MA PSYCHODYNAMIC COUNSELLING – 2016-17

Introduction to the MA Psychodynamic Counselling
Course structure
Exit Awards

First Year
PA961-7-AU Psychodynamic Theory and Practice 1
PA963-7-SP Psychodynamic Theory and Practice 2
PA965-7-SU Applications of Research to Psychodynamic Practice
PA968-7-FY Professional Development 1
PA967-7-FY Personal Development

Second Year
PA964-7-FY Advanced Counselling Theory and Practice
PA966-7-FY Different Approaches
PA969-7-FY Professional Development 2
PA985-7-FY/PA984-7-FY Clinical Dissertation

Assignments and Assessment
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Theory essays for PA961 & PA963
Case Study
Research projects proposal
Reflective Report
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Appendix 1 - Essay Writing Guidelines
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MA PSYCHODYNAMIC COUNSELLING
2 year programme or Years 2 and 3 of 3 year programme

INTRODUCTION
This programme will combine with and build on the knowledge and expertise acquired in the BA Therapeutic Communication and Therapeutic Organisations or Year 1 Psychodynamic Counselling /Graduate Diploma Psychodynamic Approaches to form a training in psychodynamic counselling with children and adolescents sufficient for professional practice in community and other settings. It aims to provide the opportunity for personal and professional development sufficient to support professional practice and conduct as a psychodynamic practitioner. It will further students’ knowledge of psychodynamic theory and practice, extend their awareness of many commonly-encountered issues and problems of potential clients and introduce them to the applications of research in the field. It will provide in-depth understanding of the counsellor’s role and an appreciation of how counselling fits into the wider provision of therapeutic and care services for their clients. It includes a supervised placement in which the student will acquire significant experience of practice in an organisational setting in order to establish the foundations of clinical expertise.

More particularly, this programme aims to enable students:

- To understand the key theoretical ideas underpinning psychodynamic counselling practice.
- To understand the role of the counsellor
- To develop the capacity to be reflective about oneself, the counselling relationship and the workplace, and to learn from a group relations experience
- To develop the capacity to apply psychodynamic principles and techniques in individual counselling
- To understand key areas of difficulty in clients, their presentation and origins
- To understand how research informs practice
- To conduct independent study into a topic of the student’s own choice
- To understand how the efficacy of interventions can be measured
- To appreciate the role of research in informing practice
- To understand how other related practitioners work and to appreciate how psychodynamic work fits into the wider clinical picture

Course Structure
The first year of this part of the training consists of two modules on theory and practice, a module on applications of research, a personal development module and a professional development module. Clinical seminars run throughout the year. In terms one and two they provide the practice component of the theory and practice modules. In term three they form part of the professional development module.

In the second year of this part of the training there is a further theory and practice module, a module on different approaches, a further professional development module and a dissertation. Clinical seminars run throughout the year. In term one and half of term two they provide the practice component of the theory and practice module. In the second half of term two and all of term three they form part of the professional development module.
Core modules in MA and the exit award Postgraduate diploma in Psychodynamic Counselling
MA Psychodynamic Counselling
The core modules for the MA are those central to the development of the personal and professional qualities required in clinical practice – personal development and professional development 1 and professional development 2.

Exit award – Diploma in Psychodynamic Counselling
An exit award may be available for students that fulfil the criteria to receive an exit award of a Postgraduate Diploma, in line with the University’s Rules of Assessment, which are available online at http://www2.essex.ac.uk/academic/students/pgt/pgtrulesmenu.htm.

PA961-7-AU Psychodynamic Theory and Practice 1 15 credits
This module provides theoretical and clinical seminars and workshops to further your understanding of the connections between theory and practice as they continue their clinical work. The theory seminars consolidate your understanding of issues facing children and adolescents and further reinforce the students’ understanding of key psychodynamic concepts and symptomatic behaviour/presentations. The workshops will focus on particular areas of practice or understanding to supplement the theory seminars and to provide experiential learning about the issues under consideration. The clinical seminars help you make further use of the theoretical readings in your placement work and in developing further your clinical role. The clinical seminars will further promote the your ability to reflect on and learn about your own work using the observations of others, to learn from the work of others, and to bring creative clinical thinking to bear on a range of cases.

Aims
- To facilitate the taking up of the professional role of counsellor through linking theory to practice
- To extend the understanding of the clinical role in context
- To provide practical and theoretical support in approaching the challenges of placement
- To broaden understanding of client presentations
- To broaden understanding of ways of working with clients

Learning outcomes
- Deeper understanding of the professional role of counsellor
- Greater confidence in taking up the role of counsellor
- Familiarity with a range of client presentations
- Familiarity and developing skill in a range of different techniques used in psychodynamic work

Teaching Methods
This module is taught via a range of distinct styles of seminar:

Theory Seminars
For the theory seminars students will read texts before the seminar and come ready to participate in discussions with the tutor and each other. Students may be asked to prepare a short presentation on the week’s texts, or to bring particular points which they wish to pursue in the seminar. In some seminars the tutor will provide an introduction to the topic, or play a more leading role in gathering and organising the learning from the reading of the text.
Workshops
There will be some workshops dedicated to the exploration of clinical issues. They will focus on building knowledge about and confidence in dealing with clinical situations.

Clinical Seminars
Students will bring written, detailed accounts of their clinical work on placement. These will be discussed in depth, with attention given to:

a) an understanding of the dynamics within the child
b) an understanding of the family and other systems around the child
c) an understanding of the dynamics between child and counsellor
d) an understanding of the transference/countertransference interactions
e) matters of psychodynamic technique in interventions with the child
f) organisational issues relevant to the encounter

PA963-7-SP Psychodynamic Theory and Practice 2 15 credits
The structure, aims and teaching styles are the same for this module as for PA961. The content aims to consolidate and develop further the knowledge and skills acquired in PA961.

