

## Programme Specification

1	<b>Awarding body</b>	University of London							
2	<b>Teaching Institution</b>	Birkbeck College							
3	<b>Programme Title(s)</b>	<b>MSc Psychodynamics of Human Development</b> <b>PG Dip Psychodynamics of Human Development</b>							
4	<b>Programme Code(s)</b>	TMSPDHDV_C/ TPDPDHDV_C							
5	<b>UCAS code</b>	N/A							
6	<b>Home Department</b>	Department of Psychosocial studies							
7	<b>Exit Award(s)</b>	PG Dip PG Cert							
8	<b>Duration of Study (number of years)</b>	2							
9	<b>Mode of Study</b>	FT		PT	x	DL-FT	x	DL-PT	x
10	<b>Level of Award (FHEQ)</b>	7							
11	<b>Other teaching depts or institution</b>	British Psychotherapy Foundation							
12	<b>Professional, Statutory Regulatory Body(PSRB) details (or not applicable)</b>	N/A							
13	<a href="#"><u>QAA Benchmark Group</u></a>	N/A							

14	<b>Programme Rationale &amp; Aims</b>
	<ul style="list-style-type: none"> <li>• Provide students with a forum for thinking about their own work and practice in psychoanalytic or Jungian analytic terms, to enhance understanding and practice.</li> <li>• Provide a setting in which students may develop a critical understanding of psychoanalytic or Jungian analytic approaches.</li> <li>• Provide an opportunity for students to develop skills in observation and self-reflection.</li> <li>• Facilitate group learning and co-operation.</li> <li>• Provide a view of the human life cycle through developmental and psychoanalytic or Jungian analytic theories and a forum for discussion and debate focusing on these different perspectives.</li> <li>• Begin to formulate an understanding of psychoanalytic or Jungian analytic theories and locate this within contemporary epistemological questionings.</li> <li>• Provide an opportunity to develop epistemological, methodological, observational and research skills in relation to psychoanalytic or Jungian analytic theory, infant observation, child development and life span studies.</li> <li>• Afford students the opportunity to consider training in child and adolescent or adult psychoanalytic or Jungian analytic psychotherapy.</li> </ul>

15	<b>Entry Criteria</b>
	<p>Normally a first degree; non-graduates with academic and professional experience may be considered.</p> <p>Experience of working with children, adults or families is an advantage.</p>
16	<b>Learning Outcomes</b>
	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop an enhanced awareness and understanding of human development and interaction.</li> <li>• Develop an introductory understanding of psychoanalytic theory or Jungian analytic theory and its application.</li> <li>• Further their understanding of clients' communication and of the therapeutic process.</li> <li>• Develop the ability to understand the impact of different organisational structures and other work settings on the therapeutic dynamic.</li> <li>• Demonstrate personal and communication skills both spoken and written.</li> <li>• Develop some understanding of epistemological issues and skills in identifying relevant and practicable research projects and appropriate methodologies in the field of psychoanalytic or Jungian analytic studies, infant observation and child development and life span studies.</li> <li>• Develop and pursue a programme of research and communicate the findings in written form.</li> </ul> <p><b><u>Individual modules</u></b></p> <p><b>Psychoanalytic or Jungian Analytic Theory:</b>  <b>AIMS</b></p> <p><b>This module aims to:</b></p> <ul style="list-style-type: none"> <li>• Provide a view of the human life cycle through the study of the conjunction of elements of developmental psychology and psychoanalytic or Jungian analytic literature.</li> <li>• Provide a forum for critical discussion of the different theories outlined and to explore their application to the other course components and to the students' own life experience.</li> </ul> <p><b>OBJECTIVES</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of and a capacity to critically evaluate significant psychoanalytic or Jungian analytic concepts.</li> <li>• Demonstrate an understanding of the human developmental process and key developmental tasks.</li> </ul> <p><b>Work Discussion:</b>  <b>AIMS</b></p> <p><b>This module aims to:</b></p> <ul style="list-style-type: none"> <li>• Provide students with a forum for reflecting on their work practice.</li> <li>• Apply psychoanalytic or Jungian analytic thinking to understanding processes between workers and client or client group.</li> <li>• Apply psychoanalytic or Jungian analytic theory to the understanding of institutional and organisational processes.</li> </ul>

- Enhance students' practice through developing a capacity for observation and reflection.
- Provide a forum for the safe presentation of complex and confidential material.
- Encourage detailed and honest presentation of processes and dilemmas within the work setting.
- Facilitate group learning and co-operation.

