

Programme Specification

1	Awarding body	University of London				
2	Teaching Institution	Birkbeck College				
3	Programme Title(s)	MSc Psychodynamic Counselling & Psychotherapy with Children and Adolescents				
4	Programme Code(s)	TMSPDCPA_C				
5	UCAS code	N/A				
6	Home Department	Psychosocial Studies				
7	Exit Award(s)	Graduate Diploma (exit award at end of Year 1: 90 level 6 credits) Postgraduate Diploma (exit award at end of Year 2: 90 level 7 credits, 30 level 6 credits)				
8	Duration of Study (number of years)	3				
9	Mode of Study	FT		PT	X	DL
10	Level of Award (FHEQ)	7				
11	Other teaching depts or institution	N/A				
12	Professional, Statutory Regulatory Body(PSRB) details	Accredited by British Association for Counselling and Psychotherapy (http://www.bacp.co.uk/)				
13	QAA Benchmark Group	Counselling and Psychotherapy				

14	Programme Rationale & Aims
	<p>To provide an academic and clinical training in psychodynamic counselling & psychotherapy with a specific focus on working with children and adolescents, which would involve:</p> <ul style="list-style-type: none"> • An understanding of psychodynamic theory and of the principles and skills of psychodynamic counselling practice • An ability to apply this understanding to the clinical practice of psychodynamic counselling in specialized practice settings. • The development of a professional identity as a psychodynamic practitioner specialised in working with children and adolescents

15	Entry Criteria
	<p>At least a 2nd Class Honours degree in any subject or equivalent professional qualification. A prior qualification in counselling or therapeutic work, preferably at certificate or diploma level, or its equivalent. Students who do not have a 2nd class honours degree or equivalent professional qualification will be required to submit evidence of academic ability (e.g. pre-enrolment essay). Relevant experience of working with children and/or adolescents is essential. Some academic requirements may be waived for candidates with substantial relevant work experience.</p>

	<p>All students will be admitted in the first instance onto the Graduate Diploma (Year one) unless they have already done a year's mother infant observation and introduction to psychodynamic concepts at a relevant institution.</p>
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16	<p>Learning Outcomes</p>
	<p>On successful completion of this programme a student will be expected to be able to achieve the following learning outcomes:</p> <p>Subject Specific:</p> <ol style="list-style-type: none"> 1. A critical understanding of the foundations of theoretical and practical principles of psychodynamic counselling/therapy with a focus on children and adolescents 2. An advanced understanding of the institutional dynamics which affect the provision and practice of psychodynamic counselling/therapy 3. A high capacity to work as a psychodynamic counsellor/therapist at a suitable professional standard with a specifically developmental understanding of children and adolescents and a foundation in observing early development. <p>Intellectual:</p> <p>4a A high capacity to understand and use psychoanalytic and psychodynamic principles to increase knowledge of both theory and practice, of personality development, of the inner and outer worlds of the client and of the institutional and group influences on personal development. Additionally, a developmentally informed understanding of processes in childhood and adolescence.</p> <p>4b To foster an openness to new research findings and their implications for clinical practice</p> <p>Practical:</p> <p>5. Development of skills in thinking psychodynamically about counselling/therapy issues, making professional communications about counselling/therapy work, and critically employing the concept of evidence-based practice.</p> <p>Personal and Social:</p> <ol style="list-style-type: none"> 6. A good capacity for self-reflection, especially knowledge of one's inner world and how it impacts on counselling/therapy work, and one's role in groups and institutions. 7. An excellent capacity for professional and ethical thinking in counselling/therapy and an understanding of professional responsibilities in a network when working with vulnerable client groups.

17	<p>Learning, teaching and assessment methods</p>
	<p>All elements must be passed in order for students to proceed into the next year, or for the award of the MSc.</p> <p>Year 1: Graduate Diploma in Psychodynamic Counselling & Psychotherapy with Children and Adolescents</p> <p>*30 Level 6 points: Introduction to theoretical & organizational concepts (taught by theoretical seminars and small group tutorials , assessed by 3000 word essay, plus a 2500</p>

word essay

*30 level 6 points: Basic clinical and observational skills (taught by small group tutorials, observation groups, counselling workshops, experiential groups, assessed by 2,500 word exam essay)

*30 level 6 points: Development of professional attitude (Student Review, readiness to begin placement and initial placement experience, taught in experiential groups and counselling workshops, assessed by Student Review)

Exit award: Graduate Diploma (90 credits at level 6)

Year 2: MSc in Psychodynamic Counselling & Psychotherapy with Children and Adolescents

*30 level 7 points: Basic psychodynamic & organizational understanding (taught by theoretical seminars, small group tutorials, assessed by 5,000 word essay)

*30 level 7 points: Advanced Observation Skills Infant Observation (taught by small group tutorials, counselling workshops, experiential groups, assessed by 5000 word study)

*30 level 7 points: Basic psychodynamic competencies and professional attitude (Student Review, taught in experiential groups and counselling workshops, assessed by Student Review)

Exit award: Postgraduate Diploma (90 credits at level 7, 30 credits at level 6)

