



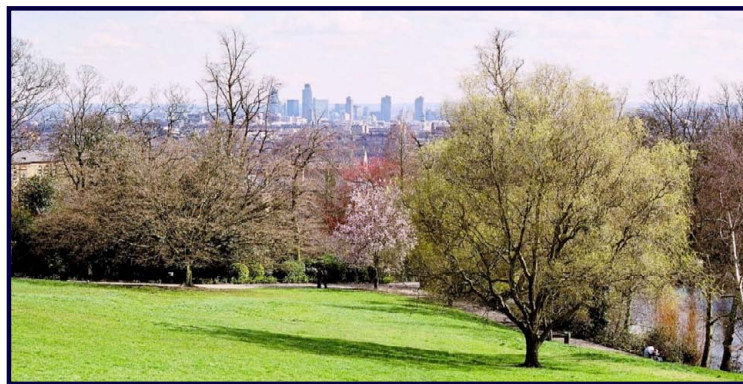
# Age Matters



## Psychodynamic Observation And Emotional Mapping

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Two Year Post Qualification  
CPD Course



**Venue:**

Education Centre, Waterlow Park, Dartmouth Park Hill, London, N19 5JF

**Course Start Date:**

2011-2012

## Welcome

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Dear Colleague,

I would like to welcome you onto the 'Psychodynamic Observation and Emotional Mapping' Course which is offered at post-qualification level to professionals working with older adults.

The course makes full use of experience based learning by integrating psychodynamic observation with psychoanalytic theory and your own clinical experience.

You will have the opportunity to bring detailed accounts of areas of challenge and concern in your everyday work to the course . Within the framework of a psychodynamic supervision seminar and a structured theory seminar, you will deepen your understanding of factors operating 'under the surface' enabling a deeper understanding of the complexity of the work task.

Using a psychodynamic framework the course will support and strengthening you in your core professional role and continually inform and expand your capacity for reflective practice and applied intervention in your workplace.

I hope that you will find the next two years a rewarding and enriching experience.

***Rachael Davenhill***  
***Programme Director***

## Module One

### Emotional Mapping Work Discussion Seminar

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#### Introduction

The work discussion seminar is at the heart of the learning experience. It values and makes use of staff experience, and runs throughout the two years.

Detailed accounts of interactions at work are presented to a multidisciplinary seminar. These accounts could include process notes of assessments, individual or group sessions with patients, work with staff, or organisational development issues.

#### Aims

1. To study detailed interactions between clinician and patient in order to gain a deeper understanding of the powerful impact unconscious processes such as transference , countertransference and projective identification have in clinical settings.
2. To gain a way of thinking about the clinician's and the patient's emotional states in a way which seeks to acknowledge and understand anxiety and its unconscious defence manifestations, and through this to enhance the quality of clinical intervention.
3. To study the emotional interactions embedded in working relationships with other colleagues in the immediate work setting or the broader organisation and to provide an opportunity to consider and discuss professional dilemmas faced by the clinician.
4. To facilitate the writing of detailed reports in the first person, which includes the writer's own interactions as well as that of the patient.

#### Learning Outcomes

1. Workshop participants will be able to demonstrate the following learning outcomes:
2. An ability to prepare for, participate in and contribute to seminar

presentation and discussion.

3. A greater understanding of themselves and the impact of their own feelings and behaviour in the work setting.
4. A more developed understanding of the scope and limitations of their own individual professional roles.
5. An appreciation of the significance of the ability to adopt a reflective stance in relation to themselves, those with whom they work and their interactions within the work setting, including the capacity to provide detailed written notes for supervision purposes
6. In terms of knowledge and understanding, course participants will be able to reflect upon detailed accounts of clinical and organisational practice and have a deeper awareness of unconscious processes, including anxieties and defences, operating in clinical settings.

### **Areas of Study**

Areas most pressing to course participants can be brought to the work discussion seminar. This should be presented in as much detail with regard to interaction as possible and can include process notes of an individual assessment, session, group session, or work with staff teams or organisations.

Members of the seminar are bound by professional rules to respect confidentiality at all times, to disguise all case material in terms of names and place, and not to discuss cases in a way which risks recognition outside the bounds of the teaching group.

Supervision of course participants work should be arranged in their own place of work and the work discussion group does not take responsibility for the supervision of course participants work.

### **Learning Method**

Course participants learn from:

- . Writing detailed reports in the first person including the writer's own interactions, as well as those of other staff or clients.
- . Presenting their own work and discussing other people's work in depth in the

supervision group. Learning from detailed discussion of interactions with staff and clients in the work setting about the unconscious processes involved in the work situation being described and what implications this has for intervention.

### **Structure of module**

Seminars and self-directed preparation of detailed reports of each course participant's work.

