

UNIVERSITY OF ESSEX

PROGRAMME SPECIFICATION UNIVERSITY TEMPLATE

NB: When entering data, please avoid using bullet points/numbered bullets, or any other formatting styles, ie. italics, underline or bold. It is recommended that you use plain text with paragraph returns and keep the layout as simple as possible. This will avoid any formatting problems when the programme specifications are copied into the MIS Apps database and then shown on the University website. Thank you for your co-operation.

SECTION A

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| Awarding Body/Institution | University of Essex |
| Teaching Institution | Tavistock and Portman NHS Foundation Trust |
| Professional accreditation by | The British Psychoanalytic Council (BPC) through membership of the Tavistock Society of Psychotherapists (TSP) |
| Final Award | MA |
| NQF Level of Qualification | N/A |
| Full / Part Time | Part Time |
| Course Title | Psychological Therapies with Children, Young People and Families (M34) |
| QAA Benchmark Group | The QAA benchmark statement for Counselling & Psychotherapy 2013 has been taken into account. |
| 2nd QAA Benchmark Group | |
| 3rd QAA Benchmark Group for Joint Schemes | |
| JACS Code | |
| Revision Date | March 2015 |
| Admissions Criteria | <p>Applicants will have:</p> <ol style="list-style-type: none"> 1. Completed the Postgraduate Certificate Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice (D24) or equivalent. 2. An appropriate professional qualification relevant to their chosen career or evidence of other appropriate, relevant professional experience. 3. At least three years practice experience since qualification, preferably more. 4. A first degree, degree equivalent or evidence of other relevant post registration education/experience. 5. To be in full-time or part-time posts in which they are working with children and/or families experiencing difficulties, be they behavioural, emotional or psychological where the candidate has a remit to do therapeutic work with children, adolescents, parents and families (as candidates will be required to bring clinical work to individual and small group supervision). 6. Be in therapy with a BPC registered psychoanalytic |

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| | <p>psychotherapist, approved by the course committee.</p> <p>7. Satisfactory Disclosure and Barring Service check (DBS).</p> <p>8. Met clinical eligibility admission criteria at interview.</p> <p>Students that 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 and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.</p> <p>In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see http://www.uel.ac.uk/international/application/english-language-requirements/</p> <p>Selection</p> <p>By:</p> <p>(a) Application form and supporting statement</p> <p>(b) A satisfactory written reference from the student's workplace supporting their application and from D24 tutor/another relevant reference pertinent to working with children, young people and or families (as applicable)</p> <p>(c) By interview.</p> <p>Staff members from the Tavistock Clinic undertake interviews.</p> |
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SECTION B

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| <p>Course Aims</p> <ul style="list-style-type: none"> • Develop a detailed and authoritative knowledge, understanding and applied use of the psychodynamic theoretical framework and other concepts relevant to different psychological therapeutic approaches and interventions, in working effectively with children, young people and families, where mental health difficulties exist. • Facilitate the integration of relevant theoretical ideas and research in order to develop advanced clinical capabilities and skills in work with children young people, families and carers. • Understand the nature of the therapist's role and use of self in relation to the child/parent/family; in differing inter-agency contexts and underpinning policy and legal frameworks. • To develop a rigorous and advanced understanding of assessment strategies and clinical care packages informed by psychodynamic and systemic ideas. |
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- To receive training in evidenced based modalities of treatment (Mindfulness and CBT) and understanding knowledge, skills and capabilities in working with targeted groups of vulnerable children and families.
- Demonstrate the ability to apply psychodynamic and systemic concepts to an understanding of issues of difference and diversity.
- Enhance and develop professional expertise particularly in working with unconscious processes and systemic processes in individual, familial and organisational contexts.
- Develop and enhance specialist knowledge, capabilities and skills in a selected area of clinical interest through active participation in a specialist clinical workshops, for example work in schools, work with looked-after –children, work with children with Autistic Spectrum Disorder.
- Set the students up to enable them to take on an IAPT training in one or more of these modalities after completion of the MA, as they will have a good foundation and understanding of a range of therapeutic frameworks and modalities.