PA965-7-SU Application of Research to Psychodynamic Practice 15 credits
This module aims to familiarise you with the basics of research as applied to psychodynamic counselling. It will introduce you to qualitative and quantitative research methods and assist you in using routine outcome measures in their clinical work. You will read key research texts that illuminate the possibilities and complexities of psychodynamic practice research. You will learn how to read and assess the research literature and be able to develop a research-mindedness in your approach to their work.

Aims
- To facilitate research-mindedness in students’ approach to psychodynamic counselling
- To facilitate students in using past research in their thinking and work
- To enable students to engage constructively in the debates about research in practice
- To develop the capacity in students to approach research with critical awareness and understanding
- To encourage future research in students’ career development

Learning outcomes
- Awareness of and some understanding of qualitative and quantitative research studies
- Awareness of and some understanding of the use of outcome measures in psychodynamic work
- Awareness of the complexities around psychodynamic research
- Ability to assess critically the research literature
- Awareness of the possibilities for future research

Teaching methods
Students will study research publications before seminars. Some seminars will consist primarily of discussion of the texts studied, others will include workshops on particular methodologies and/or outcome measures. There may be some lecture input in this module.

PA968-7-FY Professional Development 1 15 credits
This module aims to help you to develop as a psychodynamic practitioner on placement, using the learning from the rest of the course. As such it is at the core of the course, showing the your developing professional identity and counselling skill. You will be working with approximately 3-4 clients each week, receiving weekly supervision (as a minimum) from an external supervisor. A pass or fail grading will be provided by
the supervisor, but in addition the learning from the module will be assessed by means of a detailed case study based on your placement experience.

**Aims**
- To develop the ability to use psychodynamic theory and insight in professional practice
- To develop understanding of the role of psychodynamic counsellor in context
- To develop a professional approach to practice
- To develop the ability to make thoughtful use of supervision
- To develop the skills and techniques used in professional psychodynamic practice

**Learning outcomes**
- Ability to use psychodynamic theory in practice
- Ability to inhabit the role of psychodynamic counsellor effectively
- Ability to demonstrate a professional attitude in practice on placement
- Ability to demonstrate thoughtful use of supervision
- Ability to use personal therapy to inform and deepen practice

**Teaching methods**
The learning for this module is primarily from the placement experience. Clinical seminars in PA961 and PA963 will have provided the opportunity to increase knowledge about psychodynamic technique and the application of psychodynamic principles to clinical practice. The clinical seminars in term 3 provide the opportunity to continue this learning through to the end of the year and they aim to support the professional development of the student while on placement.

A learning journal will be kept, including a log of clinical work. The learning journal will provide material for the learning journey report. See template at end of handbook for the learning journal and clinical log.

**PA967-7-FY Personal Development 15 credits**
This module provides you with the opportunity to develop and consolidate the personal capacities to take up the role of psychodynamic practitioner. It concentrates on the ability to reflect on your own experience as a key element in psychodynamic work. It gives you opportunities to take ownership of your own learning experience and to take responsibility for yourself as a learner, a member of the course group, a member of the staff in the placement and a clinician. It encourages further and deeper awareness of the conscious and unconscious elements in ourselves and between ourselves and others that provide the background to all human relationships and interactions.

**Teaching Methods**
There is no specific reading for this module as it draws on material from other modules. Tutorials will devote time to reflect on your learning journey and observation seminars will help develop self-reflective capacities.

A group relations weekend will be held in the Spring Term in which the learning will be experiential. During this weekend you will be asked to take part in a range of groups in order to study group and inter-group behaviour, to learn about the roles you take up in groups, the effect on you of group behaviour and the effect of your behaviour on the groups you are in. Experiential groups will be held in the Autumn and Spring terms to prepare you for the Group Relations experience and to aid self-reflection. At least one seminar will be offered to reflect on the Group Relations experience and a seminar will be held to prepare for the reflective report. See Appendix 3 for a fuller account of the Group Relations Weekend

**Aims**
- To develop better understanding of ourselves as individuals, as learners, as clinicians and as members of a group and a team
• To develop further understanding of the role of the unconscious in individuals and in interactions between individuals
• To develop and consolidate the capacity for reflective practice
• To use reflective practice in working with clients and in supervision as a psychodynamic practitioner
• To consolidate the personal capacities and values required in professional clinical practice

Learning outcomes
• Ability to reflect on one’s own experience
• Ability to reflect on one’s own clinical learning journey
• Ability to use reflective thinking in clinical work
• Ability to reflect on group and organisational dynamics and one’s participation in them
• Ability to use reflective thinking in the supervision relationship
YEAR 2

PA964-7-FY  Advanced Counselling Theory and Practice  30 credits
This module provides theoretical and clinical seminars and workshops to further your understanding of the connections between theory and practice as you continue your clinical work. The theory seminars consolidate your understanding of issues facing children and adolescents and further reinforce your understanding of key psychodynamic concepts and symptomatic behaviour/presentations. They explore more extreme symptomatology requiring more sophisticated expertise, establishing your capacity to work with more demanding cases. The clinical seminars help you make further use of the theoretical readings in your placement work and in developing further your clinical role. The clinical seminars will further promote your ability to reflect on and learn about your own work using the observations of others, to learn from the work of others, and to bring creative clinical thinking to bear on a range of cases.