Contact time: 24.5 hours total, monthly seminars of 1.25 hours over 20 months.

### **Assessment**

Assignment Essay

(Joint assignment for Work Discussion and Theory Seminars)

To complete this module course participants will need to demonstrate that learning outcomes have been achieved at the required level and provide evidence of this through a joint assignment shared with the theory seminar.

This will involve writing an essay of 3-4,000 words describing a piece of clinical work. The aim of the assignment is to show evidence of an increased ability to integrate clinical and reflective practice with an understanding of key theoretical concepts as developed over the two years of study.

## **Module Two**

### **Theory Seminar**

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**Year 1 : Emotional Mapping for Old Age and Dementia Services**

**Year 2 : Dynamics of Depression and Dementia**

## **Introduction**

This is a taught seminar, with a mixture of guided reading and a programme of lectures.

## **Aims**

1. To provide a psychoanalytic understanding of the importance of early experiences in human development and their relevance for the negotiation of change and transition in old age.
2. To provide a psychoanalytic framework within which to understand normal and pathological mental functioning, and the relevance of loss and separation for individual development.
3. To provide a psychoanalytic understanding of the client/worker relationship. In particular the concepts of transference, countertransference, defence mechanisms and projective identification will be explored.

## **Learning Outcomes**

Course participants will be able to demonstrate the following learning outcomes:

1. Developed a working understanding of key concepts in psychoanalysis and understand their relevance to clinical and organisational work.
2. Increased confidence in their own professional role and those processes within organisations both conscious and unconscious, which can support or impede professional and service development.
3. Understand selected psychoanalytic theories on normal and pathological development, with particular emphasis on loss, separation, and the processes involved in normal and abnormal mourning in old age.
4. Will have developed a working understanding of key concepts in psychoanalysis and their relevance to clinical and organisational work.
5. Be conversant with and have developed some understanding of key psychoanalytic writings on old age.
6. Have a base of theoretical knowledge from which to develop further thinking about the developmental issues of old age.

## **Learning Methods**

This module is taught with a mixture of lectures/discussions and reading seminars. For the latter, there will be required reading for each seminar that all course participants will prepare. In addition a number of additional texts will provide further related material.

## **Structure of Module**

- Year 1 Emotional Mapping for Old Age and Dementia Services: Core Psychoanalytic Concepts
- Year 2 Dynamics of Depression and Dementia
- Contact time: 24.5 hours total.
- Monthly seminars of 1.25 hours over 20 months.

## **Assessment**

Assignment Essay (Joint assignment for Theory and Work Discussion Seminars)

This assignment will provide course participants with the opportunity to show a working understanding of key concepts in psychoanalysis and their relevance to clinical work.

## **Module Three**

### **Psychodynamic Observation In Old Age**

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#### **Aims**

1. To facilitate the task of psychodynamic observation and to establish the boundaries of the observational role.
2. To train course participants in the discipline of becoming a reflective observer, including the capacity to write detailed observational notes each week, and to provide an opportunity for course participants to reflect on their own experience of the task, and of the personal impact of paying close attention to the older person/staff in the observed setting.
3. To promote awareness, through familiarity with the varied observational settings presented in the seminar, of the diversity of experience regarding the ageing process for both people who are older as well as workers or family members involved in their everyday life.
4. To promote awareness of, and sensitivity to, the diverse ethnic, cultural and socio-economic factors within the observed setting.

#### **Learning Outcomes**

At the end of this module, course participants will be able to demonstrate the following learning outcomes:

1. The capacity to disseminate the psychoanalytic method of observation in their own work place and to be in a position to undertake a Supervision of Supervisors module in order to provide the setting conditions to develop the psychodynamic method of observation in their own work place.
2. Increased confidence in capacity for developing appropriate clinical interventions in the workplace.
3. An understanding of the complexity of the role of observer and of remaining in role, including an increased ability to observe self and others.

4. An ability to record observations in detail and to be able to present clear and extended reports of observations and interactions for seminar presentation and to fully take part in the discussion of other observations.
5. Developing further the ability to apply a psychoanalytic framework to understanding observations and to relate them to conscious and unconscious processes.
6. To be able to produce a portfolio of two good examples of observations, and to demonstrate an ability to write clear, contextualised descriptions of complex interaction together with reflective discussion.
7. To use observational data to augment the literature on useful interventions in day-care, residential and nursing homes, acute general, rehabilitation and continuing care settings.

#### **Knowledge and Understanding**

To examine in close detail observations of staff and people who are older in health and social care settings and to deepen an understanding of the experiences, pressures and opportunities for staff and patients in old age settings. To gain a greater understanding from experience-based learning, of the organisational dynamics and unconscious processes operating in the settings that are observed in order to enable each course participant to understand better such processes in their own work place.

