

Programme Specification

1	Awarding body	University of London				
2	Teaching Institution	Birkbeck College				
3	Programme Title(s)	MSc Psychodynamics of Human Development PG Dip Psychodynamics of Human Development				
4	Programme Code(s)	TMSPDHDV_C/TPDPDHDV_C				
5	UCAS code (if applicable)	N/A				
6	Home Department	Department of Psychosocial studies				
7	Exit Award(s)	PG Dip PG Cert				
8	Duration of Study (number of years)	2				
9	Mode of Study	FT		PT	X	DL
10	Level of Award (FHEQ)	7				

11	Other teaching depts or institution (or not applicable)	British Psychotherapy Foundation				
12	Professional, Statutory Regulatory Body (PSRB) details (or not applicable)	N/A				
13	QAA Benchmark Group (or not applicable)	N/A				

14	Programme Rationale & Aims					
		<ul style="list-style-type: none"> • Provide students with a forum for thinking about their own work and practice in psychoanalytic or Jungian analytic terms, to enhance understanding and practice. • Provide a setting in which students may develop a critical understanding of psychoanalytic or Jungian analytic approaches. • Provide an opportunity for students to develop skills in observation and self reflection. • Facilitate group learning and co-operation. • 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. • Begin to formulate an understanding of psychoanalytic or Jungian analytic theories and locate this within contemporary epistemological questionings. • 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. • Afford students the opportunity to consider training in child and adolescent or adult psychoanalytic or Jungian analytic psychotherapy. 				

15	Entry Criteria
	<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	Prospectus Entry
	<p>Established in 1996, this Master's degree in psychodynamics provides an understanding of human development through the theoretical and clinical issues raised by infant observation, through work study seminars and through psychoanalytic and Jungian analytic theories. This includes recent research in child development and contemporary issues in psychodynamic or Jungian analytic theory. You will also be taught research methods and will complete an empirical or theoretical dissertation.</p> <p>This course is designed to provide:</p> <p>Professional and personal development for those working in settings such as community care, counselling, social services, primary care, mental health and education.</p> <p>A foundation, including accredited infant observation, for those considering psychotherapy training.</p> <p>Fulfilment of the entry requirements for a Child and Adolescent Psychotherapy Doctorate.</p> <p>For more information, read our programme handbooks from Year 1 and Year 2(2013-2014).</p>
17	Learning Outcomes
	<p>GENERAL AIMS AND OBJECTIVES</p> <p>AIMS</p> <p>The course aims to:</p> <ul style="list-style-type: none"> • Provide students with a forum for thinking about their own work and practice in psychoanalytic or Jungian analytic terms, to enhance understanding and practice. • Provide a setting in which students may develop a critical understanding of psychoanalytic or Jungian analytic approaches. • Provide an opportunity for students to develop skills in observation and self reflection. • Facilitate group learning and co-operation. • 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. • Begin to formulate an understanding of psychoanalytic or Jungian analytic theories and locate this within contemporary epistemological questionings. • 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. • Afford students the opportunity to consider training in child and adolescent or adult

psychoanalytic or Jungian analytic psychotherapy.

OBJECTIVES

Students will be able to:

- Develop an enhanced awareness and understanding of human development and interaction.
- Develop an introductory understanding of psychoanalytic theory or Jungian analytic theory and its application.
- Further their understanding of clients' communication and of the therapeutic process.
- Develop the ability to understand the impact of different organisational structures and other work settings on the therapeutic dynamic.
- Demonstrate personal and communication skills both spoken and written.
- 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.
- Develop and pursue a programme of research and communicate the findings in written form.

Individual modules

Psychoanalytic or Jungian Analytic Theory:

AIMS

This module aims to:

- 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.
- 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.

OBJECTIVES

Students will be able to:

- Show an understanding of and a capacity to critically evaluate significant psychoanalytic or Jungian analytic concepts.
- Demonstrate an understanding of the human developmental process and key developmental tasks.

Work Discussion:

AIMS

This module aims to:

- Provide students with a forum for reflecting on their work practice.
- Apply psychoanalytic or Jungian analytic thinking to understanding processes between workers and client or client group.
- Apply psychoanalytic or Jungian analytic theory to the understanding of institutional and organisational processes.
- 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 understanding of the subject.

(Note: Students who intend to write an empirical dissertation are required to attend the IRM (Independent Research Module) in Autumn Term of their 2nd year of enrolment).

18	Learning, teaching and assessment methods
	<p>Teaching primarily consists of theoretical seminars, workshops, discussion groups and research seminars (including observational skills and work reflection)</p> <p>Assessment:</p> <p>Year 1:</p> <p>Module: Psychoanalytic or Jungian Analytic Theory</p> <p>One essay of between 2,500 and 3,000 words.</p> <p>Module: Work Discussion</p> <p>One essay of between 3,000 and 4,000 words.</p> <p>Module: Analytic Reflection on Infant Observation</p> <p>One 'take away' examination</p> <p>Year 2</p> <p>Module: Infant Observation 2</p> <p>One infant observation paper of 5,000-8,000 words</p> <p>Module: Dissertation</p> <p>A dissertation of 10,000-15,000 words</p>
19	Programme Description
	<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>Year 1</p> <p><i>Psychoanalytic or Jungian Analytic Theory</i></p> <p><i>Work Discussion</i></p> <p><i>Analytic Reflection on Infant Observation</i></p>

	<p>Year 2</p> <p><i>Infant Observation 2</i></p> <p><i>Dissertation</i></p> <p>The PG Dip programme is the same as the MSc, except students on this programme route do not take the dissertation module completing 120 credits of taught modules instead of 180 credits.</p>
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20	Programme Structure			
<i>Part Time programme</i>				
<i>Year 1</i>				
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
<i>Year 2</i>				
7	PSSL002D7	Infant Observation 2	60	Core
7	PSSL003D7	Dissertation MSc Psychodynamics of Human Development*	60	Core
<p>*Note: 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.</p>				

21	Regulations
	<ul style="list-style-type: none"> • <i>Admissions</i> This programme adheres to the College Admissions Policy: http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf • <i>Credit Transfer</i> Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf • <i>Programme Regulations</i> This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations • <i>Programme Specific Regulations (or not applicable) N/A</i>

22	Student Attendance Framework – in brief
	<p>The full version of the ‘Student Attendance Framework’ is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf .</p>

	<p>Principle</p> <p>Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p>Attendance expectation</p> <p>Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p>E-Registers</p> <p>All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>
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22	Student Support and Guidance
	All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/mybirkbeck/services/facilities

23	Methods of Enhancing Quality and Standards
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality .</p>

24	Programme Director	Dr Bruna Seu
25	Start Date (<i>term/year</i>)	Prior to 2008/09
26	Date approved by TQEC	Prior to 2008/09
27	Date approved by Academic Board	Prior to 2008/09
28	Date(s) updated/amended	February 2016