Aims
• To consolidate your ability to take up the professional role of counsellor through linking theory to practice
• To extend the understanding of the clinical role in context
• To provide further practical and theoretical support in approaching the challenges of placement
• To broaden further the understanding of client presentations
• To broaden further the understanding of ways of working with clients

Learning outcomes
• Consolidated understanding of the professional role of counsellor
• Greater confidence in taking up the role
• Greater familiarity with a range of client presentations
• Greater familiarity with and consolidated skill in a range of different techniques used in psychodynamic work

Teaching Methods
This module is taught via a range of distinct styles of seminar:

Theory Seminars
For the theory seminars you will read texts before the seminar and come ready to participate in discussions with the tutor and each other. You may be asked to prepare a short presentation on the week’s texts, or to bring particular points which you wish to pursue in the seminar. In some seminars the tutor will provide an introduction to the topic, or play a more leading role in gathering and organising the learning from the reading of the text.

Workshops
There will be some workshops dedicated to the exploration of clinical issues. They will focus on building your knowledge of and confidence in dealing with clinical situations.

Clinical Seminars
You will bring written, detailed accounts of their clinical work on placement. These will be discussed in depth, with attention given to -:
• an understanding of the dynamics within the child
• an understanding of the family and other systems around the child
• an understanding of the dynamics between child and counsellor
• an understanding of the transference/countertransference interactions
• matters of psychodynamic technique in interventions with the child
• organisational issues relevant to the encounter

PA966-7-FY Different Approaches 15 credits
This module broadens the range of interventions familiar to the students. It covers other applications of psychodynamic thinking, in family, group and shorter-term work, and then introduces you to other orientations in work with children and adolescents. It will not provide sufficient grounding in these other approaches for you to be proficient in them, but will provide enough for you to understand the basic ideas underpinning them so you can have a respectful awareness of where psychodynamic thinking sits in the wider range of potential interventions. The module also covers assessment, so that you can be alert to issues informing choice of treatment.

Aims
• To enable students to use their psychodynamic understanding in flexible ways
• To enable students to understand how their psychodynamic thinking can help them work with groups, parents and others
• To make students aware of how their psychodynamic understanding can be adapted to short and very short term work as well as longer term counselling
• To bring to students the awareness of other orientations to facilitate constructive relationships with other services
• To enable students to understand where psychodynamic thinking is situated in a wider range of approaches
• To lay the foundations for students to be able to make informed judgements as to what is the most appropriate intervention in particular cases

Learning outcomes
• Awareness of the flexibility of psychodynamic understanding
• Awareness of how to use psychodynamic thinking in groups, parents and others
• Awareness of how to adapt psychodynamic work to short and very short-term models
• Awareness of other orientations and sufficient knowledge of them to have constructive connections with other services
• Awareness of where psychodynamic thinking is situated in a wider range of approaches
• Basic understanding of the assessment task and of issues of choice of treatment and treatment of choice

Teaching Methods
Students will be set reading before each seminar which will provide the basis for a discussion. For some of the seminars, outside speakers will provide an introduction to the different approach and some workshop activity will enable a more practical encounter with the material. Students will be encouraged to bring examples from their own experience to provide further illustration of the work under discussion.

PA969-7-FY Professional Development 2 15 credits
This module aims to develop further your capacity to work as a psychodynamic practitioner on placement, using the learning from the rest of the course. As such it is at the core of the course, enabling you to develop your professional identity and counselling skill. You will be working with approximately 3-4 clients each week, receiving weekly supervision (as a minimum) from an external supervisor. A pass or fail grading will be provided by the supervisor, but in addition the learning from the module will be assessed by means of a 5000 word clinical learning journey report.
Aims
- To develop further the ability to use psychodynamic theory and insight in professional practice
- To develop further understanding of the role of psychodynamic counsellor in context
- To develop further a professional approach to practice
- To develop further the ability to make thoughtful use of supervision
- To develop further the skills and techniques used in professional psychodynamic practice

Learning outcomes
- Ability to use psychodynamic theory in practice
- Ability to inhabit the role of psychodynamic counsellor effectively
- Ability to demonstrate a professional attitude in practice on placement
- Ability to demonstrate thoughtful use of supervision
- Ability to use personal therapy to inform and deepen practice

Teaching Methods
The learning for this module is primarily from the placement experience. Clinical seminars in PA 964 will provide the opportunity to learn in more depth about psychodynamic technique and the application of psychodynamic principles to clinical practice. The clinical seminars in terms 2 and 3 provide the opportunity to continue this learning through to the end of the year and they aim to support your professional development while on placement.

To be awarded the MA you need to complete 150 hours of supervised clinical practice. The intention is that one case would be seen consistently for an academic year. If these hours have not been completed by the end of the two years then weekly clinical seminars will be offered to support you in continuing your placement. The placement handbook provides more detail about the clinical placement.

PA985-7-FY Clinical Dissertation 45 credits
This module provides the opportunity for you to research in depth a clinical issue of your choice. You will select an aspect of your clinical practice on placement centred in the work with one client and explore it using theoretical and clinical thinking, including reference to relevant research in the area of focus, depending on the nature of the topic.

Aims
- To provide the opportunity for deeper and more considered treatment of one area of interest
- To assist students in developing their capacity for independent study and clinical learning
- To develop research skills in exploring an area of individual interest
- To promote independent thinking on issues raised in practice

Learning outcomes
- Deeper understanding of a clinical issue
- Facility in exploring literature relevant to practice issues
- Capacity to use research literature to support understanding
- Capacity for original thinking and independent study

Teaching Methods
You will be offered individual dissertation supervisions, usually one during the first and three during the second year. During the first year there will also be a workshop and consistent encouragement during tutorials to establish the focus for the dissertation and to begin exploring the topic of choice.
It is expected that supervisors will also support the student in maintaining the focus on the topic and in gathering relevant clinical material.