#### **OBJECTIVES**

##### **Students will be able to:**

- Demonstrate the ability to organise material from their work setting and make detailed presentations to the group.
- Demonstrate a capacity to express their ideas verbally within group discussion.
- Develop the capacity to reflect on and apply psychoanalytic or Jungian analytic thinking to the issues raised in individual, institutional and interactive terms.
- Demonstrate openness to learning and a growing capacity to reflect on and to make use of the ideas of others.

#### **Analytic Reflection on Infant Observation:**

##### **AIMS**

##### **This module aims to:**

- Provide an opportunity for students to observe the development of an infant in a family.
- Provide a forum for reflecting on the process of being a participant observer.
- Introduce theoretical concepts as tools for reflecting on and understanding parent-infant observation.

#### **OBJECTIVES**

##### **Students will be able to:**

- Demonstrate the development of observational skills.
- Show an ability to reflect on the experience of infant observation.
- Show a capacity to distinguish between the observed infant and the infant self in the observer.
- Show a capacity to record in detail their observations both of the observed setting and of the responses evoked in them.
- Develop the capacity to share their observations with the group in presentations and through the following discussion to use the group to enhance their understanding.
- Demonstrate the ability to integrate observations and theoretical understanding and structure these into a final report.

#### **Infant Observation 2**

##### **AIMS**

- To provide a forum for reflection at a more sophisticated level on the experience of being a participant observer.
- To introduce more advanced theoretical concepts as tools for reflecting on and understanding parent-infant observation.
- To apply psychoanalytic or Jungian analytic thinking with greater sophistication to understanding observational processes.

#### **OBJECTIVES**

- Demonstrate the further development of observational skills.
- Show a more developed ability to reflect on the experience of infant observation including

the role of participant observer

- Show a capacity to record in greater detail their observations both of the observed setting and of the responses evoked in them.
- Demonstrate the ability to integrate observations and theoretical understanding and structure these into a final Infant Observation Paper.
- Demonstrate further development in their capacity to reflect on and apply psychoanalytic or Jungian analytic thinking to the issues raised in interpersonal interactions including the impact of conscious and unconscious processes on the generation and selection of, and attribution of meaning to, observational material.

### **Dissertation**

#### **AIMS**

- To introduce methodological and epistemological issues relevant to studying the psychodynamics of human development, drawing on recent work in psychology and other social sciences.
- To explore the standing of psychodynamic research and observational methodology in the light of developments in contemporary social research.
- To enable students to identify an issue or issues based on the teaching and experience of the course and suitable to be the subject of a dissertation.
- To facilitate the pursuit of that issue through a period of independent research under supervision.
- To enable students to identify and apply as necessary appropriate conceptual and/or methodological frameworks.
- To help students acquire and deploy skills in the planning, management and execution of a sustained project.
- To support students in the development of independence of outlook, enterprise, initiative, creativity and communication skills.