In terms of values and attitude the course will increase course participant's ability to reflect on their own experiences and those of the older people with whom they work, increasing sensitivity to, and understanding of, themselves, their colleagues and their clients.

To reflect upon the emotional impact on staff of working in old age settings, and to explore in small group supervision the unconscious processes and defences of such institutional settings, with a view to improving practice.

To enhance course participant's capacity to take up an observing, reflective stance in their own everyday work settings.

#### **Structure of Module**

Each course participant will undertake an observation in an old-age setting. The observation will be for an hour a week for a minimum of 10 weeks. Course members will be responsible for arranging their own observations. Detailed

notes of the observation are to be written from memory as soon as possible after the observation has taken place.

Observations will be carried out each week and presented to the supervision group on a rotational basis. Following completion of the observational experience, a portfolio paper containing two written observations will be completed. There will be a follow on day where each student will give a final presentation of their observation paper to the seminar group.

- Contact time: 18.5 hours total.
- 10 seminars of 1.5 hours weekly plus Introductory lecture of 1.5 hour
- Final Presentation afternoon of 4.5 hours.

### **Learning Method**

- Experience based learning using the psychodynamic observational method
- Presentation of process recordings of observations undertaken

### **Assessment**

Assignment Practice Based Portfolio

To complete this module, course participants will need to demonstrate that they have met the learning outcomes to the required level. They will need to present a portfolio of two old age observations, one from the beginning one towards the end of the observational experience, of no more than 1,500 words each.

### **Assessment Criteria**

1. Demonstrate development in the observer's capacity to describe in detail what has occurred during the hour of observation and demonstrate an emotional awareness of what is happening through the description.
2. Include a brief introduction and contextualisation of the setting of the observations, as well as linking passages between observations in terms of significant developments and changes in the setting relevant to reading the second report.
3. Demonstrate the growth of capacity to manage the observer role.

## **Section One** General Professional Aims of the Course

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**To increase** the number of health and social care professionals working directly with older people who are trained in the method of close psychodynamic observation as a means of supporting and extending the potential for thoughtful intervention.

**To enhance** clinical and organisational skills through experience based learning following a programme of taught theory seminars, work discussion seminars and observational seminars, which will facilitate the linking of theory with practice.

**To extend** and deepen course participant's understanding of conscious and unconscious factors in normal development, including factors which can impede as well as support development, and to integrate an understanding of early life history and experience and key psychoanalytic concepts in terms of their relevance to old age.

## Length of Course and Attendance

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The Age Matters Certificate is part time and consists of one module taken over one year. The Age Matters Diploma consists of three modules. These can be completed in a minimum of two years. The course is designed to be flexible, with the intention of enabling professionals with heavy work and family commitments to take the course at the speed which suits them.

Course participants will need to attend 80% of every module and complete two written assignments to receive the Certificate/Diploma. For the duration of the course, participants will write reports for presentation in seminars which should be in typed format. This provides a basis for the required written submissions.

## Support for Course Participants

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Before starting the course there will be an induction half day with lunch where course participants will be able to meet the programme leader and each other and receive an introduction to the different components of the course.

## Section Two Assessment

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BPS Learning Centre CPD Approval applied for.

Psychodynamic Observation and Emotional Mapping	Course Year	Submission
Age Matters CPD Certificate		
Psychodynamic Observation Paper	1	July 2011
Age Matters CPD Diploma		
Work Discussion Paper/Clinical Paper	2	July 2012

Coursework should not exceed the word count stated which will be stated at the beginning of each written assignment, and confidentiality of places, professionals and clients must be maintained and names changed to protect identities. In terms of robust professional practice, maintenance of confidentiality is also required within work discussion groups and other presentations.

## Section Three Finance and Fees

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Once an application has been made and the applicant has accepted an offer onto the course, the applicant has entered into a financial contract with Age Matters.

Course participants are liable to pay the full fee once a place has been accepted and are responsible for either self-funding or ensuring that their employer or sponsor funds the course. Course fees need to be paid in full before the commencement of the course.

For people who are self-funding it is possible to make 3 separate payments over 2 years to cover each module prior to the commencement of each module.

### Full Course fee:

**£1850**

## Section Four General Information and Transport

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The course is held at the Education Centre situated inside the Dartmouth Park Hill entrance to Waterlow Park, London. The nearest tube station is Archway tube on the Northern line, with a 5 minute walk to the Education Centre. Toilet facilities on the premises, and coffee/tea/biscuits are provided in the 15 minute tea break between seminars.

For course participants arriving prior to the course starting, there is a pleasant cafe serving vegetarian food situated in Lauderdale House, a few minutes walk through the park from the Education Centre, or alternatively via the Highgate Hill entrance to Waterlow Park.