During the first term of the second year, you will submit a single-session commentary similar to the formative assignment from the first year (see page 10). The intention is for this to concentrate on the dynamics in a single session taken from the work which will furnish the clinical core of the dissertation topic. This single session commentary becomes part of a portfolio with the dissertation at the end of the course.

ASSIGNMENTS AND ASSESSMENT

Assessment is by essays, reflective report, case study, single-session commentary, draft research proposal, clinical learning journey report and dissertation. Professional development is also assessed by supervisors on placement. The aims of assessment for each module are set out above with the module descriptions.

The word counts are important and indicate something of how we want you to structure your answer. All submitted work needs to be within 10% either side of the stated number. This total does not include the title and the referencing. There will be penalties in terms of lost marks if your work deviates beyond these boundaries, details below:

Between 10-20% - 3 marks deducted
Between 20-30% - 8 marks deducted
Over 30% - a mark of zero

You must supply a computer-generated word count.

Year 1:
1. Single Session Commentary (formative)  [Also forms part of PA 985 (summative) in Year 2]
   In this assignment you are to submit a detailed exploration of a single clinical session. A full process recording of the session will be added as an appendix but not be included in the word count. The commentary will include:
   - Sufficient contextual detail for the reader to understand the child’s background and the setting for the session
   - Sufficient detail for the reader to appreciate where the session occurred in the overall progress of the work
   - A detailed analysis of the dynamics of the session. The precise ingredients will obviously vary but are likely to include discussion of:-
     1. the child’s inner world and means of communicating this to you
     2. the relationship between you in the session
     3. your own interventions
     4. the meaning of any response to your interventions
     5. the progress through the session – beginning, middle and end
     6. The contribution of the session in furthering overall understanding of the child
     7. The contribution of the session in furthering your development as a counsellor
2. Theory essays for PA 961 and PA963

PA 961 Essay titles

Transference and Countertransference are often seen as absolutely central to psychodynamic work. How much have you actually found yourself using them in your work this term, and in what ways? Give examples to illustrate your answer.

To what extent and in what ways have you needed to change how you present yourself with a young person in order to take up the role of psychodynamic counsellor? Illustrate your answer with examples and reflect on this experience.

In what ways is your placement setting conducive to the practice of psychodynamic counselling and what are the challenges? Illustrate your answer with examples and give some ideas as to support your thinking.

3000 essay – deadline Tuesday 17 January 2017

PA 963 Essay title

Using three of the areas covered in the module demonstrate how the object relations conceptual framework adds to our understanding of the symptomatology.

3. Case study PA 968

The case study will normally concern one individual. Any exception to this, such as a family or group, must be discussed and agreed with the tutor beforehand.

The purpose of the case study as an assignment is to demonstrate that you can apply the psychodynamic framework gained during the year to a consideration of your work with one child. You will need to show your ability to understand what is going on within the child, around the child and between you and the child.

Essential information in a case study includes:

a) A portrait of the child including
   - Age, sex, ethnic background, etc.
   - Salient points from the child's background - family, personal, social
   - Any educational or social reports significant for an understanding of the child
   - The presenting problem (if relevant) and any other significant problems which emerged during the work

b) A description of the referral route and organisational context of the work and awareness of the implications of these for the work.

c) A lively picture of the child - appearance, behaviour, presentation, and attitude towards the work

d) A lively picture of yourself in the work done with the child and of the developments in the work as it progressed.

The case study should include:

a) an account of how you understand the child’s behaviour and/or difficulties
b) illustrations from the work to provide support for your views
c) an account of how you understand the progress or otherwise of the work
d) transference and counter-transference issues that arose
e) some evidence of your thinking about your psychodynamic technique including thought about what difficulties you encountered and your understanding of these

There is no standard format for presenting a case study. This will be determined to some extent by the case itself. However, the case study should be purposefully written, with a statement about what you intend to demonstrate. It will be assessed on the basis of the quality of your thinking about the work, rather than the work itself, so problems which arose that are thoughtfully analysed will not be themselves the cause of reduced marks, indeed can be the basis for excellent work.

The essay should reflect integration of theory and practice. While theory is not the main focus of the assignment, the theoretical framework should be articulated with appropriate references within the text. We are seeking evidence that you can apply the theory effectively in the understanding of your work with one child.

4. Proposal for a research project  PA 965 (3000-4000 words)

In this assignment you are being asked to bring together your learning from the module by putting forward a proposal for a piece of research you would like to conduct. You will not be in a position to pursue this research, but this piece of work should describe a viable and interesting topic, methodology and design which could be pursued. Below are some guidelines as to what the proposal should include:

- What question are you trying to ask? Why are you interested in this question? Why is it important?
- What have you read about the issues you are exploring which informs your posing of the question and your sense that there is a gap to fill?
- What is the theoretical underpinning for the research?
- How are you going to go about the research? What kind of methods will you use? Why? Why not some other kind of method?
- Who are the participants going to be? How will you recruit them? What kind of information will you need to provide and what kind of permissions will you need to ask for?
- What will your participants be asked to do? How will you set up ways in which this will happen?
- How long is the project envisaged to last?
- What problems, issues, obstacles etc. are you likely to come across? How will you deal with them?
- What sort of process will you be putting your data through?
- Will you need help? If so, from whom and in what way?
- What do you expect to learn?
- What might be the limitations of your research?
- How would you disseminate your findings?

