

出國報告（出國類別：進修）

赴英學習精神分析取向心理治療返 國報告

服務機關：台北榮總桃園分院精神科

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派赴國家：英國

出國期間：101.1.1- 101.12.31

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摘要

塔維斯托克中心（The Tavistock Centre）是英國極富盛名的心理治療訓練機構，成立於 1920 年代第一次世界大戰期間。戰爭結束後，隨著精神分析的蓬勃發展，很多著名分析師陸續在此教學及服務，奠定了中心在心理治療領域的執牛耳地位，特別是兒童心理治療。1994 年與波特曼診所（Portman Clinic）結合成一個基金會，正式加入英國公醫制度（NHS）。Tavistock Centre 現在依舊是一個兼顧臨床、研究與教學訓練的機構。除了持續提供各種在兒童與成人心理治療相關領域，短期或長期的在職進修課程，也與東倫敦大學合作提供修業年限一年到三年不等的碩士課程。這裡不只注重知識上的學習，還有更多的是「情緒上的學習」，包括從「嬰兒觀察（Infant Observation）」入門課程訓練起，再加上精神分析理論課程（Theory Seminars）及相關臨床應用（Application Seminars）等學習。

關鍵字：塔維斯托克中心（The Tavistock Centre）、嬰兒觀察（Infant Observation）

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壹、目的

提升本院精神科心理治療實務工作技術、加強精神醫療團隊之心理-社會 (psycho-social) 治療層面訓練及相關學術研究水準，並嘉惠更多榮民 (眷) 病患及一般社區病患。

貳、受訓班次名稱 (中英文)

精神分析研究碩士班

Postgraduate Certificate/Diploma/MA in Psychoanalytic Studies (M16)

參、受訓班次時間與地點

100.10.1 至 101.12.31 期間，於英國倫敦塔維斯托克中心 (The Tavistock Centre) 進修。

肆、進修過程

本進修課程可以選擇一年全時間或兩年部分時間完成，可依取得的學分數 (credits) 而獲頒 Certificate (60 credits), Diploma (120 credits), MA (180 credits) 不同 level 的學位。

(一) 必修課程內容如下：

一、 理論課程 (Theory Seminars)

由資深分析師教授古典精神分析理論，包括：Freud, Melanie Klein, W. Bion, D. W. Winnicott, Anna Freud, John Bowlby...等。其中以 Freud 及 Klein 的理論為主，另外英國倫敦的 Tavistock 被認為是發展「後現代克萊恩學派 (Post Kleinian)」的最大訓練基地，所以也研讀了許多後現代克萊恩學派的主要著作，如 H. Rosenfeld, H. Segal, D. Melter, John Steiner...等。

二、 應用課程 (Application Seminars)

提供多元、豐富的主題，將精神分析的觀點應用到非臨床的領域，並嘗試比較、批判主體性與文化的關係。

包括主題如下：

哲學與精神分析研究

詩與精神分析

戲劇

敘事與精神分析
電影與精神分析
藝術與與精神分析
論文寫作指導

三、 觀察課程 (Observation Seminars)

分為嬰兒觀察及幼兒觀察兩個督導團體，全時間的學生被要求在家庭或托兒所進行每周一次、為期一年的觀察。每次觀察後，應立即寫下詳細的觀察報告，然後帶到每周的觀察督導小組進行報告與討論。督導小組由一資深的臨床治療師擔任督導，小組成員不超過 5 人，每學期每位成員至少有兩次口頭報告的機會。

(二) 選修課程：

除以上 M16 的必修課程以外，我還另外選修了跟臨床工作直接相關的其他課程 (Continual Professional Development, CPD programmes) 如下，

一、「移情」工作坊 (Transference workshop)

二、飲食疾患介紹：精神動力取向介紹

Introduction to Eating Disorders: A psychodynamic introduction (CPD50)

三、精神分析概念應用於性倒錯、犯罪行爲及暴力

Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence (CPD70)

(三) 個人分析

Tavistock 相當鼓勵學生接受個人的精神分析，除了對理論的了解、對照之外，更在精神分析師的協助下去探索以及面對個人原有的人生課題。我在中心導師的協助下，找到了一位亦在 Tavistock 接受完整精神分析師訓練資格的分析師，從 2011 年 10 月起至 2012 年 11 月底止開始規則接受一周四次，每次 50 分鐘的分析。

伍、進修心得

(一) 必修課程方面：

一、理論課程 (Theory Seminars)

「理論」是理解複雜人性及心靈運作的指南針；同時也像是地圖，可以幫助治療者在從事心理治療實務時不至迷失方向。而中心開的系列理論課程，有系統的介紹古典精神分析理論，讓學生可以對精神分析演進的歷史及脈絡有清晰、深刻的了解。在學期初，都會將整學期每堂課的主題及相關文獻清楚的告知學生，所以課前可以事先閱讀文獻，上課時會先由講師導讀，然後則進行互動式討論的方式。如此一來，原本艱深的文章便可以迅速掌握其要義，並釐清原來誤讀或模糊不清的觀念。

二、應用課程（Application Seminars）

這是最喜愛的課程。藉由多元的主題（如上），探討以精神分析的觀點如何理解社會、文化、藝術等非臨床的領域，這對一個臨床工作者無疑是打開了一個更寬廣的視野去理解所身處世界的複雜現象，特別是還加入了跨文化、種族的元素，讓學習更為豐富。

三、觀察課程（Observation Seminars）

這是最收穫最多的課程。此種研究嬰兒的特殊技術之先趨是 Esther Bick，在二次世界大戰後逐漸發展出一種訓練兒童心理治療師的方式。學生被要求固定在每周同一時間拜訪某個家庭的嬰幼兒或在托兒所的幼兒一個小時，事後並做記錄；記錄時必須盡量詳細記下所觀察到的每一個細節，然後帶到小組裡去討論。在這個過程當中，學習到早年的情緒發展，同時也可以從自己對觀察的反應中學習。後者指的是觀察員在進行觀察時，如何在這個家庭裡找到安置自己的位置，對不同家庭成員的認同，對焦慮、不確定感和大量的無助有什麼樣的反應，以及觀察帶來的情緒震撼又如何揭露了觀察員的個人問題。

觀察的地點屬於非臨床情境，所以觀察員的責任僅是維持穩定、不介入、友善並全神貫注的態度，在觀察過程中，讓自己暴露在強烈的情感中，感覺自己被拉近情緒力道強烈的場域，掙扎著維持自己的平衡和完整的自我，經歷一些不熟悉的困惑和嬰兒情緒生活的力量等等，這些都是嬰兒觀察能帶給初學者的重要學習，而這個經驗讓學生有機會發現自己是否有從事臨床工作的潛力，及自己是否喜歡臨床工作。

