and also in clinical supervision.</p> <hr/> <p><u>Assessment methods</u> Theory Essay Supervisor's report Clinical portfolio Reflective practice paper Dissertation</p>
<p>B.</p>	<p><u>Intellectual/Cognitive Skills</u> Learning Outcomes B1 Recognition and understanding of the influence of the unconscious on their own and others' behaviour B2 An ability to reflect on clinical experience and to tolerate discomfort and uncertainty about their own and others feelings and thought processes B3 An ability to grasp key psychoanalytic concepts. An increasing ability to recognize the clinical manifestation of these ideas.</p>	<p><u>Learning/teaching methods/strategies</u> Students learn intellectual and cognitive skills through doing and reflecting, reading, listening, observing and experiencing. This is achieved by lecture/discussion in theory units and by reflective application in the clinical seminars, supervision seminars and workshops. The experiential learning cycle of doing, reflecting on experience and generating hypotheses which are then tested out again by doing, is made possible largely in the clinical seminars where all elements are brought together and also in clinical supervision.</p>

	<p>B4 A critical understanding of psychoanalytic evidence from published case study literature, observational studies and randomized controlled trials</p> <p>B5 A critical application of psychoanalytic evidence from published case study literature, observational studies and randomized controlled trials</p> <p>B6 Some capacity to understand the limitations of a psychodynamic approach and to consider alternative approaches.</p>	<p><u>Assessment methods</u></p> <p>Theory Essay Supervisor's report Clinical portfolio Reflective practice paper</p> <p>Dissertation</p>
C.	<p><u>Practical Skills</u></p> <p>Learning Outcomes</p> <p>C1 Critical reflection on experience including the use of self-understanding and awareness in negotiating self/other boundaries.</p> <p>C2 Summarising, writing succinctly and defending an observation based on their own experience and reference to literature</p> <p>C3 An ability to record, structure and present clinical work by selecting and supporting specific observations for discussion and presentation.</p> <p>C4 Critical use of all methods of literature research and enquiry.</p> <p>C5 An ability to evaluate and comment on plans of work</p> <p>C6 The development of verbal skills in small and large group presentation.</p> <p>C7 To master the key elements in clinical governance including record keeping, communication with other mental health professionals outside the Trust in which the patient is treated, including the communication of risk.</p>	<p><u>Learning/teaching methods/strategies</u></p> <p>Students learn practical skills by experiential training in workshops. This experiential learning is further developed by the treatment of the training cases, reflected upon in supervision. Clinical work is recorded in detail and shared with the supervision group and clinical seminar</p> <hr/> <p><u>Assessment methods</u></p> <p>Theory Essay Supervisor's report Clinical portfolio Reflective practice paper</p> <p>Dissertation</p>
D.	<p><u>Key Skills</u></p> <p><u>Learning Outcomes</u></p> <p>D1 Communication: To be able to communicate effectively with patients and colleagues, including effective listening.</p> <p>D.2 Information Technology: To use IT as appropriate to an NHS practitioner</p>	<p><u>Learning/teaching methods/strategies</u></p> <p>Students learn key skills in all areas of the curriculum but they also have library induction and support throughout the programme. They also have access to their personal tutors.</p>

	<p>D 3 Numeracy: To understand the principles of evidence based approaches to therapeutic interventions</p> <p>D4 Problem solving: To be able to use psychoanalytic thinking in a range of clinical situations</p> <p>D5 Working with others To be able to work with others in detailed consideration of clinical work, including reflection on their own and other's self awareness</p> <p>D6 To develop a critical self-awareness using peer and group supervision.</p>	<p><u>Assessment methods</u></p> <p>Theory Essay Supervisor's report Clinical portfolio Reflective practice paper</p> <p>Dissertation</p>
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SECTION C

Programme Structure			
Year 1	<i>Course</i>	<i>Level</i>	<i>Credits</i>
	Clinical supervision portfolio Unit 1	7	20
	Reflective practice paper: Unit 2	7	20
	Theory essay: Unit 3	7	20
Year 2	<i>Course</i>	<i>Level</i>	<i>Credits</i>
	Clinical supervision portfolio: Unit 4	7	20
	Reflective practice paper: Unit 5	7	20
	Theory essay: Unit 6	7	20
Year 3	<i>Course</i>	<i>Level</i>	<i>Credits</i>
	Dissertation: unit 7	7	60

