



POST GRADUATE PSYCHOANALYTIC STUDIES IN OBSERVATIONAL AND THERAPEUTIC SKILLS WITH CHILDREN

**THE INSTITUTE FOR PSYCHODYNAMIC CHILD PSYCHOTHERAPY
IN JOHANNESBURG, CAPE TOWN, DURBAN**

HANDBOOK

Course Organisers:

Johannesburg: Irene Chait - Clinical Psychologist & Psychoanalyst
Shayleen Peeke - Clinical Psychologist
Mary-Anne Tandy - Child & Adolescent Psychotherapist (Tavistock trained),
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Cape Town: Judy Davies - Child & Adolescent Psychotherapist (Tavistock trained)
Terri Blaszkiewicz – Child and Adolescent Psychotherapist (Tavistock trained)
Melanie Horwitz - Clinical Social Worker
Beverley Tydeman - Child & Adolescent Psychotherapist (Tavistock trained)
Tanya Wilson – Clinical Psychologist
Bea Wirz- Clinical Social Worker

Durban: Beverley Miles - Clinical Psychologist
Sharon Spradbury - Educational Psychologist

In Johannesburg, Cape Town and Durban the course will be delivered by The Institute for Psychodynamic Child Psychotherapy.

Completion of this course does not constitute a professional qualification but it makes an important contribution to a workers' CV and to CPD, which is highly regarded.

Professional responsibility for work presented in seminars lies with the worker concerned and/or his/her professional line management.

About the Course

Background to the Course

The Post Graduate Certificate/Diploma in Therapeutic Communication with Children was designed to fill a gap in the training of South African child mental health workers who are engaged in therapeutic work with children but who have not had systematic psychotherapy training in such work. This course offers a psychoanalytically - informed approach to workers who are already engaged in direct work with children but who have no formal training in Psychoanalytic Psychotherapy with children. Students are employed in a broad range of professions. These will include; Social Workers, Psychiatrists, Clinical, Educational and Neuro - Psychologists, Teachers, Nurses, Occupational, Art and Music Therapists.

The course comprises four modules: Infant Observation, Work Discussion /Clinical Seminars, Psychoanalytic Theory, Child Development.

Structure and Admission to the Course

The following describes the course, however in certain exceptional circumstances, clinicians may wish to undertake single modules.

Admissions

Applicants will be interviewed by a tutor of the course and must:

- Preferably be engaged in direct work with children, or adolescents or their families.
- Be able to present a reference from an established professional who has knowledge of their work.

Fees

Fees are payable in advance to the IPCP. The current fee structure will be available on the IPCP website.

Course Aims

- To develop skills in understanding the communication of child and adolescent clients and their parents or carers.
- To develop skills in detailed observation and recording of interaction with children/adolescents.
- To provide a framework for thinking about the development of the personality from birth to adulthood.
- To promote a critical understanding of the application of psychoanalytic theory to specific difficulties in childhood including trauma, loss, abuse and disability.
- To develop a student's understanding of the unconscious processes between worker and child/adolescent.
- To encourage the application of new insights within the context of the student's work setting.
- To promote sensitivity to cultural, racial and gender issues and their impact on the relationship between worker and client.
- To enable students to develop confidence in liaising appropriately with professionals, agencies, parents and carers in accordance with their professional role and the needs of their child clients.

The course is designed to give you the opportunity to:

- Develop skills in understanding the communication of child and adolescent clients.
- Develop skills in detailed observation and recording of interaction with children.
- Develop skills in understanding emotional reactions to clients and to be able to begin to develop an understanding of the impact of the client on the worker and begin to use this understanding to make formulations about clients.
- Begin to use the psychoanalytic framework of thinking when making assessments of interactions with children and applying this understanding to the child's communications.
- Promote sensitivity to cultural, racial and gender differences and their impact on the relationship between worker and child.
- Enable students to gain an understanding of the impact of various forms of trauma on emotional development.
- Facilitate the development process of child as a result of the therapeutic relationship between worker and child
- Facilitate the development of confidence in co-operative practice with parents, carers and professionals.

What will you learn?

Knowledge

- An overview of basic psychoanalytic concepts.
- How these ideas are applied in child development, infancy, latency and adolescence.
- Elements of a therapeutic relationship and the importance of making emotional contact.

Thinking skills

- The capacity to integrate and apply the theoretical knowledge to the work setting.
- The capacity to make links and connections in understanding children's communications on a symbolic level.

Subject- Based Practical Skills

- The capacity to engage and communicate with the child and to be able to sustain the relationship within the boundaries of a therapeutic setting.
- The capacity to develop observational skills and write up detailed reports of interaction with child clients, noticing one's own emotional responses.