Year 3: MSc in Psychodynamic Counselling & Psychotherapy with Children and Adolescents

*30 level 7 points: Advanced psychodynamic theory, practice and organizational understanding (taught by small group tutorials, lectures and workshops, assessed by two 2,500 word essays)

*30 level 7 points: Evidence-Based Practice (taught by lectures and small seminar groups, assessed by one essay of 5000 words)

*30 level 7 points: Advanced psychodynamic competencies and professional attitude (taught by lectures and small group tutorials, assessed by Student review and one Case Study of 6000 words)

Student review in each year is assessed as a simple pass/fail. The final mark for the award of Graduate Diploma (at the end of Year 1) will be based on averaging the marks for the essay and the take-away examination. The final mark for the award of Postgraduate Diploma (end of Year 2) will be based on averaging the marks for the 2 essays (one assessed unit) and Case study in Year 2. The final mark for the award of MSc will be based on averaging the marks for: Essays and Case Study in Year 2, and Essays and Case Study in Year 3.

The assessment scheme is designed to reflect both the academic and professional nature of the training. The student review is specifically designed to assess the student’s professional development over the programme, drawing on objective criteria wherever possible (supervisor’s reports, notes on placement meetings). The student review is marked as a pass/fail, with no mark attached, i.e. seen as providing a benchmark for assessing professional standards. Students are assigned a personal tutor, who advises them on managing their workload and gives help and advice on individual assessment elements.

18	<p>Programme Description</p> <p>Graduate Diploma (Year 1): Modules on theoretical and organisational concepts, basic clinical and observational skills and development of professional attitude. Year 1 gives an introduction to psychodynamic theory and practice, teaching observation including mother infant observation and basic counselling/psychotherapy skills and processes, and professional/ethical issues.</p> <p>MSc (Years 2 and 3): Modules on basic and advanced psychodynamic and organisational theory, basic and advanced psychodynamic skills, basic and advanced psychodynamic competencies and evidence-based practice. Term 1, Year 2 is the completion of mother infant observation. Years 2 and 3 look in more depth at psychodynamic theory, in particular the contributions of Freud, Klein, Winnicott, attachment and child development research. Also studied are forms of emotional disturbance with a developmental perspective, diagnosis and formulation, organisational dynamics, techniques, skills and principles of psychodynamic practice.</p> <p>Students are in clinical placements in years 2 and 3 and are required to be in personal psychodynamic psychotherapy from the end of term 1 of year 1.</p>
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19	<p>Programme Structure</p> <p><i>Part Time programme</i></p> <p><i>Year 1</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 15%;">Module Code</th> <th style="width: 55%;">Module Title</th> <th style="width: 10%;">Credits</th> <th style="width: 10%;">Status*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td>SSPA052S6</td> <td>Introduction to theoretical & organizational concepts</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Core</td> </tr> <tr> <td style="text-align: center;">6</td> <td>SSPA048S6</td> <td>Basic Clinical & observational skills</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Core</td> </tr> <tr> <td style="text-align: center;">6</td> <td>SSPA051S6</td> <td>Development of Professional Attitude</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Core</td> </tr> </tbody> </table> <p><i>Year 2</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 15%;">Module Code</th> <th style="width: 55%;">Module Title</th> <th style="width: 10%;">Credits</th> <th style="width: 10%;">Status*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7</td> <td>SSPA049S7</td> <td>Basic Psychodynamic & Organizational theory</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Core</td> </tr> <tr> <td style="text-align: center;">7</td> <td>SSPA047S7</td> <td>Advanced Observation Skills Infant Observation and principles/techniques of practice</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Core</td> </tr> <tr> <td style="text-align: center;">7</td> <td>SSPA050S7</td> <td>Basic Psychodynamic Competencies & Professional Attitude</td> <td style="text-align: center;">30</td> <td style="text-align: center;">Core</td> </tr> </tbody> </table>	Level	Module Code	Module Title	Credits	Status*	6	SSPA052S6	Introduction to theoretical & organizational concepts	30	Core	6	SSPA048S6	Basic Clinical & observational skills	30	Core	6	SSPA051S6	Development of Professional Attitude	30	Core	Level	Module Code	Module Title	Credits	Status*	7	SSPA049S7	Basic Psychodynamic & Organizational theory	30	Core	7	SSPA047S7	Advanced Observation Skills Infant Observation and principles/techniques of practice	30	Core	7	SSPA050S7	Basic Psychodynamic Competencies & Professional Attitude	30	Core
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Year of entry: 2022/23



Year 3				
7	SSPA056S7	Advanced Psychodynamic Theory, Practice and Organizational Understanding	30	Core
7	SSPA086S7	Evidence-based Practice	30	Core
7	SSPA055S7	Advanced Psychodynamic Competencies & Professional Attitude	30	Core

Status*

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

20	Programme Director	Clea McEnery West
21	Start Date (<i>term/year</i>)	Autumn 2010
22	Date approved by TQEC	Spring 2010
23	Date approved by Academic Board	Summer 2010
24	Date(s) updated/amended	June 25 th 2015