（二）選修課程方面：

包括了心理治療個案討論會、從精神動力的角度看飲食疾患的治療及性倒錯、犯罪行為及暴力。這部分與臨床直接相關，彌補了純理論課程的不足。

也有機會見識享譽英國位在倫敦治療飲食疾患的 Royal Free Hospital 的醫療團隊治療飲食疾患的模式；及位於中心隔壁專門提供司法心理治療的 Portman Clinic 治療嚴重性罪犯的經驗。

(三) 個人分析

在為期一年左右的分析過程中，藉由談話治療及夢的解析等方式，深入的探索自我的防衛機轉及潛意識的衝突，也藉由與分析師之間所形成的「移情現象」的詮釋得到「矯正性的情緒經驗」(corrective emotional experience)。這部分對於一個心理治療師或精神醫療臨床工作者如何站在一個病人的角度及立場，同理其感受並理解病人與治療者之間可能形成錯綜複雜的「移情/ 反移情」關係有非常大的幫助。

陸、進修建議事項

(一) 語言

在英國申請 postgraduate course 需檢附英語能力證明 (IELTS 6.5 以上)，而課程學習則是全英語的環境，所以建議最好至少提前一年開始準備語言能力。即便如此，因為台灣學習的是美式英語，但在英國則是使用英式英語，兩者在語彙及腔調均有很大的差別，再加上國際師生的腔調差異性，以我自己的經驗，到英國後大概需要半年的時間，才能克服語言的障礙。

(二) 生活

在英國倫敦生活是全新的經驗，物價指數偏高，出國前宜準備充足的生活資金，以供靈活運用。Tavistock 並未提供國際學生住宿，所以必須要自己尋找住處，對外國留學生來說這部分是比較麻煩的，最好可以事先透過在英國的友人協助，才不會受騙上當。最好可以在課程開始前一個月，提早到倫敦適應環境，才不至於在課程開始後手忙腳亂，影響學習狀況。

(三) 課程

「嬰兒觀察」需要學生自己尋找受觀察嬰兒，這部分對國際學生是一大挑戰。最好可以提早透過任何關係及管道來尋找願意接受觀察的家庭。另外，這理的訓練課程，與其他學術機構不同的是，注重不只是知識上的學習，還有更多的是「情緒上的學習」。大多數的課程都是小團體上課，也藉由每週的報告與討論，體會情緒學習需要的更多時間與過程的醞釀。我覺得最辛苦的，不只是英文與精神分析這雙重的異國語言，而是面對各種挑戰的適應過程及不確定感，這部分可以藉由個人的分析來協助自己克服並從中獲得成長。另外，社會網絡的支持也很重要，可以藉由參與一些社

交團體認識一些新的朋友，在需要幫忙時，可以多一些資源的協助。

附錄

以下為我赴英國 Tavistock Centre 進修 M16 course 的課程介紹。

1.1.11 Course Timetable

Programme for Two-year Students (on Tuesdays)

YEAR 1 – Seminar Room 3	YEAR 2 – Seminar Room 8	YEAR 3
<p>Term 1</p> <p>2.00-3.15pm Observation Seminar Groups</p> <p>3.30pm Applications 1 (Introduction)</p> <p>5.00pm Theory Seminar (Freud)</p>	<p>Term 1</p> <p>2.00-3.15pm Observation Seminar Groups (Infant/Young Child or Institutional)</p> <p>3.30-4.45pm Institutional Observation (room 423)</p> <p>5.00pm Theory 2 (Winnicott /Bowlby/ A Freud/ Lacan)</p> <p>6.15pm Applications 2</p> <p>Five seminars on Philosophy & Psychoanalytic Research</p> <p>Five seminars on Poetry & Psychoanalysis</p> <p>*(SR3)</p>	<p>Non-taught dissertation year. Students have access to Library facilities and are allocated a dissertation supervisor.</p>
<p>Term 2</p> <p>2.00pm Observation Seminar Groups</p> <p>3.30pm Applications 1 (Drama)</p> <p>5.00pm Theory (Freud)</p>	<p>Term 2</p> <p>2.00-3.15pm Observation Seminar Groups (Infant/Young Child or Institutional)</p> <p>3.30-4.45pm Institutional Observation (room 423)</p> <p>5.00pm Theory 2 (Bion/Sexuality/Post Klein & Meltzer)</p> <p>6.15pm Applications 2</p>	

	(Narratives) *(SR3)	
Term 3	Term 3	
2.00pm Observation Seminar Groups	2.00-3.15pm Observation Seminar Groups	
3.30pm Theory (Klein)	(Infant/Young Child or Institutional)	
5.00pm Applications 1 (Psychoanalysis & Cinema, Psychoanalysis & Art)	3.30-4.45pm Institutional Observation (room 423)	
	5.00-7.00 pm Dissertation proposal seminar	

* Please note that for this seminar you need to go to Seminar Room 3

Programme for One year Students

Tuesdays	Wednesdays
<p>Term 1</p> <p>2.00-3.15pm Observation Seminar Groups</p> <p>3.30pm Applications 1 (Introduction) (Seminar Room 3)</p> <p>5.00pm Theory 1 Seminar (Freud) (Seminar Room 3)</p> <p>6.15pm Applications 2 (Five seminars on Philosophy & Psychoanalytic Research Five seminars on Poetry & Psychoanalysis) (Seminar Room 3)</p>	<p>Term 1</p> <p>11.45 am - Theory 2 (PC4 Lectures) 5th Floor Lecture Theatre</p>
<p>Term 2</p> <p>2.00pm Observation Seminar Groups</p> <p>3.30pm Applications 1 (Drama) (Seminar Room 3)</p> <p>5.00pm Theory (Freud) (Seminar Room 3)</p> <p>6.15pm Applications 2) (Narratives) (Seminar Room 3)</p>	<p>Term 2</p> <p>11.45 am - Theory 2 (PC4 Lectures) 5th Floor Lecture Theatre</p> <p>5.00 pm Second Infant Observation (room 228)</p>
<p>Term 3</p> <p>2.00pm Observation Seminar Groups</p> <p>3.30pm Theory (Klein) (Seminar Room 3)</p> <p>5.00pm Applications1 (Psychoanalysis & Cinema, Psychoanalysis & Art) (Seminar Room 3)</p> <p>5.00-7.00 pm - Dissertation proposal seminar in term 3 (Seminar Room 8)</p>	<p>Term 3</p> <p>11.45 am - Theory 2 (PC4 Lectures) 5th Floor Lecture Theatre</p> <p>5.00 pm Second Infant Observation (room 228)</p>

1.1.12 Course Strands

The course consists of 3 elements: Observation, Theory and Application.