| Course Outcomes | |
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| A. KNOWLEDGE AND UNDERSTANDING | |
| Learning methods Lectures Group discussion in seminars Exploration of therapeutic practice in clinical supervision and clinical seminars Tutorials Private study, assignment preparation | Assessment methods Written assignments Seminar observation and feedback Supervisor's clinical assessment Mini-dissertation |
| Learning Outcomes | |
| A1 | A critical understanding of the psychodynamic therapeutic theoretical framework and of its application to work with children, adolescents and families. |
| A2 | Knowledge of assessment and diagnostic criteria for various key presenting issues seen in children, adolescents and families. |
| A3 | Knowledge of theoretical concepts relevant to different therapeutic approaches and modalities and interventions, relevant to engaging and working effectively with children young people and families where mental health difficulties exist. |
| A4 | Understanding and application of research for use in clinical work. |
| A5 | An enhanced understanding of the psychodynamic and systemic approaches and its application to work with children, young people and families with mental health difficulties. |
| A6 | The ability to make links with observation and to present thoughts and ideas logically and coherently. |
| A7 | A critical understanding of the specific issues pertinent to the specialist area of clinical work studied. |

| B. INTELLECTUAL/COGNITIVE SKILLS | |
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| <p>Learning methods</p> <p>The reflective opportunities generated by clinical placement and supervision Group discussion in seminars Clinical Supervision Preparation of small group supervision presentations, workshop presentations and assignments</p> | <p>Assessment methods</p> <p>Written assignments Seminar observation and feedback Supervisor’s clinical assessment Mini-dissertation</p> |
| <p>Learning Outcomes</p> <p>B1 The capacity to analyse practice data in all its forms and to make use of this in formulating and evaluating practice</p> <p>B2 The ability to integrate practice data and theory leading to the capacity to conceptualise and develop hypotheses based on different theoretical models.</p> <p>B3 Skills in summarising assessments and developing formulations from the evidence.</p> <p>B4 Skills in devising a coherent treatment plan.</p> <p>B5 The ability to critically review, evaluate and utilise evidence based published material.</p> <p>B6 The capacity to reflect and use personal experience as a tool for learning and intervention.</p> <p>B7 A capacity to use appropriate language and to make sense of a client’s communications.</p> <p>B8 Professional expertise particularly in working with unconscious and systemic processes.</p> | |

| C. PRACTICAL SKILLS | |
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| <p>Learning methods</p> <p>Individual and group supervision of clinical work from placement or work setting</p> <p>Supervised clinical work both as a specialist workshop member in in relation to specific modality training</p> <p>Specific modality training and clinical work</p> | <p>Assessment methods</p> <p>Case discussions in individual and small group supervision</p> <p>Supervisor’s clinical assessment</p> <p>Tutorial</p> |
| <p>Learning Outcomes</p> <p>C1 Develop theoretically and evidenced-based/informed assessment skills in order to assess child and adolescent mental health needs and identify appropriate ways to meet these needs.</p> <p>C2 The capacity to clearly formulate analytical arguments, including strategies for future intervention and treatment.</p> <p>C3 Recognise the impact and interplay between professional and personal experience</p> <p>C4 A critical awareness of the latest developments in theory, research and evidence-based practice for working with the selected specialist client groups and vulnerable children and families</p> <p>C5 An awareness of service user and carer involvement, the issues this raises and the capacity to use both to inform service design.</p> <p>C6 The use of self in the process of intervention and the capacity to reflect on personal experience in understanding the therapeutic encounter and formulating arguments.</p> <p>C7 The ability to manage the emotional impact of working with serious psycho-social issues.</p> | |