Skills for life and work (general skills)

- Encourages the capacity to become more self-reflective.
- Enhances ability to think and discuss ideas in a large and in a small group.
- Help students pay appropriate attention to issues of difference and to maintaining thoughtful and anti-discriminatory practice.
- Introduces the idea of networks around children that may act out some dynamics of the case.

Certificates of completion will be awarded to students who successfully complete:

- Two years of either infant observation or young child observation including the attendance of a weekly seminar group during the academic year.
- 30 work discussion/ clinical seminars.
- 36 hours of psychoanalytic theory seminars.
- 14 child development seminars (where available, optional extra).
- Minimum of attendance at seminars must be 75%.
- Written requirements (see below later).

Written requirements:

All written submissions must be anonymised for the purpose of confidentiality.

Infant Observation will take place over two years. At the start the baby should be no more than six weeks old.

- **Portfolio of three observations**
Students are required to present a portfolio of three Reports of Infant and the emotional impact inside the observer of what is observed 'out there.' (each of 1500 words maximum, with additional introductory and linking passages.) Reports will usually include and be representative of the whole period covered by the observation to date.
- **Infant Observation Paper** should usually be completed for submission within three months of the completion of the two year observation. Papers may be based on a theme or focus on a developmental aspect of the baby (maximum 3,500 words)
- **Work Discussion/ Clinical Seminar Paper.** It will be based on work which was presented in the seminar which demonstrates an understanding of psychoanalytic concepts and the relevance of these to practice. Students will draw on their theory seminars, work discussion/ clinical seminars and reflections on their interactions with children, adolescents and/or their families or carers in the professional context. (maximum 3,500 words) The paper should demonstrate clinical work in progress, including the developments and shifts in the case and an understanding of the dynamics of the therapeutic relationship.
- **One Theory Paper.** Essay titles will be provided, in discussion with the course tutors. These will draw on theory modules and individual reading (maximum 2,500 words).

Course Structure:

Infant Observation

- Small Seminar format involves students taking turns to present detailed descriptions of the observations.
- Initially how to set up an infant observation.
- Introductory meeting with prospective observation family. (Pre-birth if possible), but observations need to start before six weeks.
- Establishing the role of the observer within the family.
- Detailed discussion of observation material presented with reference to psychoanalytic and child development within the context of his or her developing relationships with parents and other family members.

- Consideration of the baby and family's developing relationship to the observer.

Work Discussion/ Clinical Seminar

- Small Seminar format involves students taking turns to present detailed descriptions of their work/clinical sessions. Different work settings may be described during the seminar.
- Understanding the nature of the relation between worker and client/child.
- Application of psychoanalytic theory into a work context.
- Application of observation skills to work context.
- Understanding of Institutional dynamics as applied to work context if applicable.

In some seminars one member of the group takes notes of the discussion, and makes copies of these notes available for all members of the group for the following presentation as an "aide memoire".

Seminars centre on a presentation by an individual student. Emphasis is placed on following a sequence in detail, on an examination of the emotional atmosphere and the student's (and the group's) response to it, drawing together some conclusions about the possible meaning of the events and sequences of behaviour.

Theory

A total of 30 theory seminars will cover the contributions to child therapy by Freud, Klein, Bion and Winnicott..

Assessment Criteria for Infant Observation Portfolio:

The reports may be edited for clarity and length, augmented by further details recalled later or after a seminar presentation but should not include discussion or analysis drawn from the seminar discussions.

The portfolio should:

- Demonstrate the capacity to describe in detail what has occurred during the observation hour, in the relationship between mother and baby (and others who may be present). This should include close observation of the baby and the emotional impact inside the observer of what is observed 'out there'.
- Show over the three reports some development in the observer's capacity to note detail and to demonstrate through the description a deepening awareness of what is happening.
- Include a brief introduction and contextualisation of the setting of the observations, as well as linking passages between observations to alert the reader to significant developments and changes in the family situation relevant in reading the subsequent report.
- Usually this will demonstrate the observer's capacity to manage the observer's role and sensitivity to the emotional impact of what is observed.
- To indicate awareness of and sensitivity for the varied ethnic, cultural and socio-economic backgrounds of the observed infant family.
- In all assignments confidentiality needs to be protected by anonymising all names.