Each student is required to observe an infant or young child on a weekly basis, and to write detailed notes on their observation for presentation to a weekly Observation Seminar. In the second year there is the opportunity for some students to observe an Institution.

There is a weekly seminar on Psychoanalytic Theory and a weekly seminar on the Application of psychoanalysis to some aspect of cultural life.

The taught programme is undertaken on a part-time (2 year) basis and there are a small number of places for a full time (1 year) route. The programme comprises 6 units, 4 core units and 2 further units chosen from one of two options: MA (dissertation), PgDip (no dissertation, but additional two units). There is in addition a PhD option available to M16 graduates.

1.1.13 Dissertation Supervision

In order to be awarded the MA you are required to write a dissertation with a maximum word length of 14,000 words.

Dissertation supervision provides the masters student with a blend of guidance, advice, methodological and/or subject expertise, and supportive but critical commentary on the various phases of planning, implementing writing up the chosen project. The balance among these elements may vary according to the specifications for dissertations on particular programmes, and the student's chosen topic of inquiry or research. The usual expectation is that the student will provide the supervisor with written material in advance of each meeting – for example, the proposal, raw data, a draft literature review or chapter so that both parties can make best use of the supervisory time available.

The minimum entitlement for individual supervision is three sessions. However, some courses provide more than three sessions whilst other courses provide a number of small group supervisions in addition to the individual sessions.

There is a common template for recording supervision. A copy of this can be found in Appendix 10. Your course administrator or tutor can provide you with an electronic copy. It is a requirement of all UEL validated Masters courses that a record is kept of supervision.

1.2 Course Unit Specifications

1.2.1 Infant/Young Child Observation and Institutional Observation

Each student is required to observe an infant or young child at home or in a nursery setting on a weekly basis for 2 years. Some students observe one infant/child for the whole two years; others choose 2 year long observations. Detailed notes are made on all that has been observed as soon as possible after the observation has taken place. There is a weekly seminar (one and a quarter hours) of five student observers and seminar leader, where each student's detailed written observation is discussed in turn, one presentation each week. Possible conscious and unconscious meanings of the events and behaviour recorded are explored by the group.

A small number of students have the opportunity to observe an institution in their second year.

There is an induction day for all students in September when detailed discussion can take place with observation seminar leaders about the setting up of individual observations. A letter to parents is available on request from the Course Administrator

Institutional Observation - The Tavistock Approach to Group, Institutional and Social Psychodynamics

This is a one year course offered to second year M16 students as an option within the Observational Module. In order to be able to join this course in their second year (or later), the students will have to have their first year of infant or young child observation completed by October. *NB Those wishing to do this as a second year option need to make this known at the beginning of the first year, and I will meet with them after the Induction Day to discuss how to proceed (space is available for up to 5 students).*

The Course has three components, roughly spread out over the three terms of the academic year.

The Autumn Term begins with the discussion of a seminal book on group psychodynamics, "Experiences in Groups", by W.R. Bion, which the participants are asked to read over the summer holiday (there is a meeting with the students in July, where the Course is explained and discussed and titles given to be read during the summer break). The Term continues with reading and discussing seminal papers by Isabel Menzies-Lyth, Elliot Jacques, W.R. Bion, Eric Miller and others. Towards the end of Term two papers on Institutional Observation are discussed (M. Likierman and R. Hinshelwood), in order to prepare students for the task ahead. Ideas for finding organizations to observe are discussed and students are encouraged at this point to start thinking about choosing an organization and gaining entry across its boundaries. This should be one which the students are not familiar with in their working experience.

Spring Term starts with reports on initial approaches to organizations of students' choice. While this process goes on, a few seminars are used for reports on students' own organizations, past or present, using the concepts and methods of analysis learned in the previous Term. As organizations to observe are found, students start presenting and the observational material is discussed in seminars, much in the same way as in Infant and Young Child Observations are. All students are expected to have started observing before Easter. Each Institutional Observation runs for ten weeks.

During the Summer Term further observations are presented and discussed in seminars. In May students start preparing for writing their portfolios, which will include two observations and an essay on institutional observation. Once the observations are completed, the remaining time will be used to read further theoretical contributions, this time from contemporary authors, such as David Armstrong, Anton Obholzer, Vega Zaiger-Roberts, Laurence Gould et al. One seminar is devoted to discussions of the essay drafts.

Unit Title: Infant/Young Child Observation (3 terms) Year 1	
Unit Code: Unit 1	Unit Leader: (_____)
Level: M	Additional Tutors: Katherine Arnold Sheila Miller Lesley Maroni Barbara Segal Anggielina Trelles-Fishman Carol Hanson Asha Phillips
Credit: 20 credits	
ECTS credit: 10 credits	
Pre-requisite? N/A	Excluded Combination: N/A
Main Aim(s) of the Unit:	
<ul style="list-style-type: none"> • To provide a direct experience of human development and interactions and a forum for exploring the deeper dynamics of a variety of observed settings. • To facilitate an understanding of the psychoanalytic observational method through direct experience of observing an infant/young child and through seminar discussion. • To enhance student's receptivity to the emotional development of infants/young children within a range of settings. • To sharpen students' powers of observation and to ensure that they are able to integrate relevant psychoanalytic theory to their observation experience. • To develop students' skills and capacities as observers of interaction and of themselves, in the role of observer. 	
Main Topics of Study:	
<ul style="list-style-type: none"> • The infant's/young child's emotional and psychological experience, from a psychoanalytic perspective as manifested in all aspects of his behaviour and his relationships within the family/institutional setting. • The infant's/young child's interaction with parents, carers, siblings and 	

others.

- **The emotional impact of the infant/young child and setting on the observer and the impact of observer on the infant/young child and setting.**
- **The growth of the infant/young child's mind and personality and the settings in which this growth can be facilitated or impeded.**
- **Relevant psychoanalytic theory and child development findings where applicable to observational material.**

Learning Outcomes for the Unit

At the end of this Unit students will:

Knowledge

- **Have developed an understanding of the complex nature of infant and young child observation and an awareness of the emotional impact on the observer.**
- **Be able to apply some key theoretical concepts to their own and others' observations.**

Thinking skills

- **Adopt an observational stance in relation to themselves, the infant/young child, and the family/institutional setting.**

Subject-based practical skills

- **Be able to choose three good examples of observations, in sequence from three different terms of observation, if possible, (or, if taken from the same terms, then at least 6 weeks apart). To place them in a portfolio with conceptualisation and linking passages within a prescribed work limit, as required in the course assessment, after 1 year, if possible.**

Skills for life and work (general skills)

- **Be able to record in detail what has occurred during the observation.**
- **Be able to participate fully in seminar discussions of observations.**

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

One 1 hourly observation visit per week, written up after the observation. A weekly seminar where observation presentations are discussed in turn (5

students maximum to one seminar leader). Each student is required to observe either an infant (birth - 2 years) or a young child (2 years - 4 years) for one year. This takes place either in the family home, or a nursery setting. In the spring term of the first year, each student will have a meeting with their observation leader where written feedback will be asked for and also given to the student by the seminar leader, to serve as a formative assessment towards production of the A1 assessment piece (Unit 1) in the summer term.