| D. KEY SKILLS | |
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| <p>Learning methods</p> <p>Group participation</p> <p>Presentations; verbal and written</p> <p>Researching and writing assignments using electronic data bases in the library</p> | <p>Assessment methods</p> <p>Written assignments</p> <p>Presentation and engagement capacities assessed in clinical work, in small group supervision and in specialist workshops</p> |
| Learning Outcomes | |
| <p>D1 Effective Communication <u>Communicate effectively by presenting ideas, thoughts and reflective evidence to others in a clear and concise manner, in written reports and in oral presentations verbal and written</u></p> <p>D2 Information Technology <u>Demonstrate an advanced ability to use information technology to access readings, journals and relevant papers</u></p> <p>D3 Numeracy <u>Analyse and present data where necessary where necessary, using mathematical techniques</u></p> <p>D3 Skills in analysis and conceptualisation</p> <p>D4 Problem solving <u>Articulate complex issues and problems and consider interventions and solutions</u></p> <p>D5 Working with others <u>Recognise dynamic issues in working as part of a group or team and generate and develop ideas in a cohesive and inclusive way</u></p> <p>D6 Improving own learning and performance <u>Through self-directed and reflective learning plan activities and consider one's own performance</u></p> | |

SECTION C

Course Structure

Please note that for PG courses, the status of each module on exit awards (e.g. PGDip and PGCert on a Masters degree) should be indicated by adding additional columns

| Year 1 | | | | | |
|---------------|------------------|------------------|--|-----------|-------------------|
| Component No. | Compulsory/ Core | FULL Module Code | Module Title | NQF Level | Component Credits |
| 1 | Compulsory | Module A | Assessing and Engaging clients: Psychodynamic framework and other evidence based practice | 7 | 20 credits |
| 2 | Compulsory | Module B | Developing Skills in Specialist Areas of Child and Adolescent Mental Health Practice | 7 | 20 credits |
| 3 | Compulsory | Module C | Research for clinical practice: Understanding, appreciation and application of research for use in clinical work | 7 | 20 credits |

| Year 2 | | | | | |
|---------------|------------------|------------------|---|-----------|-------------------|
| Component No. | Compulsory/ Core | FULL Module Code | Module Title | NQF Level | Component Credits |
| 1 | Compulsory | Module D | Developing therapeutic skills within a psychodynamic and systemic framework and other evidence base | 7 | 30 credits |
| 2 | Compulsory | Module E | Developing and Enhancing Skills in Specialist Areas of Child and Adolescent Mental Health Practice | 7 | 30 credits |

PG Dip on successful completion of 120 credits (including 60 credits from D24)

Additional Notes on Module Choices (if applicable)

SECTION D

Web page address:

<http://www.tavistockandportman.nhs.uk/printpdf/training/courses/psychological-therapies-children-young-people-and-families-m34>

(completed centrally)

Rules of assessment

Candidates are assessed academically and in respect of their clinical practice.

In Year One there are three written assignments, linked to specific curriculum areas in modules A, B and C. Written assignments in modules A, B and C are given a percentage mark. There is a clinical assessment linked to module A (all assessments need to be passed).

Module A: Assessing and Engaging Clients – a 4000 word clinical paper. This paper will concentrate primarily on one or two cases assessed and worked with. 100%
Unit Tutor clinical assessment. Pass or Fail.

Module B: Developing Skills in Specialist Areas of Child and Adolescent Mental Health Practice – a 4000 word Clinical paper/Critical case study of a case from within this specialism informed by relevant clinical and research evidence. 100%

Module C: Research for Clinical Practice: Understanding, Appreciation and Application of Research for use in Clinical Work - a 4000 word critical literature review of evidence base in relation to one modality or CAMH speciality. 100%.

Module D: Developing therapeutic skills within a psychodynamic and systemic framework and other evidence base – a 5000 word clinical paper. This paper will concentrate primarily on one or two clinical two cases. 100%
Unit Tutor clinical assessment. Pass or Fail.

Module E: Developing and Enhancing Skills in Specialist Areas of Child and Adolescent Mental Health Practice. Unit E has two elements. A brief 1500 word self-reflective piece about the student's professional journey during the course. A 6000 word mini-dissertation. This is not a research paper, but it will require use of research literature alongside therapeutic theory to make sense of the case/s described. This will be about work in a specialist area. It is also a clinical paper, and the research quoted and therapeutic theory should be used to illuminate how the work has been approached

This course aims to use assessment as a way of enhancing and consolidating learning and developing clinical capability, not only as a way of testing knowledge and skills. There are no exams.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme

(completed centrally)

Requests for variations to rules of assessment must be approved by Education Committee.
(for PG programmes rules of assessment should be entered via a separate template)