Assessment Criteria for Infant Observation Paper

The paper should:

- Give an account of the development of the infant in his or her family setting, paying due attention to the pattern of relationships and communication observed within the family. The paper needs to tell the story of the baby and his/her developing personality and emotional life. This could focus on a selected theme.
- Be based on what has been observed and include illustration from detailed notes so that the reader can see the direct evidence for points being made.
- Pay attention to unconscious processes and unconscious communication as revealed in observations and through the emotional experience of observing.
- Relate observations and themes to relevant psychoanalytic and child development research literature.
- A few well-understood references in the literature are preferable to many less well understood references. Psychoanalytic theory and child development research should be made use of only if the ideas help to illuminate the baby's development in his or her family as evidenced in the observational material. The papers should be based on observation and not be theory-led.
- Have a style and structure which are as simple and as clear as possible, and be well-presented, well-written and proof read.
- The paper should show an awareness of the scope and limitations of the observer role and of the student's learning from observation, but should ensure that this is not a main focus of the paper; the paper should not be autobiographical.
- The paper should show a capacity to gather understanding from the experience of observation and take care not to take up judgemental positions.
- The paper should indicate awareness of and sensitivity to the impact of difference/sameness as a possible aspect of the observation experience, which may include bearing in mind the ethnic, religious, cultural and socio-economic backgrounds of the observation family and observer.
- You must make sure that you comply with IPCP requirements on assessment, including plagiarism and confidentiality.
- The paper should be submitted to the Seminar Leader if possible within 3 months completion of the 2 years Course. In exceptional circumstances an extension can be granted up to one year.

Assessment Criteria for Work Discussion/Clinical Seminar Paper

Students should:

- Keep in mind the main aims of the unit.
- Include a brief description of the work, the worker's role, task and work setting, and a brief introduction to each report, whether with the same or different clients for the benefit of the utmost clarity for the reader.
- Demonstrate the capacity to observe and to report in detail what has occurred in a described interaction.
- Demonstrate sensitivity to what is happening, and the effects or consequences of intervention through the description.

- To indicate sensitivity to the various ethnic, cultural and socio-economic backgrounds which impact on the interactions.
- Show some development in observational capacity and ability to use one's own emotional responses for understanding aspects of the interaction.
- Demonstrate clinical work in progress, including shifts and development, and an understanding of the dynamics therapist / child relationship. Application of relevant theory needs to be incorporated in the assignment.

Assessment Criteria for Theory Essays

The essay should:

- Address the specific title of the chosen question and be structured in a way which supports a line of argument.
- Demonstrate a sound and detailed knowledge of and capacity to understand the key works of psychoanalytic works studied.
- Demonstrate the student's personal understanding of the primary texts in preference to, but without excluding secondary sources.
- Where possible, demonstrate the student's capacity to develop a critically reflective perspective in relation to the primary texts.
- Where relevant, demonstrate the links between clinical findings in psychoanalytic work and the development of theory.
- Be clearly structured and proofread, with attention to good spelling and grammar.

Word Count for Course Work Submitted for Assessment:

Coursework submitted for assessment should be submitted on behalf of the student by the seminar tutor or the course tutor with the expectation that the work has been read and discussed with the student.

Coursework submitted for assessment should not exceed the stated word count specified in the written requirements. Organising tutors have the right to refuse coursework that exceeds the stated word count for assessment.

Grading Criteria for All Essays

Distinction	Advanced, critical understanding demonstrated. Sophisticated analysis and critique of complex issues. Sensitivity to contemporary issues. Challenges conventional thinking and presents well-reasoned, innovative and alternative perspectives on practice. Demonstrates critical understanding of moral and ethical issues. Significant and outstanding piece of original work.
Merit	Capacity to evaluate models theories and currently used knowledge. Extensive knowledge base used to support critical evaluation. Clearly argues, well-constructed and articulate presentation.
	A well written coherent description of the observation showing

	an understanding of and linking to relevant theory.
Resubmit	Fails to meet the criteria and requirements of the assignment/exam. Limited evidence of critical evaluation of practice and ethical issues. Narrow range of knowledge and underpinning theory. Little application of theory to practice.

Resubmission in the event of a fail

Over the duration of the course students may resubmit a failed unit once.

Markers' Comments to students

Markers' comments are returned to students via the Seminar Leader with marking criteria appropriate to the assessment task, which offers feedback to students on their assignments. Markers will be experienced Members of the IPCP, who have themselves completed the Certificate. All essays are double marked, and Markers names will remain anonymous

Confidentiality

Confidentiality must be respected in the written assignments. Clients, professionals and institutes referred to must not be identifiable and all names should be changed to protect identities.

Referencing Coursework

All references are to be presented in the standard Harvard format. See Journal of Child Psychotherapy.

Staff

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