Assessment methods, which enable student to demonstrate the learning outcomes for Unit 1.

Academic Requirements (Unit 1)

Students are required to submit:

Three observation reports, each approximately 1500 words long (note each report's word length on your submission). Observations should be spread over at least six months, with at least two months between each. Where possible, there should be one report from each term. Each observation report should represent one observation visit. Observation reports need not be chosen only from those that the student was able to present. Each report should be prefaced with a contextualizing paragraph (taking up additional word length).

Each report should be a direct narrative account of what has been observed. It may contain brief appropriate comments on the observer's reaction to what has been observed. The reports should not contain the student's interpretation or analysis of what s/he has observed, nor reveal identities of the individuals described. Initials should be minimized in favour of titles – mother, grandfather, nursery teacher or consistent pseudonyms.

The initial contextualizing paragraph should describe the observation setting succinctly, and the following one should create some links between the reports, eg. "Since the last observation, the baby has been weaned"; or, "Since the last observation, the mother has returned to work", etc.

Weighting:

100%

In addition to the above requirements, markers look for the following when marking infant observation portfolios:

A capacity to communicate the nature of the observational setting and of the infant's or young child's experience, with empathy and thoughtfulness but without direct interpretation. Evidence of the development of the observer's skills over time. If a breach of the observer's stance has occurred, evidence of reflection upon this. Consistent use of pseudonyms. Contextualizing paragraphs that include the significant factors that have occurred in the interim between observations.

<p>Indicative Teaching and Learning Time 200 hrs (10 hrs per credit):</p>	<p>Activity</p>
<p>Student/Tutor Contact Time: (37.5 hrs)</p>	<p>Activity: Seminars/Tutorials 3 hrs.</p>
<p>Student</p>	<p>Activity:</p>
<p>Learning Time: (170 hrs)</p>	

Unit Title: Infant/Young Child Observation or Institutional Observation (3 terms) Year 2	
Unit Code: Unit 4	Unit Leader(s): ()
Level: M	Additional Tutors: Katherine Arnold
Credit: 20 credits	Lesley Maroni
ECTS credit: 10 credits	Sheila Miller
	Branka Pecotic
	Barbara Segal
	Anggielina Trelles-Fishman
	Carol Hanson
	Asha Phillips
Pre-requisite: Observation year 1	Excluded Combination: N/A
Main Aim(s) of the Unit:	
<ul style="list-style-type: none"> • To provide a direct experience of human development and interactions and a forum for exploring the deeper dynamics of a variety of observed settings. • To facilitate an understanding of the psychoanalytic observational method, through direct experience of observing an infant/young child or an institution and through seminar discussion. • To consolidate students' observational capacities and their understanding of relevant psychoanalytic theory with relation to observational material. 	
Main Topics of Study:	
<p>In this unit students have the option to observe other age groups in different settings, including institutional.</p> <ul style="list-style-type: none"> • The infant's/young child's emotional and psychological experience, from a psychoanalytic perspective as manifested in all aspects of his behaviour and his relationships within the family/institutional setting. 	

- **The infant's/young child's interaction with parents, carers, siblings and others.**
- **The emotional impact of the infant/young child and setting on the observer and the impact of observer on the infant/young child and setting.**
- **The growth of the infant/young child's mind and personality and the settings in which this growth can be facilitated or impeded.**
- **Relevant psychoanalytic theory and child development findings where applicable to observational material.**

Learning Outcomes for the Unit

At the end of this Unit students will:

Knowledge

- **To have developed an understanding of the complex nature of infant and young child observation and an awareness of the emotional impact on the observer.**
- **To be able to apply some key theoretical concepts to their own and others' observations.**

Thinking skills

- **Adopt an observational stance in relation to themselves, the infant/young child, and the family/institutional setting.**

Subject-based practical skills

- **To write an essay giving an in-depth account of an infant/young child/other age group observation, highlighting relevant themes and theoretical and developmental literature.**

Skills for life and work (general skills)

- **To be able to record in detail what has occurred during the observation.**
- **To be able to participate fully in seminar discussions of observations.**

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

One 1 hourly observation visit per week, written up after the observation. A weekly seminar where observation presentations are discussed in turn (5 students to one seminar leader). Each student is required to observe either an

infant (birth - 2 years) or a young child (2 years - 5 years) for one year or an institution for two terms. This takes place either in the family home, or a nursery or institutional setting.

1.2.2 Theory 1 and 2

Unit Title: Theory I (3 terms)		
Term 1: Freud Term 2: Freud Term 3: Klein	Unit Code: Unit 2 Level: M Credit: 20 credits ECTS credit: 10 credits	Unit Leader(s): Katherine Arnold Additional Tutors: Rael Meyerowitz Alonso Gonzalez
Pre-requisite: N/A		Excluded Combination: N/A
Main Aim(s) of the Unit: <ul style="list-style-type: none"> • To ensure that students acquire a detailed knowledge of the key works of psychoanalytic literature. • To develop an understanding of fundamental psychoanalytic concepts, including their origin and development, their value for contemporary thinking, both clinical and theoretical. • 		
Main Topics of Study: <ul style="list-style-type: none"> • Freud's clinical papers • Freud's metapsychology • Overview of development of psychoanalysis post Freud • Melanie Klein's development of Freud 		
Learning Outcomes for the Unit At the end of this Unit students will:		

Knowledge

- **Identify and describe the main currents and themes in Freud's thought.**
- **Critically examine the development of the main strands of psychoanalytic theory.**

Thinking skills

- **Analyse and appraise the continuities and discontinuities in Freudian and Kleinian theory.**
- **Elaborate the relationship between practice and theory in psychoanalytic thought.**

Subject-based practical skills

- **Make some links between the reading and the students' current work.**

Skills for life and work (general skills)

- **Begin to prepare papers for seminars and actively participate in discussion.**

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

- **A combination of (1) lectures and (2) reading seminars.**
 - **To provide an overview of relevant background material.**
 - **To acquaint students in depth with the texts.**
- **Seminars are conducted as group discussions of set papers.**

Assessment methods which enable student to demonstrate the learning outcomes for Unit 2.