#### **OBJECTIVES**

- Develop an understanding of the main principles of contemporary social science methodologies.
- Demonstrate a capacity to appraise critically research and observational studies of the psychodynamics of human development.
- Develop a critical awareness of epistemological issues as they apply to psychoanalytic and Jungian analytic approaches to human development.
- Demonstrate some understanding of epistemological and methodological issues as revealed in the selection of relevant and practical research/dissertation projects.
- Identify, in conjunction with course staff, a feasible and manageable topic for their dissertation.
- Identify and apply a conceptual and/or methodological framework appropriate to the topic and formulate and implement a programme of independent research.
- Undertake a comprehensive search and study of literature and other data consistent with the aims of the research.
- Acquire and deploy skills in the planning, management and execution of a sustained research and writing project.
- Present a well argued written dissertation supported by reasoned analysis, interpretation, explanation and evaluation of relevant material and demonstrating a thorough and critical

	<p>understanding of the subject.</p> <p><b>(Note:</b> Students who intend to write an empirical dissertation are required to attend the IRM (Independent Research Module) in Autumn Term of their 2<sup>nd</sup> year of enrolment. The IRM uses pre-recorded lectures and is entirely taught on line for all students.</p>
17	<p><b>Learning, teaching and assessment methods</b></p> <p>Teaching primarily consists of theoretical seminars, workshops, discussion groups and research seminars (including observational skills and work reflection).</p> <p>The assessment is the same for both in-person and online students</p> <p><b>Teaching methods for online students:</b></p> <p>Theoretical seminars, workshops, discussion groups and research seminars (including observational skills and work reflection): Online</p> <p>Study Days: in person – all students (both in-person and online cohorts) are required to attend in person 6 Study Days over the course of the two years programme.</p> <p><b>Assessment:</b></p> <p><b>Year 1:</b></p> <p>Module: Psychoanalytic or Jungian Analytic Theory          One essay of between 2,500 and 3,000 words.</p> <p>Module: Work Discussion          One essay of between 3,000 and 4,000 words.</p> <p>Module: Analytic Reflection on Infant Observation          One ‘take away’ examination</p> <p><b>Year 2</b></p> <p>Module: Infant Observation 2          One infant observation paper of 5,000-8,000 words</p> <p>Module: Dissertation          A dissertation of 10,000-15,000 words</p>
18	<p><b>Programme Description</b></p> <p>The MSc course lasts for two academic years, with an exit point at the end of the first year for students who successfully complete Year 1 and who wish to leave with the award of Postgraduate Certificate in the Psychodynamics of Human Development. Students who wish to continue into the second year to complete the Infant Observation module but who elect not to submit a dissertation may be awarded a Postgraduate Diploma in the Psychodynamics of Human Development.</p>

<p>The Course consists of five core components, three in the first year and two in the second:</p> <p><b>Year 1</b>          Psychoanalytic or Jungian Analytic Theory          Work Discussion          Analytic Reflection on Infant Observation</p> <p><b>Year 2</b>          Infant Observation 2          Dissertation</p> <p>The PG Dip programme is the same as the MSc, except students on this route do not take the dissertation module completing 120 credits of taught modules instead of 180 credits.</p> <p>The programme is offered with in-person and online modes of study, but both groups must attend 6 in-person study days over the course of the 2-year programme.</p>
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19	<b>Programme Structure</b> (in person and online routes)			
<b>Part Time programme</b>				
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status
7	PSSL001H7	Psychoanalytic or Jungian Analytic Theory	15	Core
7	PSSL002H7	Work Discussion	15	Core
7	PSSL016S7	Infant Observation 1	30	Core
<b>Year 2</b>				
7	PSSL002D7	Infant Observation 2	60	Core
7	PSSL003D7	Dissertation MSc Psychodynamics of Human Development*	60	Core
<p><b>*Note:</b> students choosing to work on an empirical dissertation (rather than a theoretical one) will be required to attend on an audit basis, the lectures of module SSPA085D7 - Independent Research Module, on Psychosocial research methods, in the Autumn term of the second year. The IRM is entirely taught online and uses pre-recorded lectures.</p>				

**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	<b>Programme Director</b>	Professor Bruna Seu
21	<b>Start Date (term/year)</b>	Prior to 2008/09
22	<b>Date approved by TQEC</b>	Prior to 2008/09
23	<b>Date approved by Academic Board</b>	Prior to 2008/09
24	<b>Date(s) updated/amended</b>	May 2022