5. Reflective report  PA 967

At the end of the first academic year you will submit a reflective report of 3000 words (+ / - 10% ) based on a subjective review of the year as a whole.

The reflective report is an opportunity for you to gather together your impressions and consider the impact of the course on you. It is different from other course submissions, in that primarily the focus should be on capturing something of your experience, feelings, thoughts, individual responses, associations and personal learning. It is not intended primarily to be either a formal review of theory, nor objective feedback on the course. The emphasis should be on trying to find and articulate your subjective voice and reflecting on how you have responded to the opportunities provided by the course. You will be expected to demonstrate the capacity for self-reflection and take some ownership of your own learning journey.
There are many approaches to structuring such an essay. You can say something about all aspects of the course or choose focus on one or two more profound experiences that represent something particularly important for you. You will need to give over a substantial section of the report to reflection on your experience of, and learning from, the group relations weekend.

Hence the following is not intended to be an agenda for the essay, but may be helpful as a reminder of aspects of the course.

- Your initial engagement with the programme
- Your experience of seminars, and of readings or workshops that have made an impact.
- The impact of students, course tutors and the learning group.
- The impact of the placement experience
- The experience of taking up the role of counsellor
- The experience of supervision
- The experience of the group relations weekend.

There are some particular pitfalls to try to avoid. This is not the place to get overly theoretical (but do not shy away from using theoretical references where relevant). Try to represent your felt experience, and maintain your curiosity and spirit of exploration about your own grappling with the experiences of the year.

Year 2
1. PA 968 Single session commentary
2. PA 964 Essay on theory and practice
3. PA 966 Essay on different approaches

6. Clinical Learning Journey Report (PA969)
At the end of the second year you will submit a clinical learning journey report. This is similar to a reflective report in that it focusses on your own learning journey, but it is more centrally focussed on your development as a clinician. Each student’s clinical learning journey report will be different, but key ingredients might be:

- An account of how it felt to take up the role of counsellor
- An account of particular issues you encountered in taking up and developing the role
- Key moments of learning or key cases which brought about specific developments
- Experience as a member of the wider team
- Experience of supervision
- Awareness of organisational dynamics around your role
- How your identity as a counsellor is experienced after two years of clinical practice
- Awareness of both your strengths as a practitioner and also areas which still need development

7. Dissertation

The aim of the dissertation is:

To show how you have developed a capacity to think psycho-dynamically and to apply this thinking to a theme of your choice.

To show that you can use your deeper and wider reading to explore issues arising in relation to one or more clients you have worked with.
To show a capacity to write about your work and link it with existent literature on the topic you have chosen.
To show you have developed a capacity to be self-reflective: to demonstrate that you can observe and think about your own work and yourself as a clinician.

To show an ability to think around the case(s) and the literature you are presenting.

**Guidance**

This Clinical Dissertation should be an original and in-depth piece of writing on a subject which interested you during your MA and which can be looked at from a psychodynamic viewpoint.

**Choice of Topic**

The topic needs to be narrow and specific and one that can be investigated with the examples from your own work you will supply. A title as “how do children cope with loss” is not appropriate as it is too broad. Since you will be writing about one or a few (maximum 3 or 4) cases you have worked with, a title such as “Bereavement in early childhood: How my work with two primary school children who have lost their mothers at an early age informed my understanding of working with bereaved latency age children” may be more appropriate.

**Breadth and Depth**

It is expected that you will use this opportunity to read more widely and deeply than is possible in an ordinary essay. You can naturally use course literature where appropriate but should also conduct an independent search for further relevant literature.

Critical and in-depth thinking is required: a summary of the literature and naming concepts won’t be enough. You are required to explain what you mean with examples and by making links with existing psychoanalytic, psychotherapeutic and counseling literature.

**Structure:**

There is not a set structure. However, it is normally helpful to start with an introduction about what it is you are going to write about and why you have chosen this topic.

There should be a review of relevant literature in the field to show that you have explored what others have contributed on the subject. The literature review should include mainly psychoanalytically based literature on the particular topic you are going to explore (e.g. loss and bereavement; self harm etc.). You can also add other literature which is strictly linked to your topic and which helps you answer your dissertation question. (e.g. literature on the use of art material can be included if you are talking about how creative artistic play has helped you working with a particular child). You should link the literature you are quoting with your own experience and show throughout the dissertation how your practice has impacted on your understanding of the literature and how you have developed your own ideas on the specific issue you are addressing in the paper.

The main body should include your own work, observations and reflections on the children and the particular phenomenon you want to write about. It should also include your journey around how you got to understand what you understand now about the topic you are exploring.

The conclusion should summarize how you tackled your question and how and why you got to where you got to. You should make links with historical and current literature on the topic you have explored and spell out how your dissertation related to those.
How does it link to the assignments you have submitted so far:

The way of writing and the kind of thinking required is not different from those relevant to your previous assignments. However, you have chosen the topic of your dissertation and you are expected to show an independent way of thinking and researching about this.

Single session commentary: you don’t need to add it. You can quote from it but need to reference it. Ideally it will have started you off in your thinking on this topic but you can write about a different child if you have changed your focus.

8. Therapy Requirements

1. All students on the MA course need to be in personal therapy or counselling themselves. This is a standard requirement in all reputable clinical trainings. This has to be funded by the students.