Psychoanalytic Theory Essay 3,500 words selected from a list provided.

Academic Requirements:

Students are required to submit:

The Module leader will provide a list of essay titles. Students will explore a particular theoretical theme that has been covered in the year's reading and the theory seminars. Essays need to be

Weighting:

100%

<p>coherent and relevant to the title, show understanding of the psychoanalytic concepts that have been studied and contain appropriate examples from the texts. The latter should be quoted (not at great length) and analyzed in support of the argument.</p>	
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Indicative Reading for this Unit:

- Freud, S. ‘On Narcissism’ an introduction (1914). SE XIV pp 69-102.
- Freud, S. Mourning and Melancholia (1915) SE XIV
- Freud, S. From the history of an infantile neurosis, The Wolfman SE XVII
- Klein, M. Love, guilt and reparation and other works. 1921 - 1945, London Hogarth Press 1985.
- Riviere, J. The Inner World and Joan Riviere, Collected Papers Ed. A. Hughes. London, Karnac, 1991.

Indicative Teaching and Learning Time (10 hrs per credit): 200 hrs	Activity
Student/Tutor Contact Time: (37.5 hrs)	Activity: Lecture/Seminars
Student Learning Time: (162.5 hrs)	Activity: Approximately 4 hours per week reading, private study (120 hrs) and essay preparation (42 hrs)

Unit Title: Theory 2 (3 terms)
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Term 1: Winnicott/ Bowlby/Bion/contemporary Freudians Term 2: Lacan/Sexuality//Post Kleinians Term 3: (Dissertation Proposal Seminar)	Unit Code: Unit 5 Level: M Credit: 20 credits ECTS credit: 10 credits	Unit Leader: Katherine Arnold Additional Tutors: Judith Edwards Sue Stuart-Smith Nick Midgley Lucia Corti Ricky Emanuel Meg Harris Williams
Pre-requisite: Theory 1 (Unit 2))		Excluded Combination: N/A
Main Aim(s) of the Unit: <ul style="list-style-type: none"> • To trace the development of classical theory into the contemporary era. • To equip students with the critical and analytic skills necessary to understand and elaborate upon the complexities of theory in this field. • To enable students to understand the relevance of theory to various applications of psychoanalysis, including observations. 		
Main Topics of Study: <ul style="list-style-type: none"> • Post Kleinian and Contemporary British Theory. • The contribution of Donald Winnicott, John Bowlby and Attachment Theory. • Sexuality • Dissertation Proposal Seminars 		
Learning Outcomes for the Unit At the end of this Unit students will: <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Demonstrate a working understanding of psychoanalysis as the study of the development of mind. • Demonstrate a detailed knowledge of a range of psychoanalytic perspectives. 		

Thinking skills

- **Contextualise and critically evaluate the development of Freud’s concepts into the contemporary era.**

Subject-based practical skills

- **Produce written work which brings together the theory of psychoanalysis with one or more of its applications, for example observation, therapy or the arts.**
- **Understand the relationship between hypothesis, observation and theory building.**

Skills for life and work (general skills)

- **Demonstrate the capacity to plan and write essays on particular topics related to psychoanalytic theory.**
- **Demonstrate the ability to plan and organize material for the dissertation.**

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Lectures, Reading Seminars. Student presentations of proposed dissertation topics.

Assessment methods which enable student to demonstrate the learning outcomes for Unit 5.

Theory essay 3,500 words and Applications essay 3,500 words

Academic Requirements:

Students are required to submit:

The Module leader will provide a list of essay titles. Students will explore a particular theoretical theme that has been covered in the year’s reading and the theory seminars. Essays need to be coherent and relevant to the title, show understanding of the psychoanalytic concepts that have been studied and contain appropriate examples from the texts. The latter should be quoted (not at great length) and analyzed in support of the argument.

Weighting:

100%

<p>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</p> <p>Indicative Reading for this Unit:</p> <ul style="list-style-type: none"> - Anderson, R. (ed.) 1992 Clinical Lectures on Klein and Bion. London Routledge. - Britton, R. et al. 1989 The Oedipus Complex Today. London Karnac. - Bion, W.R. (1962) Learning from Experience. London, Heinemann. - Rosenfeld, H.A. 1965 Psychotic States. London, Hogarth. - Britton, R. 1999 - Belief and Imagination. London, Routledge. 	
<p>Indicative Teaching and Learning Time (10 hrs per credit): 200 hrs</p>	<p>Activity:</p>
<p>Student/Tutor Contact Time: 37.5 hrs</p>	<p>Activity: Lectures, Seminars</p>
<p>Student Learning Time: 162.5</p>	<p>Activity: 4 hours per week reading and essay preparation (120 hrs) dissertation proposal preparation (42.5)</p>

Seminar details for Theory Year 2

Term 1 *Week 1-5* – **Judith Edwards – Winnicott & Bowlby**

Weeks 6-7 – **Nick Midgley – The tradition of Anna Freud**

Weeks 8-10 – **Lucia Corti – Lacan**

Term 2 *Weeks 1-3* **Meg Harris Williams – Bion**

Weeks 4-7 – **Sue Stuart Smith – Contemporary thinking on sexuality**

Week 8-10 – **Ricky Emanuel – Post Kleinians and Meltzer**

Term 3 **Dissertation Proposal Seminars.**

(Theory and Applications 5.00 - 7.00)

1.2.3 Applications 1

Unit Title: Applications 1 (3 terms)		
Term 1: Introduction	Unit Code: Unit 3	Unit Leader(s):
Term 2: Drama	Level: M	Additional Tutors:
Term 3: Psychoanalysis & Cinema, Psychoanalysis & Art	Credit: 20 credits	Nicola Diamond
	ECTS credit: 10 credits	Judith Edwards
		Martin Golding
		Iain MacRury
		Margaret Rustin
		Michael Rustin
		Candida Yates
		Angela Voela
Pre-requisite: N/A		Excluded Combination: N/A
Main Aim(s) of the Unit: To ensure that students acquire a detailed knowledge of the field of psychoanalytic studies. To develop an understanding of how psychoanalytic concepts can be applied to non-clinical settings.		
Main Topics of Study: <ul style="list-style-type: none"> • Introduction to Applied Psychoanalytic Studies. • Psychoanalysis and Drama. • Psychoanalysis and Cinema. • Psychoanalysis and Art. 		

