

PSYCHOANALYTIC OBSERVATIONAL STUDIES

Masters/Postgraduate Diploma Programmes in Leeds and Liverpool 2008/09

Applications are invited for the NSCAP programmes in Psychoanalytic Observational Studies in Leeds and Liverpool. Places are available for the September 2008 intake.

Developing professionals

These well established courses are designed as professional development for people working with children, young people and their families. Current students include teachers, psychologists, child and adolescent psychiatrists, social workers, occupational therapists, nurses and allied professional disciplines.

Developing skills

It has been found that improved observational skills gained through the experience of observing infants and toddlers over an extended period enhances the quality of direct work with children and young people

in diverse settings including education, social services, family centres, residential work, in-patient units and in counselling and arts-based therapies.

Developing practice

Students report that the programme is highly relevant to their professional work. Most feel that their working practice is significantly enhanced by the programme and that they have a better understanding of difficult or troublesome behaviour. They also indicate that they feel more able to think under pressure and not to be forced into premature action.

The Liverpool course is delivered in partnership with the Tavistock and Portman NHS Foundation Trust and the University of East London. The Leeds course is currently being re-validated with a new university partner.

UEL
University of
East London

The Tavistock and Portman **NHS**
NHS Foundation Trust

An equivalent programme is delivered by Northumbria University in Newcastle

ABOUT THE COURSE

The major component of the programme is close observation of infants and young children in their home or care setting together with the opportunity to reflect on and discuss this observational experience in a small-group setting facilitated by experienced child and adolescent psychotherapists. These groups also provide opportunities to reflect on the student's work setting. This is supported by a series of seminars and tutorials enabling the student to become familiar with a large body of knowledge concerning child development, psychoanalytic theory and research.

COURSE STRUCTURE

This is a part-time course with teaching taking place one day a week in mainly small-group seminars.

Module	Frequency and duration
Infant Observation	Weekly for 2 Years
Work Discussion	Weekly for 2 Years
Young Child Observation	Weekly for 1 Year
Psychoanalytic Theory	Fortnightly for 2 Years
Personality Development Series	7 seminars
Introduction to Child Development Research	Fortnightly for 1 Year
Postgraduate Diploma	Min 2 years
Dissertation	Seminars and supervision
Masters	Min 3 years

COURSE FEES

The two programmes have different fee structures. Leeds uses a modular fee with a total cost (as at 2008/09) of **£2,990** to complete the PG Dip and **£3,590** for the Masters. Liverpool has an annual fee of **£1,600** for each of the first two years and **£700** for the dissertation year.

NSCAP receives NHS funding for this programme which is used to reduce the overall level of fees and to provide a bursary scheme.

CONTACT DETAILS

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LEARNING OUTCOMES

The course offers participants the opportunity to develop observational skills within a psychoanalytic framework and to apply this in their professional work. The course is designed to help people deepen their understanding and awareness of human development and interaction and to help participants to think about their work from a psychoanalytic perspective. Completion of the course is a pre-requisite for those wishing to apply for the clinical training in child and adolescent psychotherapy.

HOW TO APPLY

The next intake of students will be in September 2008.

Detailed information and an application form can be obtained from the NSCAP website www.nscap.org.uk or the Course Administrator. Closing date for applications is 30th April 2008.

Students are considered on the basis of application forms, references, relevant work experience, aspirations and personal interviews. Students are required to be working in a professional capacity with children, adolescents or families. They are generally expected to have had at least one year's experience of such work before commencing the course. This need not be in a clinical setting.