2. Students should aim to start therapy 6 months before commencing the programme.

3. Therapy or counselling should take place at least once a week and for at least 40 weeks of the year.

4. Therapy/Counselling should be with a fully qualified psychotherapist or counsellor who is not closely known by the student nor a member of CPS staff. CPS staff will provide guidance as to how best to find a suitable therapist. The therapist should be either a:
   
   i. Member of the British Council for Psychotherapy
   ii. Member of the UKCP registered within the CPJA or
   iii. Accredited member of the BACP having done a psychodynamic training and having at least 5 years experience since qualifying. A CV will be requested before the student starts to ensure that the counsellor will be working in a way congruent with the course’s approach

5. Students need to continue in therapy until the end of the course. The end of the course is defined as being once all clinical and academic requirements have been completed and the degree formally awarded. It is particularly important that the student will continue in therapy until all clinical hours have been completed. Should a planned termination be in view which might fall before some other elements are completed students should consult their tutor.

6. Early in the course, students will be asked for their therapist/counsellor’s contact details and credentials. Therapists and counsellors will be contacted, (see below for letter), to clarify their role and to ask them to notify the course if the work is significantly interrupted or terminated. Students should notify their tutor and arrange a tutorial discussion if there are problems with the therapy/counselling which are likely to lead to a termination.

Procedures relating to problems encountered in the therapy

1. It is strongly advised that students endeavour to resolve any difficulties within their therapy/counselling with their therapist/counsellor. Given the strength of transference dynamics it is nearly always better to confront and process difficulties within the relationship itself. However, it is acknowledged that sometimes a difficulty will arise that is not resolvable within the relationship and that the work will need to end. As made clear above, students are advised to consult their tutor – preferably before the decision is made to stop but definitely as soon as the decision is made.

2. Should therapy/counselling break down, the student should immediately notify their tutor and discuss the situation. Should there be no prospect of reinstating the work, the student (with help from their tutor) should seek an alternative. More than two months without therapy/counselling in place could
jeopardise the student being able to complete the personal development module. Without extenuating circumstances and tutorial agreement, more than three months without therapy/counselling would mean that personal development and professional development modules would be jeopardised.

A further 6 months on placement with their own therapy/counselling reinstated could be required to complete these modules successfully. Some tutorial discretion may be needed to deal with complex cases, for example if the student has made strenuous efforts to find a new therapist shortly before all modules are completed and if circumstances beyond the student’s control (such as therapist or student illness) prevent the work from starting within the time limit.

DEPARTMENTAL CONFIDENTIALITY POLICY

Scope
This policy applies to the complete range of educational provision without exception.

Introduction
The maintenance and management of confidentiality is the responsibility of the individual student. The student must seek guidance from their supervisor on the effective discharge of this responsibility.

As a student you will note that modules use different forms of assessment. The common component of the assessment strategies is the requirement for you to present work that accurately portrays the environments in which you practice/seek to practice. Consequently, information contained in submitted work is often detailed and specific. In presenting work of a suitably high standard, you must be constantly aware of the necessity to maintain confidentiality for all concerned.

What can I include?
Pseudonyms - We suggest that you use pseudonyms throughout; using ‘School X’ does not aid the readability of your work.

Public information - As a general rule you may include any data that is already within the “public domain”. This means any document that an organisation has made available to the general public. Your line manager/mentor will be able to confirm whether this is the case for a specific document.

What must I not include?
Any information that would breach confidentiality for service users, carers, staff, students or anyone else involved in the scenario that you are describing including the organisation.

For the service user, you must not include:
Any personal details from which the identity of a service user could be deduced
Any dates significant to a service user’s episode of care
Any specific location details of schools, services etc relating to the service users episode of care

For colleagues, you must not include:
Any personal details from which the identity of staff mentioned in the work could be deduced
Any specific location details of schools, clinics, services etc in which the staff are work

For provider organisations, you must not include:
The name of the school or organisation referred to in the work
Consent of colleagues
Colleagues have the same rights to confidentiality as service users. Where details by which colleagues may be identified are included in the work the student is obliged to seek consent and provide written evidence of such within the portfolio.

- The student must obtain written consent from the programme leader if this form of evidence is to be included.
- The student must seek written consent from each colleague involved.
- The completed consent forms must be provided to the student’s line manager. The line manager will write a statement to the effect that they have seen the consent form and approve of the evidence being included in the portfolio. The completed consent forms must not be included in the portfolio.

Commercially sensitive material
Students are reminded that confidentiality may extend beyond people involved in a caring environment. Issues of confidentiality may extend to products of, and information concerning, employing organisations.

Products and information may be commercially sensitive and each student must consider his/her responsibilities in relation to such items. Student’s judgement should be based upon systematic reflection on his/her role as:
- Student of the University
- Professional practitioner
- Organisation employee

If a student is concerned about inclusion of material that may be commercially sensitive (e.g. information concerning the organisation that is not already in the public domain) they should seek guidance from his/her academic supervisor and/or line manager.

Assessment
The University of Essex regards all work produced by students as confidential. Staff do not engage in discussion concerning students’ work except with fellow assessors.

The Centre for Psychoanalytic Studies retains
- All coursework for one calendar year after the student has completed the programme
- Undergraduate and Graduate dissertations are retained for five calendar years after the student has completed the programme
- Doctoral dissertations are retained within the Albert Sloman Library

Information about student progress may be shared, within clearly defined parameters, with the student’s employer/sponsor. However, student work is not disseminated outside the Centre for Psychoanalytic Studies without prior consent from the relevant student.