Learning Outcomes for the Unit

At the end of this Unit students will:

Knowledge

- **Identify current limits of theoretical and research understanding in the field of applied psychoanalytic studies.**
- **Develop new approaches to psychoanalytic questions in an interdisciplinary framework i.e. identify what historians, social scientists and critical theorists might contribute to psychoanalytic discussions.**
- **Identify and critically analyse different perspectives on the relationship between subjectivity and culture.**

Thinking skills

- **Identify states of mind and feeling represented in works of drama, film and art.**
- **Critically evaluate the appropriateness of using psychoanalytic concepts in non-clinical contexts.**
- **Critically appraise the containing functions of public forums and societal institutions.**

Subject-based practical skills

- **Assess how far a psychoanalytical approach can help to understand the**

Skills for life and work (general skills)

- **Demonstrate a secure grasp of academic writing and presentation skills.**
- **Co-operate with the course group at each stage and include insights gained from work in theory and observation seminars.**

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Seminar presentations, guest lectures, reading plays, visiting the theatre, watching films, looking at paintings and works of art, preparing essay plans, personal tutorials

<p>Assessment methods which enable student to demonstrate the learning outcomes for Unit 2.</p> <p>Applications Essay 3,500 words</p> <p>Academic Requirements: Students are required to submit:</p> <p>For the applications essay students are required to apply their understanding of psychoanalysis to the non-clinical sphere or to use the non-clinical sphere to elucidate and develop the student’s understanding of a particular psychoanalytic concept. Students may choose any subject they are particularly interested in – for example, sport, film, electoral campaigns, a favourite artist or novelist, a particular news item or event. The subject then needs to be interpreted or read psychoanalytically. To take an example, an essay may take as its theme, the way loss is dealt with in a particular novel. Freud’s paper, ‘Mourning and Melancholia’, could be used, with the student specifying clearly at the beginning of the essay, what concept/s will be mainly drawn on. To taken another example, if Klein’s concept of the paranoid-schizoid state of mind is applied to a particular play, this needs to be made very clear at the start of the essay and the paper(s) used need to be cited.</p> <p>Freud (1919) in ‘On teaching Psychoanalysis in the University’ did support the academic teaching and use of psychoanalysis (and he practised applied psychoanalysis) but he was keen to point out that the academic study of psychoanalysis is not the same as an analysis. There are dangers with ‘wild analysis’ and the inappropriate use of psychoanalysis outside of the consulting room. Students need to show that they have reflected on this dilemma – it is not necessarily possible to read off a painter’s or poet’s state of mind from their poetry or paintings, because the student is not in a consulting room with the artist and not necessarily a trained therapist. The student should therefore make suggestions about states of mind and moments of creativity and/or inhibition tentatively, with the above considerations in mind.</p>	<p>Weighting:</p> <p>100%</p>
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Applied psychoanalysis is ‘psychosocial’. That is, the poet, painter, play should be placed in historical context, and if appropriate, there should be a reference to the work’s relevance for contemporary conditions. For example, a film may be being re-shown. Or, for example, a particular film, play, or sport may be particularly relevant in the context of contemporary discussions about refugees, school bullies, or the cult of youth or beauty. Good essays may set up an interesting psychosocial context for a psychoanalytic discussion. Students are not expected to study what a sociologist, film studies student, literary approach might offer to their chosen subject, but to be aware that there are different readings available. For example, the course on film encourages a look at history, form, the careful crafting of a film, rather than exclusively focusing on the content or story. Similarly, literary or biographical studies might encourage deconstruction of a novel or interview without reference to the author’s psyche or intentions (language would not, from this point of view, give a transparent window into their mind). However, because students are doing an MA in Psychoanalytic Studies, markers’ focus is on how students can fruitfully use their understanding of psychoanalysis in an applied context with the above considerations in mind.

Students can use their Theory paper as the basis of the psychoanalysis that they will apply. They may also find Observation methods particularly helpful for thinking about transference/counter-transference etc. in the context of the student’s own relationship to the chosen subject of study. Essays should be clearly structured with aims made clear in the introduction. A précis or summary of the material to be used (e.g. a film, a novel, a play) should be included; an appendix may be used for photocopies of material (e.g. paintings, work discussion records, poems).

Comprehensive reading list and detailed syllabus will be made available at the start of the unit

Indicative Reading for this Unit:

- Elliot, A. (ed) (1998) Freud 2000, Oxford: Polity.
- Gosso, S (2004) Psychoanalysis and Art: Kleinian Perspectives, London, Karnac
- Minsky, R. (1998) Psychoanalysis and Culture, London: Polity.
- Prager, J. & Rustin M. (eds) Psychoanalytic Sociology (2 Vols), London: Edward Elgar.
- Kaplan, E ed., (1990) Psychoanalysis and Cinema, London: Routledge.
- Fuller, P., (1980) Art and Psychoanalysis, London: Hogarth.
- Richards, B., (1989) Images of Freud, London: Dent
- Rustin, M.E. and M.J. Rustin, 'Coups d'Etats and Catastrophic Change: Shakespeare's Julius Caesar', B.J. of Psych. (January 1995)

Indicative Teaching and Learning Time (10 hrs per credit): 200 hrs	Activity
Student/Tutor Contact Time: (37.5 hrs)	Activity: Lecture/Seminars
Student Learning Time: (162.5 hrs)	Activity: Approximately 4 hours per week reading, private study (120 hrs) and essay preparation (42.5)

Unit Title: Applications 2 (3 terms)		
Term 1: Five seminars on Philosophy & Psychoanalytic Research Five seminars on Poetry & Psychoanalysis Term 2: Narratives Term 3: Dissertation Proposal Seminars	Unit Code: Unit 6 Level: M Credit: 20 credits ECTS credit: 10 credits	Unit Leader: () Additional Tutors: Judith Edwards Meg Harris Williams Michael Rustin
Pre-requisite: Applications 1 (Unit 3)		Excluded Combination: N/A
Main Aim(s) of the Unit: To equip students with the critical and analytic skills necessary for the understanding of how psychoanalytic ideas can be applied to ethical, social, cultural and organizational issues.		
Main Topics of Study: <ul style="list-style-type: none"> • Philosophy and Methods of Psychoanalytic Research & Poetry and Psychoanalysis • Narratives of the Self • Dissertation Preparation 		

Learning Outcomes for the Unit

At the end of this Unit students will:

Knowledge

- Explore philosophical issues related to the generation of knowledge in psychoanalysis
- Distinguish a particular research problem in the field of applied psychoanalytic studies, and develop an appropriate empirical or theoretical procedure for investigating it, including an evaluation of ethical issues.

Thinking skills

- Apply psychoanalytic thinking to the notion of self and how this is experienced and communicated.

Subject-based practical skills

- Understand the place of psychoanalytic studies as one mode of enquiry in the analysis of group organization and society.
- Explore the role of the self in forces at work in the group.