Other Considerations
Students should also consider the following guidance and legislation in relation to their work:
- Human Rights Act 1998
- Data Protection Act 1998
- Professional guidance on confidentiality, record keeping and conduct
- Freedom of Information Act 2004

Penalty
Student submissions that breach this confidentiality policy, explicitly or implicitly, in the view of the internal and/or External Examiner will be penalised. A fail through breach of confidentiality will be regarded by the Centre in the same manner as any other fail.
APPENDIX 1

ESSAY WRITING GUIDELINES

THE TITLE

Start your work for the essay by reading the essay title carefully and being sure that you understand it. It may be a short specific title or it may be more general and allow room for your own interpretation. In planning and writing the essay, check throughout that you are keeping to the subject of the title. The essay must directly relate to the title.

Remember to put the title at the top of the first page of the essay.

It makes the essay clearer if you use bold type or underlining for all headings.

PLANNING AND STRUCTURE

Always allow yourself time to plan your essay.

Whilst you are planning it, take the opportunity to ‘play’ with ideas. Try some of them out on paper and see what develops. If you find that you have too much to say, try to identify the key ideas and examples and use those. If you have too little to say, try to build upon those thoughts and ideas that you do have.

At this stage you can contact your tutor with any uncertainties about the essay. Your tutor is not permitted to read and comment on a draft.

Write a rough draft initially and then build your essay from that. Try to write in fairly simple language and in a way that makes sense. Read your sentences through and ask yourself, ‘If I were reading this for the first time, would I understand it?’ If the answer is ‘no’ then it may be a badly structured sentence. You can seek some help from student support if this is the case.

It is often a good idea to get someone else to read the draft to check for general grammatical accuracy.

An essay should comprise three main sections; introduction, discussion and conclusion.

The Introduction should introduce the reader to the essay. It should tell the reader what the essay will be about – this may reiterate the title and clarify any important terms. It will show how the subject will be presented through the essay. It will also say what you hope to show or argue through the essay. In other words if you intend to argue for, or against a particular idea, your introduction will say that this is what you intend to do. Your reader will then have a brief outline of what to expect in the body of the essay.

The Discussion will be the main body of the essay. It should follow the pattern outlined in the introduction and elaborate each point more fully using examples and illustrations from the literature that you have read. If appropriate you can include examples from your own workplace practice. You may also choose to use examples from other areas of your life.
When you tackle this section of the essay try to have an imaginary discussion in your mind. Think about your own opinion and how you might put that across to someone and then imagine that the other person sees it differently and has another perspective. When you write your essay you can then offer these alternative perspectives as part of your consideration of the essay title. This will show that you have thought about the title from more than one angle and come to an informed opinion. You can then support your opinion by using the literature that you have been reading and your own experience.

You will need to show that you understand the literature by describing the concepts that you use in your own words. This can be done briefly in one or two sentences.

You will need to show why you think these particular concepts are applicable in this discussion, or indeed why you think that they are not useful, or you disagree with them.

It can be very useful to break the discussion section into subheadings so that you can make your points in a clear and simple style.

Pay attention to the use of paragraphs. Each paragraph should make one point, and whilst it may contain several sentences, the essential point should be one that can be summarized in one sentence.

Paragraphs should either have a double space between them, or the first word should be indented. Use one style or the other, do not use both. Stick to the same style throughout the essay.

The Conclusion will summarize your main points and answer the specific question of the title if there is one. It does not have to be a definitive answer. It is quite legitimate to say that there are no absolute conclusions if this is the case.

You might choose to discuss briefly any implications that are wider than the essay title allows, in order to acknowledge that you are aware of these implications.

The conclusion is not the place to introduce new ideas or arguments that you have not addressed in the discussion.

REFERENCING

Whenever you refer to the work of another author you must reference it properly. It is an academic offence not to do so. All submitted essays are put through University software to check for plagiarism, which means using another person’s work without proper acknowledgement. Even if you quote your own words from a previous essay, you must reference this as the software will pick it up if you do not.

It is important to do the referencing carefully because your reader may want to look up the material to which you refer to find out more of what was written there. Do try to get into the habit of making a complete note of your references as you go along. It is very tedious to have to try to find them again later when you have forgotten in which book or paper you originally found them. Referencing is covered in Appendix 2.
CHECKING

When you have completed your essay check it through carefully. Try to read it as though you have never seen it before and ask yourself again, ‘does it make sense?’
‘does it answer the question in the title?’
‘does it convey a clear argument?’

If you have difficulties with spelling or grammar then ask someone to proof read it for you. If you can it is a good idea to ask someone who does a lot of reading as they will be familiar with good sentence construction and spelling.

Check that your referencing is correct.

Do not go over or under the word count by more than 10%. Marks will be deducted for essays that are too long or too short.

LASTLY

Remember that writing an essay has two main purposes. One is to demonstrate that you are learning from the course, so always try to show what you understand at any given point in the course. Don’t shy away from this because your understanding is not complete. We know that the learning takes time to develop and we want to see that you are getting to grips with the different concepts and ways of thinking.

The second purpose is to develop your capacity to formulate your own opinions and to think about how best to convey them in words. Writing an essay is an opportunity to spend some time considering carefully what it is you want to say and how best to say it. This is an extremely useful skill to have as you can then use it to promote your own professional interests more effectively and those of your client group.
APPENDIX 2

REFERENCING

You will find it best to note and type out in full your referencing as you write your paper. This will save time and effort later on. Key information and examples are shown in bold type below for emphasis.

In the Text

Identify all references to books, articles and other sources at a suitable point in the main text by *the author’s last name, year of publication, and page numbers if an actual quotation*, separated by commas within parentheses.