Skills for life and work (general skills)

- Co-operate with the course group at each stage and include insights gained from work in theory and observation seminars.

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Seminar presentations, guest lectures, reading autobiographies, novels, theoretical texts. Preparing essay plans, personal tutorials.

Assessment methods which enable student to demonstrate the learning outcomes for Unit 6.

Weighting:

Assessment for second year Applications units AND the Theory 2 units is completed by students pursuing the Diploma in Psychoanalytic Studies (see 1.2.2 above). The guidelines for the Theory 2 and Applications 2 essay are as above at 1.2.2 and 1.2.3. The essay is 3,500 words.

100%

<p>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</p> <p>Indicative Reading for this Unit:</p> <p>Freeman, M. (1998) <u>Rewriting the Self</u>. London: Routledge. Hoffman, E. (1991) <u>Lost in Translation</u>, London: Minerva. Bell, D., (1999) <u>Psychoanalysis and Culture: A Kleinian Perspective</u>. London: Duckworth. Rustin, M. (1997) 'Give me a laboratory. The Generation of Psychoanalytic Knowledge: Academic and Clinical Perspectives', Joint Annual Lecture Part 1, <u>BJP</u>, July 1997.</p>	
Indicative Teaching and Learning Time (10 hrs per credit): 200 hrs	Activity
Student/Tutor Contact Time: 37.5 hrs	Activity: Lecture/Seminars
Student Learning Time: 162.5hrs	Activity: Approximately 4 hours per week reading, private study (120 hrs) and essay preparation (42.5 hrs).

Applications Strand

Aims

The aim of these units is to give students the opportunity to examine some of a wide range of applications of psychoanalytic thinking to non-clinical spheres, to

explore some of the relationships between psychoanalysis and other fields, and to draw upon the variety of intellectual and work backgrounds from which students come. Students will be encouraged to develop a creative and critical interest in the wider deployment of psychoanalytic ideas, and a sensitivity to the interdisciplinary contexts of such work as well as its relationships to clinical uses of theory. This component will also be a meeting-place for some of the different theoretical positions studied in theory seminars, and will offer encounters with other psychoanalytic traditions.

Content

Across the two years of the course, the 'Applications' component will consist of a series of blocks of teaching on different topics, as described below. Unless otherwise indicated, a block is one term in length (though this may be varied according to circumstance). It will be decided before the start of each academic year which blocks to offer in that year, depending on staff availability and resources, the composition of the student group, and the desirability of, if possible, timing the Applications inputs in appropriate relation to those in the Theory units.

Different blocks are taught by different people, so that students can sample a variety of orientations and styles of work.

APPLICATIONS TIMETABLE

YEAR 1	Course	Tutors	Week
Autumn Term <i>3.30-4.45pm</i>	Introduction	Iain MacRury & other team members	Weeks 1 - 10
Spring Term	Psychoanalysis and Drama	Michael and Margaret Rustin	Weeks 1-10
Summer Term 5-6.15PM	Psychoanalysis and Cinema	Candy Yates & Andela Voela	Weeks 1-5
	Art and Psychoanalysis	Martin Golding	Week 6-10

	READING WEEK w/b 30 May		
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YEAR 2	Course	Tutors	Week
Autumn Term <i>6.15 – 7.30pm</i>	Philosophy and Methods of Psychoanalytic Research	Michael Rustin	Weeks 1-5
	Poetry and Psychoanalysis	Judith Edwards	Weeks 6-10
Spring Term	Narratives of the Self	Meg Harris Williams	Weeks 1-10
Summer Term <i>5-7.00pm</i>	Dissertation supervision seminars will run in the Theory <u>and Applications</u> time slots in this term.	Michael Rustin Iain MacRury	Weeks 1-10

Year 2 – Autumn term

METHODS IN PSYCHOANALYTIC RESEARCH

Module Leader: Michael Rustin, Professor and Head of the School of Social Sciences, UEL

Aims

The broad aim of this Unit is to enable students to understand methodological issues relevant to psychoanalysis and its applications, and to provide a reflexive and self-critical dimension to psychoanalytic studies as they are pursued in this programme.

Objectives

Its objectives are to

- (1) Clarify the methods by which psychoanalytic knowledge is generated, and the debates concerning scientific justification which surround this process.**

- (2) Explore various extensions and applications of psychoanalytic understanding from its core location in clinical therapeutic practice, to other applied contexts such as infant observation, institutional processes, and wider social and political phenomena.**

This Unit thus intends to provide a framework for reflecting on the ideas and procedures studied throughout the course, including its application units.

Learning Outcomes

At completion of the Unit, students are expected to understand some of the intellectual 'meta-context' of psychoanalytic studies, and to have confidence to express and explore their own views about, and differences with, perspectives explored in the course. They are also intended to understand the ways in which the application of psychoanalytic ideas has been extended beyond the individual clinical sphere, and to be able to reflect on the assumptions and methods on which such applications are based.

It is intended that the work of this Unit should inform students' thinking, and their written work, throughout the course, and contribute in particular to the clarification of the methodologies appropriate to MA Dissertation work.

Students are expected to be involved in discussion of the issues raised in this Unit, and to develop their understanding through contributing to seminar discussion.

Assessment

Students have the opportunity to undertake an essay based on this Unit as one of their Application assessments. However, the Unit is mainly expected to inform other assessed work by students, including eventually their Dissertations, by providing a reflective background on psychoanalytic approaches and methodologies.

Syllabus

1.2.4 Dissertation Proposal and Dissertation

Unit Title: Dissertation Proposal (1 term)		
Term 3:	Unit Code: Unit 7 Level: M Credit: 20 credits ECTS credit: 10 credits	Unit Leader: () Additional Tutors: () Iain MacRury Michael Rustin
Pre-requisite: Year two for part time students		Excluded Combination: N/A
Main Aim(s) of the Unit: To enable students to produce thought out, well structured and realistic proposals for their dissertations.		
Main Topics of Study: <ul style="list-style-type: none"> • The use of observational, clinical and applied material in the dissertation. • Contemporary papers to support dissertation topics. • The chosen dissertation topics of members of the group. 		

Learning Outcomes for the Unit

At the end of this Unit students will:

Knowledge

- **Understand the nature of a dissertation based on experience.**
- **Comprehend the requirements for a dissertation proposal.**

Thinking skills

- **Plan the dissertation and the work and time involved.**

Subject-based practical skills

- **Begin to integrate theoretical concepts with observational and applied material.**
- **Write a proposal.**

Skills for life and work (general skills)

- **Communicate their ideas to the group, using multi media.**

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

- **Seminar/workshops presented by course staff members.**
- **Supporting reading seminars.**

Assessment methods which enable student to demonstrate the learning outcomes for Unit 7.

Written dissertation proposal (1500-2000 words)

Written Introductory chapter (3000-4000 words)

Pass/Fail

Academic Requirements:

Students are required to submit:

It is envisaged that in preparing for the dissertation, in most cases, students will demonstrate a capacity to make use of their own observational, professional and personal experiences and interests, organised and enhanced by appropriate use of theory. Most

students will not attempt original research with human subjects for their dissertations. Where they intend to do so, they must seek ethical approval from the Tavistock Clinic Ethics Committee and its equivalent in any other institution where the research will be undertaken.

Having formulated their research question, it is suggested that students submit their proposals in the following way. This derives, with modifications, from the format required for research degree and research grant application forms.

- 1. Title of MA Dissertation Proposal**
- 2. Brief summary of the Proposal (100 words maximum). Outline the topic or problem which you feel would justify a sustained exploration or investigation of the kind which might lead to a dissertation.**
- 3. Relationship of the Proposal to your present or previous interests or experience.**
- 4. Principal aims of the project.**

Here you should give an outline in about 500 words of the main purpose of the investigation, paying attention in particular to the relationship between your topic and the conceptual/theoretical ideas which you are intending to use or explore. This is a key section of the Proposal.

- 5. Plan of work. Outline the work that would need to be done to develop your proposal into a dissertation of 10,000 - 15,000 words - eg. cases to be written up, literature to be studied, observations to be used, as appropriate.**
- 6. Relationship of the Proposal to existing literature on its topic.**

This might indicate areas of theory that are relevant, or other studies in your field that are going to make use of, or more

generally situate your work in an existing field of study. It may help to undertake a preliminary library search. Explain how your topic might be explored in relation to psychoanalytic theory or writing - for example as an application of psychoanalytic theory.

7. **Brief bibliography.**
Eg. 10-20 references.

1500-2000 words would be a reasonable length for the Proposal.

The accompanying preliminary chapter could be the introduction, or a chapter encompassing a literature review – that is, summarising the literature relevant to the dissertation topic, particularly the psychoanalytic literature (see point 6 of the Proposal Guidelines). However, any section of the dissertation may be presented in the preliminary chapter – for example, if the planned dissertation is based on a psychoanalytic reading of three of an author’s key texts, one of the texts may be chosen (see point 5 of the Proposal Guidelines). Students will be able to integrate the work they have done on their dissertation proposal and their preliminary chapter into the body of their final dissertation, although it is expected that the work will be revised in the light of the student’s subsequent development of the dissertation themes in depth. However, students are not required to incorporate this work into their dissertation, as it is also recognised they may wish to diverge from their original study proposals as their work develops.

Comprehensive reading list and detailed syllabus will be made available at the start of the unit

Indicative Reading for this Unit:

Planned in consultation with students and based on their chosen topics.

Indicative
Teaching and

Activity

Learning Time (10 hrs per credit): 200 hrs	
Student/Tutor Contact Time: (30 hrs)	Activity: Seminar/workshops / Tutorial time
Student Learning Time: 170 hrs	Activity: Reading for seminars and around chosen topic (100hrs) Preparation of observational or applied material (70hrs)

Unit Title: Dissertation	
Unit Code: Unit 8 Level: M Credit: 60 credits ECTS credit: 30 credits	Unit Leader(s): Additional Tutors: Michael Rustin Internal and external visiting lecturers:
Pre-requisite: Unit 7	Excluded Combination: Unit 7 Seminar
It is a minimum entitlement for all students studying on UEL-Tavistock M Level courses to receive 3 individual dissertation supervisions	
Main Aim(s) of the Unit: To produce a dissertation as specified in the programme handbook.	
Main Topics of Study: A topic chosen in discussion with dissertation Unit leader.	
Learning Outcomes for the Unit At the end of this Unit students will: <i>Knowledge</i> <ul style="list-style-type: none"> • Produce a self-specified piece of work. <i>Thinking skills</i> <ul style="list-style-type: none"> • Demonstrate an integration of psychoanalytic theory with experiential learning i.e. observation and/or application. <i>Subject-based practical skills</i> <ul style="list-style-type: none"> • Demonstrate a capacity to analyse a chosen topic in depth using 	

<p style="text-align: center;">appropriate psychoanalytic tools of enquiry.</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of supervision. <p><i>Skills for life and work (general skills)</i></p> <ul style="list-style-type: none"> • Communicate ideas clearly, elaborated in depth. 	
<p>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</p> <p>Supervision, assisted library searches.</p>	
<p>Assessment methods which enable student to demonstrate the learning outcomes for Unit 8.</p> <p>Dissertation 10,000 – 14,000 words</p> <p>Academic Requirements:</p> <p>Once the dissertation proposal and preliminary chapter have been accepted by the Assessment Board, candidates receive detailed supervisions, usually three or four during the process of writing the dissertation. Staff who lead the seminars and offer supervision are drawn from both the Tavistock and the University. Proposal Seminar leaders, in consultation with the Organising and Assessment Tutors, recommend suitably qualified supervisors for dissertation students. Where relevant, supervision is arranged with staff who have particular knowledge or expertise. Students are advised to submit drafts of the dissertation in good time so that the supervisor may read and prepare for the supervision. Supervisors usually offer a supervision within two to three weeks of receiving a written draft and notes. In exceptional circumstances, where there is a lot of material to read or a need to research references, there may be a delay of up to four weeks.</p> <p>Feedback will usually take place as part of a supervision, although some supervisors send or give written notes and comments in addition. Students, who live at a distance, may seek to have one or two supervisions by telephone, facsimile or</p>	<p>Weighting:</p> <p>100%</p>

<p>e-mail. Students who have difficulty in arranging supervision should contact the Organizing or Assessment Tutor.</p> <p>It will not be possible to ensure that students are offered the three supervisions if they begin to submit work too close to the submission date. (They may also find that the supervisor is not, in practice, able to read written drafts fully in very limited time.) Students are advised to plan their work and the timing of supervisions to optimise use of the available time.</p>	
<p>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</p> <p>Indicative Reading for this Unit:</p> <p>To be decided individually in consultation with supervisor.</p>	
<p>Indicative Teaching and Learning Time (10 hrs per credit): 600 hrs</p>	<p>Activity</p>
<p>Student/Tutor Contact Time: (10 hrs)</p>	<p>Activity: Supervision</p>
<p>Student Learning Time: 590 hrs</p>	<p>Activity Library searches using “Psychoanalytic literature”/On-line library searches (190 hrs) Dissertation preparation reading, adapting observational/applied material (400 hrs).</p>