If the author’s name is in the text use the year only in parenthesis e.g. Smith (1998).

If the author’s name is not in the text, include both the author’s name and year of publication thus: (Jones, 1980).

With dual authorship use both names: (Easton and West, 1967). For more than two authors use “et al.” (Easton et al, 1984).

If there is more than one reference to the same author in the same year distinguish them with the use of letters: (West, 1983a).

A series of references can be shown within parentheses separated by semi-colons: (Brown, 1986; West 1983; MacArthur 1979).

Quotations in the text should be within single inverted commas. A quotation within a quotation has double inverted commas. If longer than two or three sentences, a quotation should be indented without inverted commas.

Quotations should be accompanied by the page(s) on which they can be found: (Canham 2002 pp 119-120). If the author and year have already been referenced in a more general comment close to the quotation, then the page numbers should follow the quotation itself. Canham (2002) defines the difference between a group and a gang ...... He writes ‘ The presence of figures in authority ...... ’ (p 125)

The Reference List

Every reference in the text should appear in a reference list at the end of your paper, *listed alphabetically by author and year of publication* as shown in the examples below which are fictional.

Note the order of the reference as follows:
Surname, Initial(s), Date in parenthesis. Title of paper in quotes. Title of Book or Journal in italic (if a journal, then show the volume and edition number and page numbers of article). Place of publication: Name of publisher

Brown, S. (1986) 'The Management of Mental Space.' *Psychoanalysis and Management Today.* 13(4): pp. 45-51 (NB this is the page range of the article, NOT the place where your particular quotation came from)

THE CENTRE FOR PSYCHOANALYTIC STUDIES GROUP RELATIONS CONFERENCE

What is a Group Relations Conference?
A Group Relations Conference is an accelerated learning experience. It is a real time learning laboratory where participants can gain a greater understanding of themselves and the roles they take up in groups and organisations.

The basis of Group Relations Theory is that groups move in and out of focusing on their task and back and forth between a number of different defensive positions based upon or driven by anxiety. Understanding the impact of anxiety on individuals and groups is a key element of learning about therapeutic communication, organisational dynamics, management, and leadership.

The CPS Group Relations Conference
This intensive learning opportunity in the Group Relations tradition (sometimes known as the ‘Tavistock’ model) has been organised and delivered by the Centre for Psychoanalytic Studies annually since 2006.

Aim and Purpose
The Centre for Psychoanalytic Studies Group Relations Conference is a key learning event in your programme and attempts to help you to make connections between the theoretical and clinical learning from your reading, case studies and classroom discussions with the practical day to day experiences you have to undergo in your back home workplace situation. It aims to assist you to reflect on the challenges involved in taking up a professional role and managing yourself within the boundary of an organisation.

The conference presents an opportunity for you to try to find your feet in uncertain situations and to develop the capacity to recognise the anxieties engendered in stressful work situations and to respond to these not by using such defences as blaming, fleeing, splitting, denial and depersonalisation but through the development of emotional understanding and the capacity to ‘think under fire’.

In accepting a place on the Foundation Degree programme in Therapeutic Communication and Therapeutic Organisations or the Masters Degree in Management and Organisational Dynamics you need to be aware that this will lead to there being an expectation of you to attend and participate in this Conference. This is because the Conference is a lived, real time, real learning event using psychoanalytic and group analytic principles as the methodology. Principles which are the key components of your programme and your learning.

Conference Method and Structure
This is a residential conference, taking place over a weekend and you will need to make arrangements personally and professionally to attend the whole conference from early afternoon Friday to late afternoon Sunday.

Participants and staff will be in residence throughout the weekend of the conference and the method of learning is experiential - that is to say that participants are afforded the opportunity to study their own behaviour and relatedness, and the behaviour of others as it occurs in the ‘here and now’ of the different events – this will aid you to make links to your own situation in the groups and organisations to which you belong in your ‘back home’ workplace.
You will have the opportunity to develop your understanding of the rational processes that occur in groups, organisations and society, in parallel with the more irrational and unconscious ones. A knowledge of these dynamics may help in achieving a deeper understanding of the working environment and provide a key to understanding some of the seemingly intractable problems that groups and organisations often exhibit, and which often replicate those apparent in society.

The Conference will aim to form a temporary organisation - a learning community - and you as a participant will have the opportunity to work in different groupings and with different tasks designed to enable you to explore what it means to be a member of this temporary organisation. Throughout the Conference the focus will be on the group, the relationship of individuals to the group, relations between groups and relationship to the organisational system as a whole.

**Application of the Learning**

Part of the Conference will be devoted to your individual learning needs relating to your roles in your organisational life.

It will be helpful for your learning if you come to the conference with a specific work issue, problem or situation in your mind, for example a case study, or a group or inter-group issue that you need to work on in your professional role. This might be in the area of an action you need to take, or a decision you need to make in the near future.

**The Role of Staff:**
The staff are all highly experienced professionals in their own right who have advanced experience and training in working with groups, and in consulting to organisations. The staff will have two principal roles in the conference:

1. To provide management for the whole event and activities.
2. To offer Consultancy to the learning opportunities in the different events of the conference.

**PLEASE NOTE:**
This is a demanding programme and you will be challenged by the experience. If at this time in your life you are living through particular personal difficulties, it may be best to seek the guidance of your tutor/supervisor as to whether it might be wisest to defer attending until next year as the Conference is designed as a living learning community and is not a substitute for individual or group psychotherapy.

**Director of the Conference**
# MA Psychodynamic Counselling

## YEAR 1

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